

30th EECERA ANNUAL CONFERENCE

CONFERENCE PROGRAMME

‘Cultures of play: Actors, Affordances and Arenas’

Glasgow, Scotland
23rd – 26th August 2022



GLASGOW | 2022

CULTURES OF PLAY: ACTORS,
AFFORDANCES AND ARENAS



GLASGOW
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BUREAU



EECERA is an independent, self-governing, international association which promotes and disseminates multi-disciplinary research on early childhood and its applications to policy and practice. It has a substantial and influential worldwide membership. The Association continues in the tradition of European early childhood thought, sustaining the legacy of Pestalozzi, Owen, Froebel, Montessori,

Steiner, Vygotsky, Piaget, Malaguzzi and other pioneers, whilst looking forward to encourage the exploration of new methodologies, concepts and applications.

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

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

The principle aims of EECERA are to:

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

The 30th EECERA Conference has been organised by CREC, in conjunction with In Conference Ltd. It is hosted by the School of Education at University of Strathclyde, Glasgow, Scotland, in partnership with Early Years Scotland and Glasgow Convention Bureau.



The School of Education at University of Strathclyde, Glasgow, Scotland Founded in 1796 as “the Place of Useful Learning”, the University of Strathclyde is a leading international technological university in the heart of the city, with an award-winning, customer-focused conferencing and events offer. In the heart of the city centre, the University of Strathclyde is an ideal location from which to explore Glasgow’s rich architecture, the ‘Style Mile’ of pedestrianised shopping streets, Merchant City district, and discover more about the city’s medieval buildings.



Early Years Scotland is the leading national third sector organisation for children pre-birth to 5. It is committed to providing the very best start in life for every child in Scotland. Their remit is broad, but with a strong focus on the professionals and families who care for the youngest members of our community.



In Conference, founded in 1989, is based in Glasgow and have been delivering international conferences in the city for over 30 years specialising in medical, academic and life sciences congresses. Widely regarded as one of Europe’s leading PCO’s, In Conference manage large national and international congresses and exhibitions throughout the UK, Europe, North America and Asia. Professionalism and expertise are recognised at the highest industry standards, both nationally and internationally. They are full members of the Association of British Professional Conference Organisers and the International Congress and Convention Association.



Centre for Research in Early Childhood, more commonly referred to as **CREC**. Established by Professor Chris Pascal and Professor Tony Bertram, CREC has been working to improve early years provision for over 25 years. Located in

Birmingham, United Kingdom, CREC specialises in early childhood research which has relevant and meaningful outcomes for practice and policy. CREC also offers postgraduate research degrees and has a strong reputation for undertaking reviews, reports, evaluations and consultancy work. CREC also runs British Early Childhood Education Research Association (BECERA) Conference and has been EECERA strategic partner supporting the delivery of the annual conference since 2010.



Glasgow Convention Bureau has been awarded Best UK Convention Bureau at the M&IT awards for the past 13 consecutive years. The Bureau provides dedicated conference support services for Glasgow Conference Ambassadors, from bid stage through to the conference taking place in the city.

We would like to thank the following sponsors and exhibitors for supporting the 30th EECERA conference:

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Cappelen Damm Akademisk is a major Norwegian publisher of textbooks and other teaching materials for university and college-level students. We also publish academic and scientific literature for the professional market within such fields as teacher education, healthcare, the humanities, business, law, and early childhood education (ECE).

Cappelen Damm Akademisk offers books on a wide range of topics in ECE, including children's mental health, aesthetics in early childhood education, diversity, assessment, projects in early childhood education, and more. Cappelen Damm Akademisk is also a leading publisher of Open Access books and journals in the Nordic countries. We provide the support of experienced editors, professional handling of content through the various phases of peer review and production, and customized digital publishing solutions. All of our Open Access books and journals are available online at noasp.no and can be read and shared freely.



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WELCOME FROM THE CONFERENCE CHAIR

Dear Colleagues and Friends,

On behalf of the School of Education and the Strathclyde Early Childhood Education Hub at the University, I am delighted to welcome you all to the 30th EECERA Conference in Glasgow, Scotland.

We would like to thank the European Early Childhood Research Association and its Board of Trustees for the opportunity to host the first face-to-face EECERA conference since the COVID pandemic began. We are so excited to bring the international early childhood community to our beautiful city and in doing so, not only showcasing the expertise that Scotland offers in terms of early childhood provision but learning from our esteemed international friends and researchers. It is a great honour for us to host academics and practitioners from all over the world and it gives us great joy to welcome colleagues not only from Europe, but from Asia, Australia, Africa, North and South America. This is extra special as it will be the first opportunity for many of us to network in person with our international community in such a long time.

The School of Education at the University of Strathclyde, your host at EECERA 2022, is the leading provider of teacher education in the country; this includes work within Initial Teacher Education (ITE) and Career-long Professional Learning (CLPL). The research work of the school focuses on applied research that addresses issues of teaching and learning for the 21st century across all stages of education provision. A key priority of researchers in the school is to address inequities in access and education provision in Scotland and beyond through its close connection with education communities, policy makers, teachers, and through self-study. Our overarching mission is to make a difference for the better in people's lives through education in its widest sense. This mission is realised by harnessing the synergies between our excellence in research, excellence in our education programmes and our collaborative engagement and knowledge exchange activity in the local and professional communities, both nationally and internationally.

Within the School, the Strathclyde Early Childhood Education Hub seeks to foreground Early Childhood Education in Scotland and internationally as a right that is vital for the academic progression and the health and wellbeing of our youngest citizens. We work with leading researchers and practitioners across the globe to position high quality Early Childhood Education as a fundamental right for all children. Our vision is underpinned by five themes which represent our ethos for Early Childhood Education:

- Children are positioned at the heart of decision making and practice;
- Responsive play and enquiry pedagogies drive learning in a child-centred manner;
- Relationships, belonging and relational practices foster evolving and progressive approaches to Early Childhood Education;
- Inclusive practices, grounded in a children's rights, social justice and a focus on diversity are paramount to generating holistic representations of childhoods and children's learning cultures in Scotland and internationally.
- Children's, practitioners' and family's voices should be celebrated and used to ground practice developments.

We use these themes, which are grounded in research evidence, to contribute to the evolution of practice from the ground up, by embedding these messages across our teaching, research and knowledge exchange.

In choosing the theme "Cultures of Play: Actors, Affordances and Arenas" we are reflecting that play is an internationally established mode of learning for children in general. In the Scottish context, the focus on play has

been particularly prominent in recent years as our policy makers strive to extend our utilisation of play pedagogies from early childhood and embed play with older age groups in schools. A conference focused around the theme of play provides an exciting opportunity to not only learn from modern day pioneers in the field of play but also to extend and develop our understanding of play in its broadest sense. This is particularly important because play is now recognised as a right for children and the United Nations Convention on the Rights of the Child has placed great importance on play for children's development. With this theme, this conference seeks to foreground play as an opportunity for dialogue to continue to understand the 'why' and 'how' of play in early childhood education and explore research on approaches to play.

In addition, this year's conference theme is our opportunity to acknowledge and promote the work done in Scotland to foreground play based pedagogies in early childhood and beyond. We are excited to share some of the practices being developed via a Fringe Festival of Scottish Early Childhood which will run in parallel to EECERA. The Fringe will include a keynote on children's rights-based practice (Wednesday evening) and an exhibition of Scottish practice running alongside the main conference.

When not enjoying the conference programme and our parallel Fringe events, we also hope that you have the opportunity to experience all that Glasgow and Scotland has to offer; from our many museums and art galleries, to our world-renowned shopping and rich culinary offering. Glasgow is a culturally diverse city, steeped in history and recently named the friendliest city in the world. You can be assured of the warmest of welcomes! For those of you who can extend your stay, Scotland's history and beauty is well known and we hope that you might be able to travel further to visit castles, hills, beaches and beautiful landscapes.

In conclusion, I would like to express my gratitude to all University staff and leaders involved in the development of this conference. Similarly, to close colleagues and partner organizations, we thank you for your expertise in shaping the design of this conference. In addition, we want to express sincere thanks to our student and practitioner communities who have gifted us with both time and resources to make this conference possible. Finally, as always, we express our upmost gratitude to every child, family and community who have shared their stories, experiences and time with the many researchers who will visit Glasgow over the next 3 days – without your generosity, this conference would not be possible.

On behalf of the 30th Annual EECERA Scientific and Organising Committee, I sincerely hope you have a wonderful and productive conference and enjoy all that our vibrant city has to offer.

Yours sincerely,

Dr. Lorna Arnott

Chair of the 30th EECERA Conference

Senior Lecturer in Early Childhood Education, Director of Early Years, University of Strathclyde.

THEME AND STRANDS

- In what ways do cultures shape play in early childhood across time and space?
- How is play sculpted by its actors, affordances and arenas?
- In light of the recent global pandemic and other disruptions to daily life, how does play feature in research, teaching and experience?

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

Values and value education

Culture, community and society

ECEC contexts, transition and practices

Play and learning

Supporting families in early years' settings

Innovative/alternative approaches

Parent partnership in early years' settings

Professionalism & pedagogues/educators role

National curriculums in ECEC

Paradigms, theories & methodologies for working with young children

National & international research in ECEC

The present and the future of child centred practice

The child and local community

Quality early childhood education

The relationship of home learning environment & local community

Children's policy

The role of families' cultural and social traditions

CONFERENCE CHAIR

Dr. Lorna Arnott, Senior Lecturer in Early Childhood Education, Director of Early Years, University of Strathclyde

LOCAL ORGANISING COMMITTEE

University of Strathclyde

In Conference

EECERA CONFERENCE SCIENTIFIC COMMITTEE

Lorna Arnott, University of Strathclyde, Scotland

Kate Wall, University of Strathclyde, Scotland

Ioanna Palaiologou, University of Bristol, UK

Jane Murray, University of Northampton, UK

Zinnia Mevawalla, University of Strathclyde, Scotland

Sarika Kewalramani, Monash University, Australia

Pekka Mertala, University of Oulu, Finland

Jóhanna Einarsdóttir, Professor, University of Iceland/EECERA, Iceland

Chris Pascal, Director, Centre for Research in Early Childhood, United Kingdom

Eleni Loizou, Associate Professor, Department of Education, University of Cyprus, Cyprus

CONFERENCE PROGRAMME

Pre Conference: Tuesday 23rd August 2022

Time	Duration	Item	Location
See individual booking	Various	School Visits	Transport from outside Technology & Innovation Centre (TIC) (pre-purchased tickets only)
09:00 – 16:00	7 hrs	10 th SIG Gender Balance Research Conference	Conference Room 7, Level 3 Technology & Innovation Centre (TIC)
10:00 – 11:30	1.5 hr	SIG Meeting: Children from refugee or migrant backgrounds	Conference Room 6, Level 3 Technology & Innovation Centre (TIC)
11:30 – 12:30	1 hr	SIG Meeting: Disability studies and inclusive education in the early years	Conference Room 5, Level 3 Technology & Innovation Centre (TIC)
12:00 – 13:30	1.5hr	SIG Meeting: Mathematics birth to eight years	Conference Room 6, Level 3 Technology & Innovation Centre (TIC)
12:00 – 17:00	5 hr	Registration	Foyer Area, Level 2 Technology & Innovation Centre (TIC)
13:00 – 17:00	4 hrs	SIG Research Conference: Sustainability	Conference Room 5, Level 3 Technology & Innovation Centre (TIC)
13:00 – 14:30	1.5 hr	SIG meeting: Digital Childhoods STEM and Multimodality	Online
13:30 – 15:30	2 hrs	SIG Meeting: Transitions	Conference Room 6, Level 3 Technology & Innovation Centre (TIC)
15.30 – 16.30	1 hr	Electoral College	Conference Room 6, Level 3 Technology & Innovation Centre (TIC)
17:00 – 19:00	2 hrs	Welcome Reception Lord Provost, Bailie Kerr, Glasgow City Council Chris Pascal, EECERA President Lorna Arnott, Conference Chair University of Strathclyde Linda Brownlow, Head of the School of Education, University of Strathclyde	The Barony

CONFERENCE PROGRAMME

Conference Day 1: Wednesday 24th August 2022

Time	Duration	Item	Location
08:45 – 17:00	All day	Registration / Help Desk	Foyer Area, Level 2 (TIC) Technology & Innovation Centre
09:00 – 09:30	30 minutes	Welcome Address (kindly sponsored by Cappelen Damm Akademisk) Lorna Arnott, Conference Chair University of Strathclyde Chris Pascal, EECERA President Prof Scott MacGregor, Vice Principal, University of Strathclyde	Main Auditorium (Level 3) Technology & Innovation Centre (TIC) Overflow Auditorium #2 (Level 3) Teaching & Learning Building
09:30 – 10:30	1 hr	Keynote 1: Karin Murriss	Main Auditorium (Level 3) Technology & Innovation Centre (TIC)
10:30 – 11:00	30 minutes	Refreshments	<ul style="list-style-type: none"> • Foyer (Levels 2 & 3) • Synergi Café (Level 3) Technology & Innovation (TIC) • Foyer (Level 4) Learning & Teaching Building
11:00 – 12:00	1 hr	Keynote 2: Lynn McNair, Deirdre Grogan, Lynn Taylor & Marion Burns	Main Auditorium (Level 3) Technology & Innovation Centre (TIC) Overflow Auditorium #2 (Level 3) Teaching & Learning Building
12:00 – 13:30	1 hr 30 Minutes	Lunch	<ul style="list-style-type: none"> • Foyer (Levels 2 & 3) • Synergi Café (Level 3) Technology & Innovation (TIC) • Foyer (Level 4) Learning & Teaching Building
13:30 – 14:50	1 hr 20 minutes	Symposium Set A	Various locations
14:50 – 15:45	55 minutes	Refreshments & Posters*	<ul style="list-style-type: none"> • Foyer (Levels 2 & 3)* • Synergi Café (Level 3) Technology & Innovation (TIC) • Foyer (Level 4) Learning & Teaching Building
15:45 – 17:05	1 hr 20 minutes	Symposium Set B	Various locations
17:30 – 19:30	2 hrs	EECERA Fringe Keynote: The theory and practice of Children's Rights in Early Childhood Education (Ticket only event)	Insight Institute University of Strathclyde

CONFERENCE PROGRAMME

Conference Day 2: Thursday 25th August 2022

Time	Duration	Item	Location
08:00 – 17:00	All day	Registration / Help Desk	Foyer Area, Level 2 (TIC) Technology & Innovation Centre
09:00 – 10:20	1 hr 20 minutes	Symposium Set C	Various locations
10:20 – 10:50	30 minutes	Refreshments	<ul style="list-style-type: none"> • Foyer (Levels 2 &3) • Synergi Café (Level 3) Technology & Innovation (TIC) <ul style="list-style-type: none"> • Foyer (Level 4) Learning & Teaching Building
10:50 – 12:10	1 hr 20 minutes	Symposium Set D	Various locations
12:10 – 13:30	1 hr 20 minutes	Lunch	<ul style="list-style-type: none"> • Foyer (Levels 2 &3) • Synergi Café (Level 3) Technology & Innovation (TIC) <ul style="list-style-type: none"> • Foyer (Level 4) Learning & Teaching Building
12:40 – 13.25	45 minutes	SIG Meeting: Working with Parents & Families	Conference Room 6, Level 3 Technology & Innovation Centre (TIC)
12:35– 13:25	50 minutes	Lunchtime PED Talks	Various, Teaching & Learning Building
13:30 – 14:50	1 hr 20 minutes	Symposium Set E	Various locations
14:50 – 15:40	50 minutes	Refreshments & Posters	<ul style="list-style-type: none"> • Foyer (Levels 2 &3)* • Synergi Café (Level 3) Technology & Innovation (TIC) <ul style="list-style-type: none"> • Foyer (Level 4) Learning & Teaching Building
15:40 – 17:00	1 hr 20 minutes	Symposium Set F	Various locations
19:00 – 23:30	4+ hrs	Gala Dinner (Ticket-only event)	Glasgow Science Centre

CONFERENCE PROGRAMME

Conference Day 3: Friday 26th August 2022

Time	Duration	Item	Location
09:30 – 10:30	1 hr	Keynote 3: Alison Clark	Main Auditorium (Level 3) & Overflow Auditorium (Level 1) Technology & Innovation (TIC) Building
10:30 – 11:00	30 minutes	Refreshments	<ul style="list-style-type: none">• Foyer (Levels 2 &3)• Synergi Café (Level 3) Technology & Innovation (TIC) Foyer (Level 4) Learning & Teaching Building
11:00 – 12:00	1 hr	Keynote 4: Anne Greve	Main Auditorium (Level 3) & Overflow Auditorium (Level 1) Technology & Innovation (TIC) Building
12:00 – 12:30	30 minutes	Closing Ceremony Kindly sponsored by Studentlitteratur	Main Auditorium (Level 3) & Overflow Auditorium (Level 1) Technology & Innovation (TIC) Building

KEYNOTE ADDRESSES

Day 1: Wednesday 24th August 2022

Main Auditorium, Technology & Innovation Centre (TIC) (Level 3)
& Overflow Auditorium #2, TL 325a, Teaching & Learning Building (Level 3)

09:30 – 10:30

Keynote 1 – Reconfiguring Child Agency in Digital Play

Karin Murrus
University of Oulu, Finland

11:00 – 12:00

Keynote 2 - Connected Cultures – identifying and celebrating Scotland’s actors, affordances, and arenas of play through stories of practice

Lynn McNair (1), Deirdre Grogan (2), Lynn Taylor and Marion Burns (3)
(1) University of Edinburgh, (2) University of Strathclyde, (3) Education Scotland

Day 3: Friday 26th August 2022

Main Auditorium, Technology & Innovation Centre (TIC) (Level 3)
& Overflow Auditorium Technology & Innovation Centre (TIC), (Level 1),

09:30 – 10:30

Keynote 3 - Time for play? Claiming back time in Early Childhood Education and Care

Alison Clark
University of South-Eastern Norway/ UCL, United Kingdom

11:00 – 12:00

Keynote 4 - Inspire to More Play? Teachers’ Participation in Dramatic Play

Anne Greve
Oslo Metropolitan University, Norway

SPECIAL INTEREST GROUP (SIG) MEETINGS - 2022

Thursday 18th August 2022

SIG	Time	Location
SIG Meeting: Transforming Assessment, Evaluation and documentation	08:00 – 09:00	Online via Zoom Request link from convenor

Friday 19th August 2022

SIG	Time	Location
SIG Meeting: Digital Childhoods STEM & Multimodality	11:00 – 12:30	Online via Zoom Request link from convenor

Tuesday 23rd August 2022

SIG	Time	Location
SIG Meeting: Gender Balance 10 th Research Conference (pre booked tickets only)	09:00 – 10:00 10:00 – 16:00	Conference Room 7, Level 3 Technology & Innovation Centre (TIC)
SIG Meeting: Children from refugee or migrant backgrounds	10:00 – 11:30	Conference Room 6, Level 3 Technology & Innovation Centre (TIC)
SIG Meeting: Disability studies & inclusive education	11:30 – 12:30	Conference Room 5, Level 3 Technology & Innovation Centre (TIC)
SIG Meeting: Mathematics birth to eight years	12:00 – 13:30	Conference Room 6, Level 3 Technology & Innovation Centre (TIC)
SIG Research Conference: Sustainability	13:00 – 17:00	Conference Room 5, Level 3 Technology & Innovation Centre (TIC)
SIG Meeting: Transitions	13:30 – 15:30	Conference Room 6, Level 3 Technology & Innovation Centre (TIC)

Thursday 25th August 2022

SIG	Time	Location
SIG Meeting: Working with Parents & Families	12:40 – 13.25	Conference Room 6, Level 3 Technology & Innovation Centre (TIC)

Friday 26th August 2022

SIG	Time	Location
SIG Meeting: Holistic Wellbeing	13:00 – 14:00	Overflow auditorium, TBC (TIC)
SIG Meeting: Professionalism in ECEC	13:00 – 14:30	Online via Zoom Request link from convenor

N.B. SIG meetings are open to existing and new members – to find out more please see information about each one below. Not all SIGs will meet in-person at conference and may instead convene online after the conference. Please contact individual convenors for more details.

ABOUT SIGs

Birth to Three

Bringing together international perspectives on children birth to three, to:

- Promote the wellbeing of children birth to three, and their families
- Support, share and disseminate SIG members' research on birth to three and related aspects
- Explore and debate emerging curricula and pedagogy, in relation to children birth to three
- Contribute to debates about birth to threes training, employment and professional development, in relation to the wellbeing of children and adults
- Strengthen understanding of integrated services for children and their families.

For more information, please contact:

Sara Barros Araújo: saraujo@ese.ipp.pt

Katherine Bussey: kat.bussey@gmail.com

Children from Refugee or Migrant backgrounds

Working to:

- Develop a partnership that will allow applications for various types of funding (Horizon, EEA, NordFORSK, Erasmus +) to pursue collaborative research projects to build on existing studies and further develop an emerging body of knowledge around the experiences of refugee, asylum seeking children and their families who have experienced Forced Migration from an international Early Education perspective.
- Respond to EU and World expectation making ECEC institutions which enhance a sense of belonging specifically for children from refugee, asylum-seeking and migrant backgrounds to transform ECEC settings into quality agencies, which are culturally appropriate, safe, welcoming and inclusive societies to achieve better outcomes for refugees and migrant children and their families.
- Expand further understandings for the Early Childhood and Education Care workforce, enhance culturally relevant pedagogy and empower ECEC as a sustainable solution for increasing migration challenges.

For more information, please contact:

Donna Gaywood: dlgaywood@gmail.com

Jennifer Koutoulas: jkoutoulas@eyia.org.au

Digital Childhoods, Multimodality and STEM

Our SIG is an inclusive group of academics, teachers, practitioners and students who are interested in the researching Digital Childhoods. We have an eclectic mix of members from across the world who are all interested in how technologies are shaping and being shaped, by children. We accept a broad definition of 'technologies' to explore how digital devices not only contribute to children's cognitive development but also have a central place in play, life and leisure activities. We welcome members with a variety of experience and we seek to support new academics who are emerging in the field.

For more information, please contact:

Lorna Arnott: lorna.arnott@strath.ac.uk

Maria Dardanou: maria.dardanou@uit.no

Sarina Kewalramani: sarika.kewalramani@monash.edu

Disability Studies and Inclusive Education in the Early Years

The purpose of this SIG is to explore and develop shared values, understandings, resources, and practices that promote shared humanity through research. The SIG aims include:

- Recognising, acknowledging and celebrating the full breadth of human diversity
- Supporting belonging and meaningful participation for all children, families and communities
- Challenging ableism, exclusion, objectification, stigma, discrimination, devaluing, dehumanising and othering

- ‘Listening’ to lived experiences of inclusion and exclusion (e.g., “nothing about us without us”)
- Recognising, upholding and promoting human dignity, equity, agency, rights and the valuable contribution of ALL people
- Identifying and addressing barriers in the environment, curriculum, pedagogies, policies, research and practice

Zinnia Mevawalla: zinnia.mevawalla@strath.ac.uk

Kathy Cologon: kathy.cologon@mq.edu.au

Gender Balance

For some years now, researchers from several countries have formed an international network on the issue of men, women and gender balance in the ECEC work force. Since 2010, members of the network organised research symposia on the annual conferences of EECERA. In 2012, the network initiated a Special Interest Group within EECERA. The SIG focuses on the issue of gender balance in the ECE work force, and on the important role gender plays in adult-child-relations. Although there have been discussions about rising the proportion of male ECE workers for more than two decades, the theme remains an issue. Recently, several research projects were conducted, and in some countries governmental funded programmes have been started for bringing more men in the profession of Early Childhood Education and Care. The SIG focuses on the links of research, practice and policy, intends to provide an academic forum for the promotion, development and dissemination of research, and facilitates cooperation and collaboration between researchers in the field.

For more information, please contact:

Tim Rohrmann: rohrmann@wechselspiel-online.de

Kari Emilsen: kem@dmmh.no

Holistic Well-being

The holistic well-being SIG aims to critically reflect on the concept of children’s well-being in a holistic, inclusive manner. This is timely due to the increased awareness and interest of practitioners, researchers and policy makers at a cross-national and global level in understanding children’s physical, mental, social, emotional, cognitive, spiritual and cultural well-being. It will foster research in a range of aspects including ESD in early childhood, child development, cross-cultural elements, policy, empowerment and agency and their synergy in examining children’s holistic well-being. The SIG welcomes international collaboration and innovative research.

- The Holistic Well-being SIG aims to explore the following questions, amongst others:
- What do we mean by well-being?
- Why address well-being?
- What do we know about well-being from the perspective of children’s and human rights?
- How can we support the well-being of children and families in a holistic and inclusive manner?
- Do practitioners, researchers and policy makers understand children’s physical, mental, social, emotional, cognitive, spiritual and cultural well-being in the same way?
- What experiences influence children’s well-being?
- How can we advocate for the well-being of the children and their families?
- Are there universal measures of well-being?

For more information, please contact:

Babs Anderson: andersb@hope.ac.uk

Zoi Nikiforidou: nikifoz@hope.ac.uk

Wilma Robles-Melendez: martrobw@nova.edu

Mathematics Birth to Eight Years

The EECERA SIG in Mathematics provides an academic and rigorous forum to develop and disseminate high quality research on early childhood mathematics education. It has organised stimulating and relevant symposia and other presentations at recent EECERA conferences. Some collaborative research, publication and evaluation have arisen as a result of people engaging with others at SIG meetings and during presentations. There is great potential for future collaborations, perhaps through joint publication in books and papers. The SIG Mathematics

is a friendly group looking to expand in order to continue learning about early childhood mathematics education. Please join us. We create a space for shared thinking and for creating synergies between participants from a wide range of professional and scientific contexts to encourage a clearer articulation and understanding of early childhood pedagogy, policy and practice in relation to mathematics.

For more information, please contact:

Oliver Thiel: Oliver.Thiel@dmmh.no

Multilingual Childhoods

The Multilingual Childhoods SIG was launched at the 2015 EECERA conference in Barcelona. It has been set up with a view to bringing together researchers who are investigating the learning of two or more languages in the home, school or community by children from birth to the age of 6 years old – this includes aspects of L1 and L2 language development in contexts of awareness of languages, additional languages, foreign languages, second languages, bilingual education, and immersion.

- To bridge the areas of multilingualism and early years education;
- To promote and disseminate research in early years multilingualism and its implementation in policy and practice;
- To create opportunities for informed and constructive discussion and debate;
- To foster possibilities for cross-national collaboration and interaction.

For more information, please contact:

Mila Schwartz: milasch@post.bgu.ac.il

Beatriz Cortina Pérez: bcortina@ugr.es

Outdoor Play and Learning

The Outdoor Play and Learning SIG provides an academic and rigorous forum at European and international level to develop and disseminate high quality research on outdoor play and learning. It aims to coordinate and disseminate international research on the international discourse in this emerging field. It intends to create a space for shared thinking and for creating synergies between participants from a wide range of professional and scientific contexts to encourage a clearer articulation and understanding of early childhood pedagogy, policy and practice in relation to outdoor play and learning.

For more information, please contact:

Ellen Beate H. Sandseter: ebs@dmmh.no

Mehmet Mart: dr.mehmetmart@gmail.com

Natalie Canning: natalie.canning@open.ac.uk

Georgia Gessiou: georgia.gessiou@gmail.com

Participatory Pedagogy and Praxeological Research

We constitute a group of researchers that want to create a community within the larger EECERA organisation with a shared interest in advancing a specific area of knowledge – participatory pedagogies linked with praxeological research. We envisage to:

- generate critical reflection on those connected themes;
- encourage the emergence of cross-national perspectives;
- support innovative and reflexive research on current ECEC issues and themes through international collaboration
- promote participatory praxis with children and their teachers
- promote praxeological research of participatory pedagogies with children and with teachers
- connect teachers' education to children learning

The aims of this community are fully in line with EECERA philosophy and ethos and highly connected to the EECERA momentum of creating an impetus in the development of pedagogical praxis, as can be seen with the creation of the EECERA book series – Towards an ethical praxis in early childhood.

For more information, please contact:

Joao Formosinho: joamanuelformosinho@gmail.com

Christian Winterbottom: c.winterbottom@unf.edu

Monica Pinazza: mapin@usp.br

Professionalism in Early Childhood Education and Care

In many countries of the world, the expansion and further development of the early childhood care and education system is linked to a terminology of 'profession'. Curricula, or national pedagogical frameworks, have been introduced as a means to foster professional practice. Qualifications, in-service training/education and an increasing number of university degrees are contributing to the notion that there is a profession in early childhood and an associated need for 'professional' development.

Yet (at least from our point of view), there is far less understanding about what 'profession' in Early Childhood is all about. Do we really understand what it means to act 'professionally'?

- in a rapidly changing society where settings and situations are continuously changing, in social contexts and groups which tend to be chaotic as they organize and re-organize themselves, continuously forming patterns and relations which cannot be predicted or controlled?
- with a broad variety of people (children and adults) who pursue various interests?
- when we know that teachers act first as human beings with a personal history and generate their 'actionable knowledge' (Argyris) every day.

For more information, please contact:

Antje Rothe: antje.rothe@ifs.uni-hannover.de

Mary Maloney: mary.moloney@mic.ul.ie

Rethinking Play

In the context of EECERA Rethinking Play has to be thought provoking and reflecting on issues that relate to developments at scientific, social, educational and policy level; multidisciplinary and open for theoretical and practice-based research; sensitive to issues of diversity, and rights and lived experiences of children. The SIG Rethinking Play discusses several issues among which:

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

For more information, please contact:

Annerieke Boland: a.boland@ipabo.nl

Mandy Andrews: mandy.andrews@plymouth.ac.uk

Sustainability in Early Childhood Education

The aim of this SIG-group is to develop a space for networking and to encourage cross-national research and perspectives in the field of early childhood education for sustainability. The research agenda focuses on ways of understanding how young children are recognised as, and learn to be, active citizens for sustainability. Sustainability refers here to the interlinked social, economic, natural and political dimensions defined by UNESCO (2010), and these must underpin all decision-making for equitable global futures.

For more information, please contact:

Eva Årlemalm-Hagsér: eva.arlemalm-hagser@mdh.se

Sule Alici: aliciasule@gmail.com

Sue Elliott: sue.elliott@une.edu.au

Fabio Dovigo: fado@edu.au.dk

Transforming Assessment, Evaluation, and Documentation in Early Childhood Pedagogy

In the field of early childhood education and pedagogy the issues of assessment, evaluation and documentation are having central role in research and practice that are concerned with effective ways of assessing, evaluating and documenting children's development and learning. Moreover, the issues of children's and parents' voices, participation, involvement and engagement in these processes are seen as a challenge when early childhood educators try to align effective practices and values with external pressures such as policy, government standards. We aim to open the debate about ways where assessment, evaluation documentation, children's and parents' voices, participation involvement and engagement can be inter-dependant, inter-connected and woven in a way that forms an ecological thinking so we can develop rigours and systematic ways moving away of attempts to "modelise", "universalise" assessment, evaluation and documentation and formulate testing as many policies tend to.

For more information, please contact:

Elisabetta Biffi: elisabetta.biffi@unimib.it

Ioanna Palaiologou: ioanna.palaiologou@bristol.ac.uk

Lucia Carriera: l.carriera@campus.unimib.it

Transitions

To bring together international perspectives on transitions in early childhood to:

- Promote the wellbeing of young children and their families
- Support, share and disseminate SIG members' research on transitions and related aspects
- Explore and debate emerging research, professional practices and theories in relation to transitions
- Contribute to debates about transitions in relation to the wellbeing of children and adults
- Strengthen understanding of transitions for children and their families.

For more information, please contact:

Sue Dockett: sdockett@csu.edu.au

Helena Ackesjö: helena.ackesjo@lnu.se

Working with Parents and Families

- To share international research, experiences and understandings of the role of the family in early childhood education
- To discuss, reflect and challenge the power relationships between families and workers in research studies and work with parents and families.
- To provide a forum for the voice of parents and families in educational research
- To support the development of appropriate methodologies for research with parents and families to investigate how families support their children's growth and development.
- To explore workforce issues that arise through the development of different ways of working with parents and families across a number of disciplines e.g. early childhood education and family work

For more information, please contact:

Ute Ward: u.ward3@herts.ac.uk

Silvia Blanch Gelabert: Silvia.Blanch@uab.cat

Young Children's Perspectives

- To generate critical reflection on children's perspectives and children's rights
- To support and encourage cross-national perspectives on seeking children's perspectives
- To support SIG members' research in a collaborative and cooperative manner
- To share innovative and reflexive research on children's perspectives and children's rights.

For more information, please contact:

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

GENERAL INFORMATION

Conference and Venue Information

EECERA 2022 will be held at the University of Strathclyde, Glasgow.

University of Strathclyde, The Technology and Innovation Centre (TIC Building)
99 George Street, Glasgow, G1 1RD www.strath.ac.uk

If you have any urgent enquiries, please email eecera2022@in-conference.org.uk or call +44 (0)131 336 4203 (Mon-Fri from 9am – 5pm).

The University of Strathclyde is located in the heart Glasgow city centre in the Merchant City area. The venue can be accessed by various transport options. For further information, please see <https://www.strath.ac.uk/conferencingandevents/attendinganevent/>

Arriving by air (Glasgow International Airport)

The Glasgow Airport Express Bus Service 500 runs 24 hours a day, 7 days a week from the airport to the city centre at a cost of £8.50 single or £14.00 open return.

Taxis are frequently available from the rank outside the Arrivals area and cost approximately £45.00 to the University of Strathclyde.

Arriving by train

The closest railway stations to the University of Strathclyde are:

- Queen Street (0.4 miles), 7 minute walk
- Glasgow Central (0.9 miles), 14 minute walk
- Arriving by Glasgow Subway (Underground Trains)

The Subway is the easiest and fastest way to get around Glasgow. The subway completes a circuit of fifteen stations, running every four minutes and costing as little as £1.55 for an adult single ticket. The closest subway stations are:

- High Street (0.1 miles), 4 minute walk
- Queen Street (0.4 miles), 7 minute walk
- Argyle Street (0.6 miles), 10 minute walk
- Glasgow Central (0.9 miles), 14 minute walk
- Buchanan Street Underground (0.5 miles) 8 minute walk

Arriving by Bike

Secure bike racks are available around the perimeter of the Technology and Innovation Centre and across the Strathclyde Campus. Take a look at our [Campus Map](#) for more information on locations.

People Make Glasgow Next Bikes are available to rent from as little as £1 for 30 minutes and e-bikes from £2 for 20 minutes. The closest Next Bike location is at 40 George Street, outside the Graham Hills Building. Find out more on the [Next Bike website](#).

Arriving by car

The TIC building is situated in the centre of Glasgow just off the M8 motorway (Junction 15). If you are using a sat nav, enter the postcode **G1 1RD**. Discounted parking is available nearby. Validate your ticket at Reception in the Technology and Innovation Centre or at Security Control in the Livingstone Tower (22 Richmond Street) for the 24hour [City Parking Duke Street](#), capped at £5.40 for 24 hours.

For discounted parking at the 24 hour [NCP George Street](#), capped at £7.00 for 12 hours, download the ParkPass app and register with the code L6PN4FX. Scan the QR code using the app on entry to the car park rather than taking a ticket to receive your discount.

*Please note – these rates are correct as per January 2022

Arriving by Taxi

EECERA 2022 has partnered with the Glasgow Convention Bureau, who are offering delegates discounted travel for pre-booked journeys.

To make a booking please call +44 (0) 141 429 7070 and use the discount code that applies to your journey:

- GCB1 Airport to City Centre/SEC – set fare £25.00
- GCB2 SEC/City Centre to Airport – set fare £28.00
- GCB3 £4 discount on city tour

For more information on Glasgow Taxi's please visit: <http://www.glasgowtaxis.co.uk/>

Accommodation

Glasgow Convention Bureau is the official accommodation provider for the conference and has negotiated specially discounted rates with a wide range of hotels.

For group bookings of 10 rooms or more or other accommodation enquiries please email accommodation@glasgowconventionbureau.com. Please call 0141 566 0821 / 0820 during office hours for information or advice.

Registration and Information Desk

To collect your badge, delegate pack and Gala Dinner Ticket (if purchased), or speak to a member of our conference team, please visit our registration desk (Technology & Innovation Centre (TIC), Foyer Area, Level 2) during the following times:

- Tuesday 23rd August 2022, 12:00 – 17:00
- Wednesday 24th August 2022, 08:00 – 17:00
- Thursday 25th August 2022. 08:00 – 17:00
- Friday 26th August 2022, 08:00 – 13:00

COVID-19

While it is no longer a legal requirement to wear a face covering in Scotland, you may of course continue to wear one if you choose and, if you do not have your own, one can be obtained at the registration desk for delegates to pick up with their conference badge. It is also no longer required to socially distance and we know many of you will want to reconnect with friends and colleagues that you may not have seen in person now for a number of years – all we ask is that delegates remain considerate and respectful of others needs and wishes which may not necessarily mirror their own. If you do have symptoms, the government advice is to try and stay at home and avoid contact with other people. For more information please visit the [Scottish Government Website](#)

EECERA 2022 Volunteers Team

We have a large team of students and other volunteers supporting the conference this year. Please do not hesitate to approach any of our volunteers, (dressed in blue) should you have any queries, they will be happy to assist you!

Lunch and refreshments

All tea and coffee breaks and lunches will be served on levels 2 & 3 of the TIC building and level 4 of the Learning and Teaching building. If you requested a special diet at the time of registering, please advise a member of the catering team who will direct you to the special diets section. Vegetarian diets will be accommodated on the main catering stations. Please refer to the programme for more details.

Conference passes

Please ensure you wear your pass at all times during the conference, as without it you will not be able to access the conference and all its aspects (plenary sessions, symposia, refreshments, lunch etc.). If you lose your badge, please visit the conference registration desk who will be able to assist you.

Accessibility

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

Mobile devices

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

Wi-Fi

To access Wi-Fi across the campus please log in to the network below using the password provided:

Network - **TIC Conferences** (this will work in all the buildings)

Password - **CathkinBraes**

Social media

The Twitter hashtag for the conference is **#EECERA2022**. We would love to have a lively stream of tweets and posts during the conference using EECERA Facebook and Twitter accounts. We encourage everyone active on social platforms to share their conference thoughts, pictures and ideas.

Photographs

We will be taking photographs and video recording during the conference. If you do not wish to be photographed or filmed, please notify the photographer. A selection of photographs will be uploaded to the conference website and published on social media during and after the conference.

Welcome Reception and Gala Dinner

The Welcome reception will take place on Tuesday 23rd August from 5pm until 7pm at the Barony. The cost is included in the registration fee.

The Gala Dinner will take place on Thursday 25th August from 19.00 to 23.30 within the unique setting of the **Glasgow Science Centre**, located on the Clyde waterfront, where historic Glasgow meets the modern city. During the drinks reception, guests will be able to explore numerous fun and interactive exhibits, before dining in style and enjoying a three course dinner in the Atrium. The evening's entertainment will be provided by Bahookie, a #ROCKCEILIDH band providing a unique blend of Rock, Dance and traditional Celtic music.

The cost is NOT included in the registration fee and a ticket must be purchased in advance – [see website for details and availability](#).

EECERA Fringe Event

The early childhood festival (EECERA Fringe) for local practitioners will overlap with the main conference and delegates are invited to attend certain elements of it.

The exhibition for the Early Childhood Festival will be taking place on Wednesday 24th August from 10.30am until Friday 26th August. This will be held in the Insight Institute.

The keynote lectures will be taking place on Wednesday 24th August at 6.00pm until 7.30pm in the Institute. Tickets must be bought for this event in advance and are available to purchase [here](#).

The school visits will be taking place on Tuesday 23rd August. If you are attending the nursery visits, transport will be provided for you from the TIC building. Further details will be provided directly once tickets have been purchased – please note places are limited.

Liability

The EECERA 2022 Conference and the local organising committee accept no liability for loss or damage of any items during the event.

Poster set up and removal

All posters will be displayed in the Technology & Innovation (TIC) Building, Level 2 & 3 Foyer areas. Poster presenters whose presentations have been allocated to Poster Symposium I should put up their posters on Wednesday 24th August between 12.00 and 14.00. These should be left on display until the end of their poster symposium. Poster presenters whose presentations have been allocated to Poster Symposium II should put up their posters on Thursday 25th August between 12.00 and 14.00. These should be left on display until the end of their poster symposium.

Poster Symposia sessions

The poster symposia will take place on Wednesday 24th August between 14:50 and 15:45 and Thursday 25th August between 14.50 and 15.40. All poster presenters are required to be present at their stands during their poster symposium. Please see [Guidance for Poster presentations](#) for full information to help you prepare your presentation.

Instructions for Presenters & Chairs

Speakers are required to arrive five minutes before their presentation in the assigned room. A member of volunteers/staff will be present in the room to assist you with anything you need. Please refer to the [Guidance for presenters](#), [Guidance for PED talks](#), and [Guidance for Chairs](#) for full information to help you prepare for your presentation.

In the session

Please check the time and venue of your session in the Conference Programme. Kindly arrive before your session is due to start, in order to meet the session chair and technician.

Please observe the time given for your presentation. You will not be permitted to speak for longer than the time given.

Evaluation of the conference

We value your feedback regarding the 2022 EECERA Conference. Please complete the online evaluation which we will send to you shortly after the conference.

Certificates of attendance

Certificates of Attendance will be available to download from your account on the conference website one week after the conference.

PROGRAMME OVERVIEW

Symposium Set A

13:30 – 14:50, Wednesday 24th August 2022

Symposium	Location	Room	Symposium Title
A1	Technology & Innovation Centre (TIC)	Conference Rm 1	Supporting well-being of young children
A2	Technology & Innovation Centre (TIC)	Conference Rm 2	Gender, care and power relations in ECEC
A3	Technology & Innovation Centre (TIC)	Conference Rm 3	Learning from play: Methodological implications from community case studies in Brazil, Eswatini, Palestine and South Africa
A4	Technology & Innovation Centre (TIC)	Conference Rm 4	Supporting home learning and parenting
A5	Technology & Innovation Centre (TIC)	Conference Rm 5	Impact of COVID in 3 Countries: Germany, Mexico and Wales
A6	Technology & Innovation Centre (TIC)	Conference Rm 6	Pedagogical leadership in a time of crisis
A7	Technology & Innovation Centre (TIC)	Conference Rm 7	Implementing the EYFS reforms during COVID 19 – The Leadership story
A8	Technology & Innovation Centre (TIC)	Conference Rm 8	Preschool teachers orchestrating and conceptualising the concept of teaching
A9	Technology & Innovation Centre (TIC)	Overflow Auditorium	Learning (to teach) inquiry and documentation: Perspectives from ECE science
A10	Technology & Innovation Centre (TIC)	Main Auditorium split (A)	Developing communities of practice and pedagogical leadership
A11	Technology & Innovation Centre (TIC)	Main Auditorium split (B)	Power dynamics and policy in ECE
A12	Technology & Innovation Centre (TIC)	Main Auditorium split (C)	Promoting resilience and inclusion in EC settings
A13	Learning & Teaching Building	325A	Belonging, self-regulation and social, emotional competence
A14	Learning & Teaching Building	325B	Digital technology use for parents and children's learning
A15	Learning & Teaching Building	324	International perspectives, reflections, navigations and preparations from 6 countries
A16	Learning & Teaching Building	329	Multicultural equity and social cohesion issues in ECEC

A17	Learning & Teaching Building	423	Playful learning of powerful mathematical knowledge in early childhood
A18	John Anderson Building	504	Perceptions of play in trainee and early career practitioners
A19	John Anderson Building	505	Promoting wellbeing and participation through play, and the effect of community on practice
A20	John Anderson Building	506	Teacher's perspectives on play, attentiveness and participation
A21	John Anderson Building	507	Young children encountering research

Symposium Set B

15:45 - 17:05, Wednesday 24th August 2022

Symposium	Location	Room	Symposium Title
B1	Technology & Innovation Centre (TIC)	Conference Rm 1	Self-regulation and adverse child experiences
B2	Technology & Innovation Centre (TIC)	Conference Rm 2	Framing Play in the UK and Hungary: Rights, multi-age groups and empowerment – Navigating cultural pedagogy to champion children’s Voice
B3	Technology & Innovation Centre (TIC)	Conference Rm 3	Improving quality: practicum network, reflections and expert teachers
B4	Technology & Innovation Centre (TIC)	Conference Rm 4	Storying, drama as a pedagogical strategy
B5	Technology & Innovation Centre (TIC)	Conference Rm 5	Aspects of researching children under 3 years
B6	Technology & Innovation Centre (TIC)	Conference Rm 6	Reflections from the Froebel Partnership on children’s narratives outdoors: the creation of nature-led environments in England and New Zealand through participatory research
B7	Technology & Innovation Centre (TIC)	Conference Rm 7	Research on Early Childhood Education for Sustainability–Teacher and Teacher Education
B8	Technology & Innovation Centre (TIC)	Conference Rm 8	Mathematics and Play in Early Childhood: Children, Teachers and Families
B9	Technology & Innovation Centre (TIC)	Overflow Auditorium	Features of young children’s participation in early years classrooms in Wales
B10	Technology & Innovation Centre (TIC)	Main Auditorium split (A)	Quality EC Environments and partnerships
B11	Technology & Innovation Centre (TIC)	Main Auditorium split (B)	Developing child-centered practice in ECE
B12	Technology & Innovation Centre (TIC)	Main Auditorium split (C)	The power of music and movement in EC Education
B13	Learning & Teaching Building	325A	Children as post-digital, eco-citizens and gifted
B14	Learning & Teaching Building	325B	Discourses, Politics and a <i>Didaktik</i> on Science and the outdoors
B15	Learning & Teaching Building	324	Issues of diversity inclusion and citizenship

B16	Learning & Teaching Building	329	Music, lullabies and emotional self-awareness
B17	Learning & Teaching Building	423	Innovative approaches to science education in preschool
B18	John Anderson Building	504	Physical, motor and 'Childhood nature' development outdoors
B19	John Anderson Building	505	Qualities of play
B20	John Anderson Building	506	The place of theory and practice in ECEC professional development
B21	John Anderson Building	507	Designing contemporary learning ecologies: Meaning making and knowledge building in authentic inquiries.

Symposium Set C

09:00 – 10:20, Thursday 25th August 2022

Symposium	Location	Room	Symposium Title
C1	Technology & Innovation Centre (TIC)	Conference Rm 1	Gender and play: Perspectives of children, practitioners and researchers
C2	Technology & Innovation Centre (TIC)	Conference Rm 2	Promoting parental engagement in ECE
C3	Technology & Innovation Centre (TIC)	Conference Rm 3	Developing teacher's playfulness
C4	Technology & Innovation Centre (TIC)	Conference Rm 4	Inclusionary practice for migrant newcomers
C5	Technology & Innovation Centre (TIC)	Conference Rm 5	Play: toys, no toys and shopping
C6	Technology & Innovation Centre (TIC)	Conference Rm 6	Promoting sustainability, outdoor and learning
C7	Technology & Innovation Centre (TIC)	Conference Rm 7	Models of leadership in a time of change
C8	Technology & Innovation Centre (TIC)	Conference Rm 8	Inclusionary practices for children with SEND
C13	Learning & Teaching Building	325A	The Playful Threads between Pedagogy and Arts-based Processes – with Children/Artists/Pedagogues as Actors?
C14	Learning & Teaching Building	325B	Challenges of adult participation in children's play from a cultural-historical (Vygotskian) perspective
C15	Learning & Teaching Building	324	Research on early childhood education for sustainability – Nature contact and nature connections
C16	Learning & Teaching Building	329	Outdoor Play and Learning SIG: Children's Virtual Risk Management
C17	Learning & Teaching Building	423	Variations of Play and Learning
C18	John Anderson Building	504	Children's memories, voice and participation in transitions
C19	John Anderson Building	505	Digital Technology and learning
C20	John Anderson Building	506	Leadership, documentation and evaluation
C21	John Anderson Building	507	Negotiating issues in multi-ethnic ECEC settings

C22	John Anderson Building	317	Policy developments: Ireland, Sweden and Finland
C23	John Anderson Building	326	Refugee children in ECEC settings and the role of interpreters in research
C24	John Anderson Building	327	Transitions and group activities
C25	John Anderson Building	412	Values development in Practitioner CPD

Symposium Set D

10:50 - 12:10, Thursday 25th August 2022

Symposium	Location	Room	Symposium Title
D1	Technology & Innovation Centre (TIC)	Conference Rm 1	Playful interactions and developing friendships
D2	Technology & Innovation Centre (TIC)	Conference Rm 2	Digital technologies and mathematical learning
D3	Technology & Innovation Centre (TIC)	Conference Rm 3	Creativity and affordances in play spaces
D4	Technology & Innovation Centre (TIC)	Conference Rm 4	Play and transitions from pre-school to school
D5	Technology & Innovation Centre (TIC)	Conference Rm 5	Agency, child participation and executive functioning
D6	Technology & Innovation Centre (TIC)	Conference Rm 6	Impact of COVID -19 on children's play
D7	Technology & Innovation Centre (TIC)	Conference Rm 7	The role and value of toy libraries
D8	Technology & Innovation Centre (TIC)	Conference Rm 8	Multilingual practices and development
D13	Learning & Teaching Building	325A	Implementing a real inclusive play experience for all
D14	Learning & Teaching Building	325B	Play-Responsive Early Childhood Education and Care (PRECEC): Theoretical tools and empirical examples
D15	Learning & Teaching Building	324	The intersection of transitions in early childhood with concepts of the child, play and children's culture
D16	Learning & Teaching Building	329	Outdoor Play and Learning SIG: Learning with Nature
D17	Learning & Teaching Building	423	Moving beyond the 'human' in ECEFS Research
D18	John Anderson Building	504	Developing play spaces for children with disabilities
D19	John Anderson Building	505	Fairy tales, storytelling and creative narratives
D20	John Anderson Building	506	Literacy and Playful read-alouds
D21	John Anderson Building	507	Outdoors, social justice and COVID
D22	John Anderson Building	317	Policy, parents and practitioner perspectives of play

D23	John Anderson Building	326	Social inequality, race and written inclusion policies
D24	John Anderson Building	327	Transitions in Nordic Countries
D25	John Anderson Building	412	Education, History and Ambitions in Chile, Scotland and Germany

Symposium Set E

13:30 - 14:50, Thursday 25th August 2022

Symposium	Location	Room	Symposium Title
E1	Technology & Innovation Centre (TIC)	Conference Rm 1	Managing conflict and managerialism
E2	Technology & Innovation Centre (TIC)	Conference Rm 2	Children's perspectives on daily life in pre-school
E3	Technology & Innovation Centre (TIC)	Conference Rm 3	Observation and assessment instruments
E4	Technology & Innovation Centre (TIC)	Conference Rm 4	Perspectives on quality and Knowledge in ECE curricula
E5	Technology & Innovation Centre (TIC)	Conference Rm 5	Strategies and models for developing STEAM
E6	Technology & Innovation Centre (TIC)	Conference Rm 6	Exploring natural science and STEM learning in ECE
E7	Technology & Innovation Centre (TIC)	Conference Rm 7	ECEC practices at home and in preschool
E8	Technology & Innovation Centre (TIC)	Conference Rm 8	Educators support, contribution and enhancement of STEAM activity
E13	Learning & Teaching Building	325A	Parents Involvement in their Children's Learning (A Pen Green and Midlothian Collaboration)
E14	Learning & Teaching Building	325B	Play in time of crisis
E15	Learning & Teaching Building	324	Play as a context for children's social, cultural and spiritual wellbeing
E16	Learning & Teaching Building	329	Playing and working with AI in ECE. Attitudes and concerns of pedagogical professionals
E17	Learning & Teaching Building	423	Datafication, assessment and data governance in Finnish early childhood education
E18	John Anderson Building	504	Developing professional learning communities
E19	John Anderson Building	505	Guided play and nature playscapes
E20	John Anderson Building	506	Literacy in the digital age

E21	John Anderson Building	507	Pandemic, parents and professionals
E22	John Anderson Building	317	Principals, heads and deputies in ECE
E23	John Anderson Building	326	Sorting Maths in ECEC
E24	John Anderson Building	327	No Symposium scheduled
E25	John Anderson Building	412	Outdoor Play and Learning SIG: Changes to daily life and children's well-being

Symposium Set F

15:40 - 17:00, Thursday 25th August 2022

Symposium	Location	Room	Symposium Title
F1	Technology & Innovation Centre (TIC)	Conference Rm 1	Practitioners perspective on the pedagogical value of play
F2	Technology & Innovation Centre (TIC)	Conference Rm 2	Supporting children's agency and citizenship
F3	Technology & Innovation Centre (TIC)	Conference Rm 3	Practitioner inquiry and pedagogical documentation
F4	Technology & Innovation Centre (TIC)	Conference Rm 4	Gender and men's career patterns in ECE
F5	Technology & Innovation Centre (TIC)	Conference Rm 5	Exploring understandings, competences and integration of STEAM
F6	Technology & Innovation Centre (TIC)	Conference Rm 6	Parent's perspectives on play in ECE
F7	Technology & Innovation Centre (TIC)	Conference Rm 7	The Cultures and values of play
F8	Technology & Innovation Centre (TIC)	Conference Rm 8	Playful robots for all
F13	Learning & Teaching Building	325A	Parents and parenting styles
F14	Learning & Teaching Building	325B	The role of the environment in Sculpting Play
F15	Learning & Teaching Building	324	"Methodological immaturity" - play as research/research as play
F16	Learning & Teaching Building	329	The Decommmodification of Early Childhood Education: Resisting neoliberalism
F17	Learning & Teaching Building	423	Learning story narrative assessments and their relevance across diverse settings.
F18	John Anderson Building	504	International approaches: Estonian, Japan, Poland and Russia
F19	John Anderson Building	505	Mixed ethnicity and interculturalism in ECEC

F20	John Anderson Building	506	Pedagogical play practice - international perspectives
F21	John Anderson Building	507	Professional agency, constraints and ratios
F22	John Anderson Building	317	Soundscapes, Earthquakes and Reproducibility testing
F23	John Anderson Building	326	Work demands and governance
F24	John Anderson Building	327	Play and Music
F25	John Anderson Building	412	-

Symposium Set A

13:30 - 14:50, Wednesday 24th August 2022

A 1

Supporting well-being of young children

Individual Papers Symposium

Conference Room 1, Level 3, Technology & Innovation Centre

Chair: Tünde Puskás, Department of Behavioural Sciences and Learning, Sweden

Promoting wellbeing through a counseling model in Kindergarten and first years of Primary Schools

Ilaria Folci, Università Cattolica Sacro Cuore Milano, Italy,

Living in the heaven and buried in the earth? Strategies of teaching young children about death

Tünde Puskás, Department of Behavioural Sciences and Learning, Sweden

Dogs in the early years: exploring the potential (and challenges) of dogs as playmates for young children

Helen Lewis, Swansea University, United Kingdom

A 2

Gender, care and power relations in ECEC

Self-organised Symposium

Conference Room 2, Level 3, Technology & Innovation Centre

Chair: Kari Emilsen, Queen Maud University College of Early Childhood Education (QMUC), Norway

Crossing the gender line: The pervasive power of gender roles in ECEC

Joanne McHale, TU Dublin, Ireland

Gender and disciplinary power in child-practitioner interactions in early childhood education and care (ECEC): A comparative study of Edinburgh, Hong Kong, and Tianjin

Yuwei Xu, University of Nottingham, United Kingdom,

Exploring gender in toys-libraries: An analysis of affordances and play episodes involving children and their parents

Véronique Rouyer, University of Bordeaux, Laboratory of Psychology, France,

A 3

Learning from play: methodological implications from community case studies in Brazil, Eswatini, Palestine and South Africa

Self Organised Symposium

Conference Room 3, Level 3, Technology & Innovation Centre

Chair: Kay Tisdall, University of Edinburgh, United Kingdom

Playful methods in times of COVID-19: learning from communities

Patricio Cuevas-Parra (1), Linda Biersteker (2), Malcolm Bush (3), Clement Dlamini (4), Rabab Tamish (5), Irene Rizzini (3), Kay Tisdall (1), (1) University of Edinburgh, United Kingdom, (2) University of Cape Town, South Africa, (3) International Centre for Research and Policy on Childhood, Pontifical Catholic University of Rio de Janeiro, Brazil, (4) University of Eswatini, Swaziland, (5) University of Bethlehem, Palestine

Barriers and opportunities of play in a violent, impoverished Brazilian community

Irene Rizzini, Malcolm Bush, Pontifical Catholic University of Rio de Janeiro (PUC-Rio/CIESPI), Brazil

The rights of children in early learning: opportunities and challenges for research and advocacy in a South African case study community

Linda Biersteker, Lizette Berry, Children's Institute, South Africa

Chair: Birgit Huepping, PH Ludwigsburg University of Education, Germany

Picking up the pieces: Co-designing a play-based community approach to supporting the home learning environment

Debra Davies, Kathryn Morris, Centre for Early Child Development - Blackpool Better Start, United Kingdom

Role-play as Learning Strategy by Children in the Context of Home-schooling while the Covid-19 pandemic

Birgit Huepping (1), Melanie Kubandt (2), (1) PH Ludwigsburg University of Education, Germany, (2) Universität Vechta, Germany

Collaboration between staff and parents in ECEC to promote peer interactions in ECEC

Ellen Elvethon (1), Helene Berntsen Svensson (2), (1) University of Stavanger, Norway, (2) Trondheim kommune, Norway,

A 5

Impact of COVID in 3 Countries: Germany, Mexico and Wales

Individual Papers Symposium

Conference Room 5, Level 3, Technology & Innovation Centre

Chair: Jacky Tyrie, Swansea University, United Kingdom

No nursery 'til school – preschooler's academic and social-emotional development without institutional transition support due to the COVID-19 shutdown in Germany

Carolin Quenzer-Alfred, Lisa Schneider, University of Siegen, Germany,

Amplifying Young Children's Voices: Educational Experiences of 3- to 7-year-olds in Wales During the COVID-19 Pandemic

Gisselle Tur Porres (1), Jacky Tyrie (1), Jade Parnell (2), (1) Swansea University, United Kingdom, Swansea University, United Kingdom, (2) University of the West of England, United Kingdom

Playful learning in Mexican preschools during and after COVID-19: lessons learned for future emergencies

Dina Fajardo-Tovar, University of Cambridge, Play in Education Development And Learning (PEDAL) Centre, Mexico

A 6

Pedagogical leadership in a time of crisis

Self Organised Symposium

Conference Room 6, Level 3, Technology & Innovation Centre

Chair: Ioanna Palaiologou, University of Bristol, United Kingdom

Leadership in crises: The case of England

Ioanna Palaiologou, University of Bristol, United Kingdom

Leadership in crises: The case of Greece

Ioanna Palaiologou, University of Bristol, United Kingdom

Leadership in Crisis: The case of Sweden

Maria Styf, Catarina Arvidsson, Mid Sweden University, Sweden

A 7

Implementing the EYFS reforms during COVID 19 – The Leadership story

Self-organised symposium

Conference Room 7, Level 3, Technology & Innovation Centre

Chair: Felicity Dewsbery, Pen Green, United Kingdom

Creating emotionally containing spaces for leaders and practitioners to share experiences, process change and implement the EYFS reform during the global pandemic

Christina Wilson, Carly Polak, Felicity Dewsbery (1), Charnwood Nursery & Pre-school Group, United Kingdom, (1) Pen Green, United Kingdom

Creating emotionally containing spaces for leaders and practitioners to share experiences, process change and implement the EYFS reform during the global pandemic

Lisa Davey, Stephanie Hales, Katherine Clark (1), Davey Day Care, United Kingdom, (1) Pen Green, United Kingdom

Case study of a transition into the baby nest: a focus on how the EYFS reforms have enabled deeper practitioner reflection

Sam Pamplin, Lois White, Pen Green, United Kingdom

A 8

Preschool teachers orchestrating and conceptualising the concept of teaching

Self-organised symposium

Conference Room 8, Level 3, Technology & Innovation Centre

Chair: Carin Roos, Educational Sciences, Kristianstad University, Sweden

Intertwined understandings – Swedish preschool teachers' constructions of the concept of teaching

Jenny Henriksson, Kristianstad University, Sweden

Teachers' Conceptions of Digital Technology Supported Teaching in Swedish ECE Settings

Olga Boksjö, Mälardalen University, Sweden

From the specific to the general- preschool teachers' orchestration of technology education in explorative play.

Sara Eliasson, Göteborgs universitet Department of Pedagogy, Communication and Learning, Sweden

A 9

Learning (to teach) inquiry and documentation: Perspectives from ECE science

Self-organised symposium

Overflow Auditorium, Level 1, Technology & Innovation Centre

Chair: Sofie Areljung, Umeå University, Sweden

Playful Physics

Sabela Fernández Monteiro, Universidade de Santiago de Compostela / The University of Luxembourg, Spain,

Experiences of being “a drawer in science”

Helena Bichão (1), Sofie Areljung (2), (1) NTNU, Norway, (2) Umeå Universitet, Sweden

Two children, one paper, two pencils: Co-drawing science explanations

Sofie Areljung, Umeå University, Sweden

A 10

Developing communities of practice and pedagogical leadership

Individual Papers Symposium

Main Auditorium Split - A, Level 3, Technology & Innovation Centre

Chair: Eva Ärlemalm-Hagsér, Mälardalen University, Sweden

The Fusion of Theory and Practice: Reflection on the Early Years & Childhood Studies Professional Practice Placement through a Community of Practice [CoP] Experience

Alison Moore, Marcella Towler, University College Cork, Ireland,

Peer-Mentoring in Communities of Practice: Opportunities for Connection, Belonging, and Collective Efficacy

Laura Doan, Karolyn Hendra, Thompson Rivers University, Canada

A 11

Power dynamics and policy in ECE

Individual Papers Symposium

Main Auditorium Split - B, Level 3, Technology & Innovation Centre

Chair: Liz Latto, University of Edinburgh, United Kingdom

Finding kinship in early learning and childcare: how the working relationships between practitioners does more than ‘set the weather’ within early years settings.

Liz Latto, University of Edinburgh, United Kingdom

Managerial dialogue in ECEC policy making: the role of play and learning

Anne Homme (1), Kari Ludvigsen (2), University of Bergen, Norway (1, Western Norway University of Applied Sciences (HVL), Norway

Realising the Ambition: Being me, disrupting the discourse on play in Scottish early childhood arenas

Lynn Taylor (1), Marion Burns (2), (1) Education Scotland, United Kingdom, (2) Glasgow City Council, United Kingdom

A 12

Promoting resilience and inclusion in EC settings

Individual Papers Symposium

Main Auditorium Split - C, Level 3, Technology & Innovation Centre

Chair: Rune Storli, Queen Maud University College, Norway

Interprofessional collaboration in municipality

Merete Nornes-Nymark, Western Norway University of Applied Sciences, Norway

Resilience in ECEC in relation to post-pandemic times - a research review

Mia Heikkilä, Christin Furu, Åbo Akademi University, Faculty of Education and Welfare Studies, Åbo Akademi University, Finland

Nonplay in Norwegian Early Childhood Education and Care Institutions

Rune Storli, Queen Maud University College, Norwa

A 13

Belonging, self-regulation and social, emotional competence

Individual Papers Symposium

TL 325a (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Zinnia Mevawalla, University of Strathclyde, United Kingdom

An alternative approach for early childhood teachers and parents to develop social-emotional competence skills in young children.

Gaye Tyler-Merrick (1), Sivanes Phillipson (2), (1) Nottingham Trent University, United Kingdom, (2) Swinburne University of Technology, Australia

Doing belonging in early childhood settings in Sweden

Anette Emilson, Kristianstad University, Sweden

Improving practitioner knowledge and teaching, and children's engagement and self-regulation through a well-being curriculum.

Ann Stubbs, Caroline Wright, Bright Horizons, United Kingdom

A 14

Digital technology use for parents and childrens' learning

Individual Papers Symposium

TL 325b (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Mikkel Snorre Wilms Boysen, University College Absalon, Denmark

On the border between play and creativity – an ethnographic study of children’s interactions with digital technology

Mikkel Snorre Wilms Boysen (1), Anne Winther Jensen (1), Marianne Brodersen (1), Mikkel Hald (1), Katrine Løth (2), (1) University College Absalon, Denmark, (2) University College Copenhagen, Denmark

Challenges and opportunities of digital technology use in Norwegian ECEC settings

Torstein Unstad (1), Marianne Undheim (2), (1) UiT - The Arctic University of Norway, Norway, (2) University of Stavanger, Norway

Children's learning during play in a hybrid reality

Marina Wernholm, Linnaeus University, Sweden

A 15

International perspectives, reflections, navigations and preparations from 6 countries

Individual Papers Symposium

TL 324, Level 3, Learning & Teaching Building

Chair: Helen Sutherland, Kingston University, United Kingdom

Navigating skills and play in between conditions and ambitions in kindergartens in Palestine

Marie Skeie, Mona Nicolaysen, University of South Eastern Norway, Norway,

Education and Teaching in Early Years from International Perspectives (ETEIP) Project - Being a Reflective Early Years Educator (EYE) Manual for Mobility Visits.

Helen Sutherland, Claire Jackson, Kingston University, United Kingdom

Preparing for play or group work: Educators views on the use of preparation time in Icelandic preschools

Sara Margrét Ólafsdóttir, Kristín Karlsdóttir, Anna Magnea Hreinsdóttir, Margrét S. Björnsdóttir, University of Iceland, School of Education, Iceland

A 16

Multicultural equity and social cohesion issues in ECEC

Individual Papers Symposium

TL 329, Level 3, Learning & Teaching Building

Chair: Erin Tebben, The Ohio State University, United States

Exploring the promotion of social cohesion in early childhood services.

Melissa Dierckx, Ghent University, Belgium

ECE Teachers’ understanding of their role in responding to issues of diversity, equity and justice in children’s play

Erin Tebben, Sarah Lang, The Ohio State University, United States, The Ohio State University, United States

Enhancing solidarity through Interactive Groups in multicultural ECE settings

Andrea Khalfaoui Larrañaga (1), Rocío García-Carrión (2), (1) University of Edinburgh, United Kingdom, (2) University of Deusto, Spain

A 17

Playful learning of powerful mathematical knowledge in early childhood

Self-organised symposium

TL 423 (Lecture Theatre), Level 4, Learning & Teaching Building

Chair: Oliver Thiel, Queen Maud University College, Norway

Developing mathematical patterning in ECE classrooms: participatory research with teachers of 3-5 year olds

Catherine Gripton, University of Nottingham, United Kingdom,

Supporting early mathematics through play: Number Decomposition

Judith Fabrega (1), Mequè Edo (2), Alba Torregrossa (3), (1) Innovamat Education, Spain, (2) Universitat Autònoma de Barcelona, Spain, (3) Innovamat Education, Spain

Child led animation video production to enrich mathematical thinking

Anne Nakken, Oliver Thiel, Queen Maud University College, Norway

A 18

Perceptions of play in trainee and early career practitioners

Individual Papers Symposium

504, Level 5, John Anderson Building

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

Supporting the learning of prospective early childhood teachers (ECT): From the role of the student to the role of teacher

Marianna Efstathiadou, European University Cyprus, Cyprus

How is play represented in Child Development Associate (CDA) Candidates' Learning Experiences?

Sarah Lang, Erin Tebben, Kristen Knight, Cynthia Buettner, Ohio State University, United States

Play-based pedagogy in Swedish ECEC. Preschool teachers' beliefs

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

A 19

Promoting wellbeing and participation through play, and the effect of community on practice

Individual Papers Symposium

505, Level 5, John Anderson Building

Chair: Victoria Whittington, University of South Australia, Australia

Promoting young children's wellbeing through reframing educator thinking about emotions

Victoria Whittington, University of South Australia, Australia

Play types potentials for participation in play in afterschool activities

Jens-Ole Jensen (1), Helle Marie Skovbjerg (2), (1) VIA University College, Denmark, (2) Design School Kolding, Denmark

Attitudes of Israeli Early Childhood Educators who work in kibbutz, communal settlements, and cities towards their community and the effect of community on their practice

Sigal Achituv (1), David Brody (2), (1) Oranim College of Education, Israel, (2) Efrata College of Education, Israel

A 20

Teacher's perspectives on play, attentiveness and participation

Individual Papers Symposium

506, Level 5, John Anderson Building

Chair: Eleni Tympa, International Hellenic University, Greece

Preschool teachers' views on Attentiveness in Preschool

Monica Ehrström (1), Martina Norling (2), (1) Malardalen University, Sweden, (2) Örebro University, Sweden

Teacher's practices to design, facilitate and participate in play in ECEC institutions

Marion Oen, Elin Eriksen Ødegaard, Alicja Renata Sadownik, Western Norway University for Applied sciences, Norway

Preschool teachers' perspectives on dialogic and playful practices that support children's healthy habits

Eleni Tympa (1), Eleni Stergiou (2), Vasiliki Karavida(2), Athanasia Siaviki, (1) International Hellenic University, Greece, (2) University of Ioannina, Greece

A 21

Young children encountering research

Individual Papers Symposium

507, Level 5, John Anderson Building

Chair: Gabriela Tebet, Universidade Estadual de Campinas - UNICAMP, Brazil

Pedagogical research through play: Children's Experiences of Teaching and Learning in the Pandemic Classroom

Sara Lannin, University College Dublin, Ireland

Infants as actors in arenas of playing: mapping assemblages and affordances

Gabriela Tebet (1), Anete Abramowicz (2), (1) Universidade Estadual de Campinas - UNICAMP, Brazil, (2) USP, Brazil

Exploring young children's agency within research encounters in early years settings

Deirdre McGrath, Queen's University Belfast, United Kingdom

Symposium Set B

15:45 - 17:05, Wednesday 24th August 2022

B 1

No Symposium scheduled

Individual Papers Symposium

Conference Room 1, Level 3, Technology & Innovation Centre

Chair:

B 2

Framing Play in the UK and Hungary: Rights, Multi-age Groups and Empowerment – Navigating Cultural Pedagogy to Champion Children’s Voice

Self-organised symposium

Conference Room 2, Level 3, Technology & Innovation Centre

Chair: Natalie Canning, The Open University, United Kingdom

Children’s Rights in Hungary

Sándor Pálfi (1), Eleonora Teszenyi (2), Natalie Canning (2), (1) Debrecen University, Hungary, Hungary, (2) The Open University, United Kingdom

Types of Adult-Child interactions and Their Affordances for Children’s Multi-Age Play

Eleonora Teszenyi, The Open University, United Kingdom

Implementing the Empowerment Framework in UK Early Childhood Practice

Natalie Canning, The Open University, United Kingdom

B 3

Improving quality: practicum network, reflections and expert teachers

Individual Papers Symposium

Conference Room 3, Level 3, Technology & Innovation Centre

Chair: Kari Anne Jørgensen-Vittersø, Oslo Metropolitan University, Norway

~~**Practicum network as a quality enhancing factor in early childhood education**~~

~~Anna Buss, Faculty of Education and Welfare Studies at Åbo Akademi University, Finland~~

Learning From the Best: The Practices and Reflections of Expert Preschool Teachers in Denmark

Anders Skriver Jensen, Henriette Jæger, University College Copenhagen, Denmark

ECE teachers observe and reflect upon children’s play as a process of educational change

Kyriaki Velkou (1), Sofia Avgitidou (2), (1) University of Western Macedonia, Greece, (2) Aristotle University of Thessaloniki

B 4**Storying, drama as a pedagogical strategy**

Individual Papers Symposium

Conference Room 4, Level 3, Technology & Innovation Centre

Chair: Melissa Derby, University of Waikato, New Zealand

“A screen’s a screen... right?” Researching Online Theatre for Early Years

Charlotte Allan, University of Strathclyde, United Kingdom

Exploring traditional Maori pedagogy as a tool to promote early literacy success

Melissa Derby, University of Waikato, New Zealand

The pedagogical puppet and the playfulness of the drama support the toddler in the development of compassion

Jaana Keränen, University of Oulu, Finland

B 5**Aspects of researching children under 3 years**

Individual Papers Symposium

Conference Room 5, Level 3, Technology & Innovation Centre

Chair: Margaret Kernan, Hibernia College, Ireland

Embracing Changes Outdoors for Children Under 3

Margaret Kernan (1), Marianne Casey (2), (1) Hibernia College, Ireland, (2) South Dublin County Childcare Committee, Ireland

An exploration of two-year-old children’s play and friendship in ECEC in England and Finland: A phenomenological and child rights perspective

Aline Cole-Albaeck, United Kingdom

B 6**Reflections from the Froebel Partnership on children’s narratives outdoors: the creation of nature-led environments in England and New Zealand through participatory research**

Self-organised symposium

Conference Room 6, Level 3, Technology & Innovation Centre

Chair: Helen Lyndon, CREC, United Kingdom

Engaging with Nature: Reflections from the Froebel Partnership on supporting children’s narratives in outdoor spaces

Chris Pascal, Tony Bertram, Centre for Research in Early Childhood, United Kingdom,

An exploration of the adult role in support of Froebelian principles in the natural outdoor environment

Sally Cave, Guildford Nursery School and Family Centre, United Kingdom

Engaging with Nature: An exploration of Froebelian principles in the outdoor environment supporting children's emotional well-being

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

B 7

Research on Early Childhood Education for Sustainability–Teacher and Teacher Education

Self-organised symposium

Conference Room 7, Level 3, Technology & Innovation Centre

Chair: Sule Alici, Kirsehir Ahi Evran University, Turkey

Can a CPD programme build a community of Sustainability Informed ECEC teacher/practitioner in England?

June O'Sullivan, London Early Years Foundation, United Kingdom

Teaching in transformation – preschool teachers' multifaceted motives about educating for sustainability in Swedish early childhood settings

Eva Ärlemalm-Hagsér (1), Ingrid Pramling Samuelsson (2), Ingrid Engdahl (3), (1) Mälardalen University, Sweden, (2) University of Gothenburg, Sweden, (3) Senior researcher, Sweden

A Phenomenological Study of Turkish Teacher Education concerning Education for Sustainability: Village Institutes

Sule Alici (1), Havva Ayca Alan (2), (1) Kirsehir Ahi Evran University, Turkey, (2) Middle East Technical University

B 8

Mathematics and Play in Early Childhood: Children, Teachers and Families

Self-organised symposium

Conference Room 8, Level 3, Technology & Innovation Centre

Chair: Robert (Bob) Perry, Charles Sturt University and Peridot Education Pty Ltd, Australia

Let's Count: Revision and Redevelopment

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

Early Years Teachers Perspectives on their Pedagogies of Play and Mathematics

Elizabeth Carruthers, Bristol University, UK, United Kingdom

Play, agency and young children's mathematics

Maulfry Worthington, Children's Mathematics Network, United Kingdom

B 9

Features of young children's participation in early years classrooms in Wales

Self-organised symposium

Chair: Jane Waters-Davies, UWTSD, United Kingdom

The bounded child: early educators' constructions of the child and child participation in their education contexts.

Jane Waters-Davies, Alison Murphy, University of Wales Trinity Saint David, United Kingdom

Constructing young children's participation as a spatial and temporal endeavour.

Jennifer Clement, Cardiff Metropolitan University, United Kingdom

Exploring the Enactment of UNCRC Article 12 in Welsh Early Years Classrooms in relation to curriculum decisions

Sarah Chicken (1), Jacky Tyrie (2), (1) UWE, Bristol, United Kingdom, (2) Swansea University, United Kingdom

B 10

Quality EC Environments and partnerships

Individual Papers Symposium

Main Auditorium Split - A, Level 3, Technology & Innovation Centre

Chair: Andrea Otero-Mayer, Universidad Nacional de Educación a Distancia (UNED), Spain

What's hanging on the wall?

Lisbeth Skreland, Randi Engtrø, Trine Dale, University of Agder, Norway

Analysis of the quality of the environment in Early Childhood Education in Spain

Andrea Otero-Mayer, Universidad Nacional de Educación a Distancia (UNED), Spain

The 'HOPE' (Healthy Outcomes from Positive Experiences) approach to service delivery

Rebekah Grace, Western Sydney University, Australia

B 11

Developing child-centered practice in ECE

Individual Papers Symposium

Main Auditorium Split - B, Level 3, Technology & Innovation Centre

Chair: Julia Manning-Morton, Bath Spa University, United Kingdom

'To the child our hands are who we are' (Pikler in Roche, 1994): Exploring physical interactions between educators and young children in care events, through video enhanced reflective practice.

Julia Manning-Morton, Bath Spa University, United Kingdom

Supporting Child Centred Competences for Early Childhood Education and Care through online resources recognising play as a pedagogical tool

Kathleen Tuite, Fiona Kelleher, Early Childhood Ireland, Ireland

Implementing flow in preschool setting and promoting professional practice: an action research study in one Icelandic preschool

Ingibjorg Sigurdardottir (1), Emilía Lilja Rakelar Gilbertsdóttir (2), Sigríður Þorbjörnsdóttir (2), (1) University of Iceland, Iceland, (2) Kerhólsskóli, Iceland

B 12

The power of music and movement in EC Education

Individual Papers Symposium

Main Auditorium Split - C, Level 3, Technology & Innovation Centre

Chair: Lars Dahl Pedersen, Aarhus University, Denmark

Transformative practices of singing in early childhood education

Elisabeth Anvik, Nina Engesnes, Liv Anna Hagen, Siri Haukenes, Ingrid Danbolt, Tove Lafton, Oslo Metropolitan University,

The role of traditional music and movement activities as a pedagogical tool in early childhood settings: Teacher's beliefs and practices in Greek early childhood settings.

Styliani Retsiou, Christina Sotiriou, Zoi Hadzidaki, Eleni Mousena, University of West Attica, Greece,

Playful choreographies and choreographies of play - Towards a fruitful area of research within the interdisciplinary fields of dance studies and play studies

Lars Dahl Pedersen, Aarhus University, Denmark

B 13

Children as post-digital eco-citizens and gifted

Individual Papers Symposium

TL 325a (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Dagmar Bergs-Winkels, Alice Salomon University of Applied Sciences Berlin, Germany

Being and becoming eco-citizens – Preliminary research results to promote more sustainable practices in kindergartens

Barbara Maria Sageidet (1), Veronica Bergan (2), Anne Myklebust Lynngård (3), (1) University of Stavanger, Department of Early Childhood Education, Norway, (2) Norges Arktiske Universitet, Norway, (3) Western Norway University of Applied Sciences, Norway

Individual advancement and transitions of gifted/able children in early childhood education in Germany

Dagmar Bergs-Winkels, Alice Salomon University of Applied Sciences Berlin, Germany

“It's hard to climb a tree whilst holding an iPad”: Folkloric Play in the Post-digital World

Elizabeth Nelson, University of Glasgow, United Kingdom

B 14

Discourses, Politics and a *Didaktik* on Science and the outdoors

Individual Papers Symposium
TL 325b (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Stig Broström, Aarhus University, Denmark

Discourses of outdoor play at new modern preschools

Annika Manni (1), Håkan Löfgren (2), (1) Umeå University, Sweden, (2) Linköping University, Sweden

A playbased Didaktik on science and sustainability in Preschool

Thorleif Frøkjær (1), Stig Broström (2), (1) Copenhagen University College, Denmark, (2) Aarhus University, Denmark

"Do I have to wear mud pants?" - Mud pants as political subject in early childhood education

Virve Keränen, Susanna Kinnunen, University of Oulu, Finland

B 15

Issues of diversity inclusion and citizenship

Individual Papers Symposium
TL 324, Level 3, Learning & Teaching Building

Chair: Andrea Khalfaoui Larrañaga, University of Edinburgh, United Kingdom

The 4Cs Curriculum for Citizenship in Early Years– Educational Practices

Eleni Mousena, University Of West Attica, Greece

Professional support for teachers and children in diverse classrooms.

Friðborg Jónsdóttir, Háskóli Íslands, Iceland

Pedagogical Actions, Child's Play And Inclusion

Simone Breit (1), Johanna Bruckner (2), (1) University College of Teacher Education Lower Austria, Austria, (2) University College of Teacher Education Vienna/Krems, Austria

B 16

Music, lullabies and emotional self-awareness

Individual Papers Symposium
TL 329, Level 3, Learning & Teaching Building

Chair: Nikolaos Christodoulakis, Linnaeus University, Sweden

Quality in Norwegian Early Childhood Music Education – a discussion on structural and processual factors for musical practice.

Ørjan Kines, Nord University, Norway

Conceptual approach of Greek lullabies: their importance in the mother-child relationship

Vasiliki Karavida (1), Eleni Tympa (2), (1) University of Ioannina, Greece, (2) International Hellenic University, Greece

B 17

Innovative approaches to science education in preschool

Self-organised symposium

TL 423 (Lecture Theatre), Level 4, Learning & Teaching Building

Chair: Marie Fridberg, Kristianstad University, Sweden

Early Years Physics teaching of abstract phenomena in preschool – supported by digital technologies

Andreas Redfors, Kristianstad University, Sweden

Swedish early childhood educators' views on teaching to promote connectedness to nature

Marie Fridberg, Kristianstad University, Sweden

Science and thematic teaching in preschool – students' expressions of child perspective and children's perspective

Marie Fridberg, Kristianstad University, Sweden

B 18

Physical, motor and 'Childhood nature' development outdoors

Individual Paper Symposium

504, Level 5, John Anderson Building

Chair: Mariana Moreira, Interdisciplinary Center for the Study of Human Performance (CIPER), Faculdade de Motricidade Humana, Universidade de Lisboa, Portugal

Integrating sustainable development in Physical education in Early childhood teacher education

Ingunn Berrefjord Ugelstad, Synnøve Eikeland, Reidun Johanne Alstveit, University of Stavanger, Norway

Understanding preschoolers' motor competence and their use of kindergarten outdoor environments

Mariana Moreira, Interdisciplinary Center for the Study of Human Performance (CIPER), Faculdade de Motricidade Humana, Universidade de Lisboa, Portugal

Emergent, embodied and relational play: exploring play during childhood nature encounters in an urban forest school.

Hannah Hogarth, University of Bath, United Kingdom

B 19

Qualities of play

Individual Paper Symposium

505, Level 5, John Anderson Building

Chair: Lars Geer Hammershøj, School of Education, Aarhus University, Denmark

Quality in the interactions between children and staff in the context of play

Lillian Pedersen, Merete Nornes-Nymark, Western Norway University of Applied Sciences, Norway

Friendship through imaginary play: How different kinds of play cultivate different types of relationship

Lars Geer Hammershøj, School of Education, Aarhus University, Denmark

Different Cultures of Play at Play in the Transition from ECEC to School

Kristine Warhuus Smeby (1), Else Johansen Lyngseth (1), Ingrid Torgersen Rotli (2), (1) Queen Maud University College of Early Childhood Education, Norway, (2) Norwegian University of Science and Technology, Norway

B 20

The place of theory and practice in ECEC professional development

Individual Paper Symposium

506, Level 5, John Anderson Building

Chair: Svava Mörk, University of Akureyri, Iceland

Professional reading and promoting play

Jackie Brien, Department of Education and Training, Australia

Students' professional development: practical training in ECEC teacher education.

Ingunn Sell, Heidi Østland Vala, University of South-Eastern Norway, Norway

Locating partnership in the third space in ECE teacher education

Svava Mörk, University of Akureyri, Iceland

B 21

Designing contemporary learning ecologies: Meaning making and knowledge building in authentic inquiries.

Self-organised symposium

507, Level 5, John Anderson Building

Chair: Nicola Yelland, The University of Melbourne, Australia

Multimodal lives and learning: Embracing STEM ecologies to support knowledge building and meaning making.

Nicola Yelland, The University of Melbourne, Australia

Learning to use iPads as part of a new technology-enhanced outdoor expeditions learning ecology

Fiona Mayne, University of Western Australia, Australia

Play qualities in science education

Helle Hovgaard Jørgensen (1), Helle Marie Skovbjerg (2), (1) UCL professionshøjskole og erhvervsakademi, Denmark, (2) Design school Kolding, Denmark

Symposium Set C

09:00 - 10:20, Thursday 25th August 2022

C 1

Gender and play: Perspectives of children, practitioners and researchers

Self-organised symposium

Conference Room 1, Level 3, Technology & Innovation Centre

Chair: Birgitte Ljunggren, Queen Maud University College of Early Childhood Education (QMUC), Norway

Gender play: co-creating gender research methods with practitioners and children

Kari Emilsen (1), Elin Birgitte Ljunggren (1), Siv Ellen Lilleng (2), (1) Queen Maud University College of Early Childhood Education (QMUC), Norway, (2) Solbakken barnehage/ Solbakken early childhood center, Norway

The rigid/flexible gender in children's play?! Doing gender practices in child day care centres between binarity and flexibility

Melanie Kubandt, University of Vechta, Germany

Touch in interaction between male practitioners and children: a tool for supporting children's care, play and learning and challenging gender norms in ECEC

Ricardo Goncalves, Örebro university, Sweden

C 2

Promoting parental engagement in ECE

Individual Paper Symposium

Conference Room 2, Level 3, Technology & Innovation Centre

Chair: Sivanes Phillipson, Swinburne University of Technology, Australia

Posthuman inspirations for parental collaborations: The old days, local history and the past engaging and entangling the parents in the ECEC

Alicja Sadownik, Western Norway University of Applied Sciences, Norway

Realising parental engagement in children's early learning

Sivanes Phillipson, Gerarda Richards, Swinburne University of Technology, Australia,

Family factors of early language development: Children's books and media exposure

Urška Fekonja, Ljubica Marjanovič-Umek, Kaja Hacin-Beyazoglu, University of Ljubljana, Faculty of Arts, Slovenia,

C 3

Developing teacher's playfulness

Individual Paper Symposium

Conference Room 3, Level 3, Technology & Innovation Centre

Chair: Sofia Avgitidou, Aristotle University of Thessaloniki, Greece

An educational case study; developing early childhood teachers' pretend play skills

Anthia Michaelides, University Of Cyprus, Cyprus

VOICE: An evidence-based teacher reflection tool for participatory pedagogies in ECE

Sofia Avgitidou (1), Kyriaki Velkou (2), Christina Sidiropoulou (3), (1) Aristotle University of Thessaloniki, Greece, (2) Ministry of Education and Religious Affairs, Greece, (3) University of Western Macedonia, Greece

Exploring educators role in daycare children's play with art

Martin Hoffmann, Thomas Thorsen, Johan Bundgaard Nielsen, University College Absalon, Denmark

C 4

Inclusionary practice for migrant newcomers

Individual Paper Symposium

Conference Room 4, Level 3, Technology & Innovation Centre

Chair: Ingmarie Bengtsson, Kristianstad University, Sweden

Playing interactions of newcomer children in Sweden

Nadezda Lebedeva, Dalarna University, Sweden

Home-based childcare in Japan as a community asset to support young children with migrant background

Mikiko Tabu, Masayo Yabunaka, Seitoku University, Japan

Everything is for the children's best – Life stories about the importance of meetings

Ingmarie Bengtsson, Kristianstad University, Sweden

C 5

Play: toys, no toys and shopping

Individual Paper Symposium

Conference Room 5, Level 3, Technology & Innovation Centre

Chair: Merja Koivula, University of Jyväskylä, Finland

Children's perspectives on play without toys

Merja Koivula, University of Jyväskylä, Finland,

Play communication as a universal language for young visitors in cultural heritage institution: case study of Vilnius Toy museum

Indrė Jovaišaitė-Blaževičienė, Vilnius University, Lithuania

Exploring social justice awareness in young children's shopping pretend play at ECEC settings and museums

C6

Promoting sustainability, outdoor and learning

Individual Papers Symposium

Conference Room 6, Level 3, Technology & Innovation Centre

Chair: Zinnia Mevawalla, University of Strathclyde, United Kingdom

How can bumblebees broaden children's understanding for sustainability?

Kristin Grøsvik, University of Stavanger, Norway

Nurture through nature: fostering early childhood students' understanding of outdoor learning spaces through a Froebelian lens

Marcella Towler, Alison Moore, University College Cork, Ireland

Playing in the *Junkyard*: A model for agency in times of routine and crisis in Israeli kindergartens

Shulamit Hoshen (Manzura), Sigal Achituv, Oranim College of Education, Israel

C7

Models of leadership in a time of change

Individual Papers Symposium

Conference Room 7, Level 3, Technology & Innovation Centre

Chair: Paola Pedrelli, Birmingham City University, United Kingdom

What is the status of Early Childhood centre leaders? A comparison between England and Finland

Krishan Sood (1), Leena Halttunen (2), Malini Mistry (3), (1) Nottingham Trent University, United Kingdom, (2) University of Jyväskylä, Finland, (3) University of Bedfordshire, United Kingdom

Leadership and how the Hybridisation Model of Leadership can support professional development

Paola Pedrelli, Birmingham City University, United Kingdom

Levels of practice - Leadership for Quality and Development of Playful Teaching and Learning

Catarina Arvidson, Maria Styf, Mid Sweden University, Sweden

C8

Inclusionary practices for children with SEND

Individual Papers Symposium

Conference Room 8, Level 3, Technology & Innovation Centre

Chair: Simon Archard, Te Rito Maioha, New Zealand

Finnish early childhood special education teachers' views on implementation of support provision for children with speech language and communication needs.

Eva Staffans, Åbo Akademi, Finland

Wheelchairs, buggies and cousins. Young children's thinking and communication strategies in sharing their Working theories of disability.

Simon Archard, Te Rito Maioha, New Zealand

Supporting learning and play of children with developmental difficulties in Croatian ECEC institutions

Dejana Bouillet (1), Sandra Antulić Majcen (2), (1) Faculty of Teacher Education, University of Zagreb, Croatia, (2) National Centre for External Evaluation of Education, Croatia

C 13

The Playful Threads between Pedagogy and Arts-based Processes – with Children/Artists/Pedagogues as Actors?

Self-organised Symposium

TL 325a (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Henriette Blomgren, VIA University College, Denmark

The Magic of Make-believe

Merete Sørensen, University College Absalon, Denmark

Sound of cracking fabric -an action-based study of fragile threads between art, play, material, and atmosphere in art-based processes in kindergartens.

Hanne Kusk, Aarhus University, Denmark

Follow the red ribbon – a critical perspective on small children as actors and participants in encounters with arts-based processes in a day care context

Henriette Blomgren, VIA University College, Denmark

C 14

Challenges of adult participation in children's play from a cultural-historical (Vygotskian) perspective

Self-organised Symposium

TL 325b (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Milda Bredikyte, Vytautas Magnus University, Lithuania

Adult participation in the creation of narrative playworlds: challenges and contradictions

Milda Bredikyte, Vytautas Magnus University, Lithuania

Helping Young Children Join Playworld: Microanalysis

Giedrė Sujetaitė-Volungevičienė, Vytautas Magnus University, Lithuania

Preschool teacher's views on play support in relation to the quality of conditions for play in the classrooms

Anna Iakshina, Tatiana Le-van, Moscow City University, Russia,

C 15

Research on early childhood education for sustainability – Nature contact and nature connections

Self-organised Symposium

TL 324, Level 3, Learning & Teaching Building

Chair: Ann-Christin Furu, Åbo Akademi University, Finland

Can we see our voices? A child rights based participatory approach exploring with young children their own perspectives and lived experiences of Nature under Article 29 1 (e)

Muireann Ranta, Institute of Technology, Carlow, Ireland

Building capacities for early childhood education for sustainability through nature contact and nature connectedness

Ann-Christin Furu, Åbo Akademi University, Finland

Sustainable chances in cityscapes; waterways and blue and green places as habitats for children's play and exploration.

Kari Anne Jørgensen-Vittersø, Oslo Metropolitan University, Norway

C 16

Outdoor Play and Learning SIG: Children's Virtual Risk Management

Self-organised Symposium

TL 329, Level 3, Learning & Teaching Building

Chair: Ole Johan Sando, Queen Maud University College, Norway

ViRMa: Virtual Risk Management - exploring effects of childhood risk experiences through innovative methods

Ellen Beate Hansen Sandseter, Queen Maud University College of Early Childhood Education, Norway

Operationalizing and measuring children's risk-taking, risk assessment/management in virtual reality scenarios

Ole Johan Sando, Rasmus Kleppe, Queen Maud University College, Norway

Measuring children's motor skills through motion capturing in virtual reality scenarios

Lise Storli, Queen Maud University College, Norway

C 17

Variations of Play and Learning

Self-organised Symposium

TL 423 (Lecture Theatre), Level 4, Learning & Teaching Building

Chair: Valerie Sollars, University of Malta, Malta

"Now they are firing at each other": Exploring young children's drawings as an arena for play.

Josephine Deguara, University of Malta, Malta

Facilitating Child-led Play Through a Mother's Intentional Use of Serve and Return Interactions

Charmaine Bonello, University of Malta, Malta

A Kaleidoscope of Play and Learning in Online Spaces: Early Childhood Educators' Perspectives during COVID-19 in Malta

Charmaine Bonello, Rosienne Camilleri, Josephine Deguara, Josephine Milton, University of Malta, Malta

C 18

Children's memories, voice and participation in transitions

Individual Papers Symposium

504, Level 5, John Anderson Building

Chair: Jie Gao, UCL Institute of Education, United Kingdom

Using playful research methods to explore young children's perspectives on school readiness

Jie Gao, Minyi Li, UCL Institute of Education, United Kingdom, Beijing Normal University, China,

Children's vertical and horizontal transitions in kindergarten

June Berger Storli, University of South-Eastern Norway, Norway

Children's memories of starting school: Building and sharing transitions capital

Sue Dockett (1), Maja Højslet Schurer (2), (1) Charles Sturt University and Peridot Education, Australia, (2) Aalborg University, Denmark

C 19

Digital Technology and learning

Individual Papers Symposium

505, Level 5, John Anderson Building

Chair: Ioanna Palaologou, University of Bristol, United Kingdom

Virtually Froebel: can online learning retain integrity to the principles of a Froebelian approach to education?

Sacha Powell, Jane Whinnett, The Froebel Trust, United Kingdom

Play with Internet of Toys (IoToys) at home: Perspectives from England

Ioanna Palaologou, University of Bristol, United Kingdom

Five years old children in a digital play. Does gender matter?

Anna Elísa Hreiðarsdóttir, University of Akureyri, Iceland

C 20

Leadership, documentation and evaluation

Individual Papers Symposium

Chair: TBC

Pedagogical leadership in Norwegian early childhood education – a scoping review

Inger Johanne Riis Tollnes (1), Veronika Sørensen (2), Lise Hannevig (2), Anne Lene Kristiansen(2),
(1) Universitetet i Sørøst-Norge, Norway, (2) University of South-Eastern Norway, Norway,
University

Professionalization of pedagogical leadership in ECEC in Finland

Pia Nordin, Åbo Academy, Finland

C 21

Negotiating issues in multi-ethnic ECEC settings

Individual Papers Symposium

507, Level 5, John Anderson Building

Chair: Åsa Delblanc, Childhood Education Society, Malmö University, Sweden

Negotiating conflicts in play in a multi-ethnic early childhood setting: an interactional sociolinguistic analysis of embodied communication

Carmen Dalli, Victoria University of Wellington, New Zealand

A complex intervention to combat segregation of Roma with inclusive kindergartens – A case study from Budapest

Ivett Judit Kovács (1), Gábor Erőss (2), Éva Deák (3), (1) ELTE PPK, Eötvös Loránd University, Faculty of Education and Psychology, Hungary, (2) Józsefváros Municipality, Hungary, (3) Partners Hungary Foundation, Hungary

Pedagogical Opportunities in a Diverse Early Childhood Education Practice

Åsa Delblanc, Childhood Education Society, Malmö University, Sweden

C 22

Policy developments: Ireland, Sweden and Finland

Individual Papers Symposium

317, Level 3, John Anderson Building

Chair: Chris Pascal, Centre for Research in Early Childhood, United Kingdom

Establishing and nurturing professional learning communities in Ireland: bottom-up or top-down, and does it matter?

Liz Kerrins, Debbie Mullen, Early Childhood Ireland, Ireland

An ontological foundation for governance research

Maiju Paananen (1), Sue Grieshaber (2), (1) Tampere University, Finland, (2) La Trobe University, Australia

Educational policies in response to diversity in Swedish preschools

Maria Papakosma, Department of Applied Educational Science, Sweden

C 23

Refugee children in ECEC settings and the role of interpreters in research

Individual Papers Symposium

326, Level 3, John Anderson Building

Chair: Elif Karsli-Calamak, University of South Carolina & Middle East Technical University, United States

School readiness and pre-primary learning experiences of children of refugee backgrounds: The mediating role of family socio-economic status

Laurent Gabriel Ndjuyé, Western Norway University of Applied Sciences, Norway,

What Distinguishes Teachers Who Enact Equitable Teaching with Refugee Children?

Elif Karsli-Calamak (1), Feyza Tantekin Erden (2), Elif Naz Altaş (3), (1) University of South Carolina & Middle East Technical University, United States, (2) Middle East Technical University, Turkey, (3) TED University, Turkey

Methodological and ethical challenges in cross-language qualitative research: the role of interpreters

Björn Egilsson, University of Iceland, School of Education

C 24

Transitions and group activities

Individual Papers Symposium

327, Level 3, John Anderson Building

Chair: Ane Bjerre Odgaard, University College South Denmark, Denmark

Play hubs for children's nomadic settlings during transition from kindergarten to primary school: A design-based study to enrich transition theory and practice.

Ane Bjerre Odgaard (1), Helle Marie Skovbjerg (2), (1) University College South Denmark, Denmark, (2) Design School Kolding, Denmark

Manifestations of emotional well-being in infants during the transition from beginning to ECEC attendance

Kaira neder (1), Natália Costa (2), University of São Paulo, Brazil, Oslo Metropolitan University, Norway

Why do we use Circle Making Activities?: Exploring New Methodology for a Smooth Transition from ECEC to CSE

Yuji Fujimori (1), Yoshiko Shirakawa (2), Hideki Mogami (3), (1) Bunkyo, University, Japan, (2) Kyoritsu Women's University, Japan, (3) ChaCha Children & Co., Japan

C 25

Values development in Practitioner CPD

Individual Paper Symposium

412, Level 4, John Anderson Building

Chair: Faye Stanley, University of Wolverhampton, United Kingdom

Values in early years practice; the importance of participatory professional development.

Faye Stanley (1), Helen Lyndon (2), (1) University of Wolverhampton, United Kingdom, (2) CREC, United Kingdom

Educational Quality in Daycare (EQD): Supporting cultures of reflection within a Danish continuous professional development (CPD) initiative for 0-2 year olds.

Bente Jensen, Aarhus University, Denmark

Phenomenology of value development through play

Christian Wiesner, University College of Teacher Education Lower Austria, Austria

Symposium Set D

10:50 - 12:10, Thursday 25th August 2022

D 1

Playful interactions and developing friendships

Individual Papers Symposium

Conference Room 1, Level 3, Technology & Innovation Centre

Chair: Caron Carter, Sheffield Hallam University, United Kingdom

When children play with their food: Analysing sensory play as a social event during Swedish preschool lunches

Sally Wiggins, Annerose Willemsen, Jakob Cromdal Linköping University, Sweden

Supporting Young Children's friendships: the Facilitating Role of the Lunchtime Welfare Supervisor

Caron Carter, Sheffield Hallam University, United Kingdom

Teaching master students with playful methodologies

Tove Lafton (1), Nina Odegard (2), (1) Oslo Metropolitan University, Norway, (2) University of South Eastern Norway

D 2

Digital technologies and mathematical learning

Individual Papers Symposium

Conference Room 2, Level 3, Technology & Innovation Centre

Chair: Andreas Ebbelind, Linnaeus University, Sweden

Six-year-olds create digital animations to reinforce mathematical problem solving

Andreas Ebbelind, Linnaeus University, Sweden

Validation of a tool to assess mathematical skills with board games in early years

Liliana Silva (1), Andrea Maffia (2), (1) University of Messina, Italy, (2) University of Pavia, Italy

"Distance Educational Links" for inclusion in early childhood: play and technologies at school. An Italian experience

Federica Baroni (1), Ilaria Folci (2), (1) Università degli Studi di Bergamo, Italy, (2) Università Cattolica del Sacro Cuore

D 3

Creativity and affordances in play spaces

Individual Papers Symposium

Conference Room 3, Level 3, Technology & Innovation Centre

Chair: Mandy Geddis-Capel, University of Mount Union, United States

The idea of affordances revisited

Christine Seehuus, Inland Norway University of Applied Sciences, Norway

A definition of creative play and the role of the teacher in supporting children's creativity

Evi Loizou, Eleni Loizou, University of Cyprus, Cyprus,

Lights, Camera, Teach: Building engaged play through theater-based pedagogy

Mandy Geddis-Capel (1), Kevin Kern (1), Natalie Kern (2), (1) University of Mount Union, United States, (2) Alliance City Schools, United States

D 4**Play and transitions from pre-school to school**

Individual Papers Symposium

Conference Room 4, Level 3, Technology & Innovation Centre

Chair: Jóhanna Einarsdóttir, University of Iceland, Iceland

Transitions from early years to primary school – an important chapter in the child's story.

Aoife Ní Mhaoláin (1), Liz Kerrins (2), (1) Irish National Teachers' Organisation, Ireland, (2) Early Childhood Ireland, Ireland

The primary school as a playful space. Fostering playful learning and teaching.

Francesca Berti, Free University of Bolzano/Bozen, Italy

Children's experiences of transitions from preschool to school

Jóhanna Einarsdóttir, Sara Ólafsdóttir, University of Iceland, Iceland

D 5**Agency, child participation and executive functioning**

Individual Papers Symposium

Conference Room 5, Level 3, Technology & Innovation Centre

Chair: Sílvia Barros, Instituto Politécnico do Porto, Escola Superior de Educação, inED, Portugal

Toddlers' playful acts of agency: Re-framing young children's autonomy.

Bryndis Gunnarsdottir, University of Iceland, Iceland

Teachers' Perceptions on Practices Promoting Child Participation in Early Childhood Education and Care across four European Countries

Sílvia Barros, Instituto Politécnico do Porto, Escola Superior de Educação, inED, Portugal

Epistemic cognition and executive functioning in early childhood

Sue Walker, Queensland University of Technology, Australia

D 6

Impact of COVID -19 on children's play

Individual Papers Symposium

Conference Room 6, Level 3, Technology & Innovation Centre

Chair: Andy Schieler, University of Applied Science, Germany

Children's play during COVID-19: Shifts, challenges and hopes

Gizem Silistire, The University of Edinburgh, United Kingdom

The perspective of daycare professionals on changes of play contexts based on the pandemic measures

Andy Schieler, University of Applied Science, Germany

Strategies to mitigate the adverse impact of COVID-19 on children under-5 in Wales: A Delphi Study

Cathryn Knight, Jacky Tyrie, Swansea University, United Kingdom

D 7

The role and value of toy libraries

Individual Papers Symposium

Conference Room 7, Level 3, Technology & Innovation Centre

Chair: Ioanna Palaiologou, University of Bristol, United Kingdom

Three different ways of inhabiting toy-libraries. An analysis of the immersive experiences of toy-librarians, children and their parents

Stéphanie Rubi (1), Yannick Hernandez (2), Stéphanie Constans (3), (1) Université de Paris - CERLIS (CNRS), France, (2) Université Bordeaux Montaigne - PASSAGES (CNRS), France, (3) Université Rennes & - LabPsy

French toy libraries: A playful context for the parents-child interactions

Corinne Ponce (1), Stéphanie Rubi (2), (1) Université de Bordeaux, France (2) Université Paris Descartes, France

D 8

Multilingual practices and development

Individual Papers Symposium

Conference Room 8, Level 3, Technology & Innovation Centre

Chair: Charlotte Löthman, Department of Behavioural Sciences and Learning, Sweden

Becoming parents in a bi/plurilingual, English-dominant context in Canada: what language choices for children?

Marie-Hélène Marquis, Université de Moncton, Canada

Managing newly arrived children's double transition. Towards inclusionary practices in rural Swedish preschools.

Charlotte Löthman, Department of Behavioural Sciences and Learning, Sweden

D 13

Implementing a real inclusive play experience for all

Self-organised symposium

TL 325a (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Daniela Bulgarelli, Università degli Studi di Torino, Italy

Play for the sake of play: overcoming the impairment

Daniela Bulgarelli (1), Serenella Besio (2), (1) Università degli Studi di Torino, Italy, (2) University of Bergamo, Italy

Well-prepared environments: the competence behind inclusive play

Mabel Giraldo, University of Bergamo, Italy

Accessible toys: how to find and to assess them

Nicole Bianquin, University of Bergamo, Italy

D 14

Play-Responsive Early Childhood Education and Care (PRECEC): Theoretical tools and empirical examples

Self-organised symposium

TL 325b (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Niklas Pramling, University of Gothenburg, Sweden

The challenges of teaching goal-oriented in taking a play-responsive approach

Camilla Björklund (1), Hanna Palmér (2), (1) University of Gothenburg, Sweden, (2) Linnaeus University, Sweden

Toddlers in teaching activities in preschool: Considerations on theoretical and empirical grounds

Cecilia Wallerstedt, Pernilla Lagerlöf, Department of Education, Communication and Learning, Sweden

Play-Responsive Early Childhood Education and Care (PRECEC): Theoretical tools and empirical examples

Ingrid Samuelsson (1), Maria Magnusson (2), (1) Department of education, communication and learning, Sweden, (2) Department of Education and Teachers' Practice, Sweden

D 15

The intersection of transitions in early childhood with concepts of the child, play and children's culture

Self-organised symposium

TL 324, Level 3, Learning & Teaching Building

Chair: Lynn McNair, University of Edinburgh, United Kingdom

'What does it means to be a child?'

Lynn McNair, University of Edinburgh, United Kingdom

The playing child as actor in transition: can you see me, hear me, know my 'why'?

Marion Burns, University of Strathclyde, United Kingdom

"I'm shutting my eyes to see in my imagination" The intersection of play and transitions in early childhood

Aline-Wendy Dunlop, University of Strathclyde, United Kingdom

D 16

Outdoor Play and Learning SIG: Learning with Nature

Self-organised symposium

TL 329, Level 3, Learning & Teaching Building

Chair: Mehmet Mart, Necmettin Erbakan University, Turkey

Social Sustainable Education in a Refugee Camp

Marit Heldal, Queen Maud University College, Norway

Maths Attainment in Outdoor Activities

Mehmet Mart, Necmettin Erbakan University, Turkey

Learning science and literacy in the outdoor space – meaningful learning in the preschool yard

Michaella Kadury-Slezak, Sigal Tish, Levinsky College of Education, Israel

D 17

Moving beyond the 'human' in ECEfS Research

Self-organised symposium

TL 423 (Lecture Theatre), Level 4, Learning & Teaching Building

Chair: Fran Hughes, University of New England, Australia

Exploring transformative pedagogies for Early Childhood Education for Sustainability (ECEfS)

Fran Hughes, University of New England, Australia

Collaboration between parents and teachers in making play a core aspect of sustainable development in the early years

Mariette Koen, Lesley Wood, Seipati-Baloyi Mothibeli, Stef Esterhuizen, North-West University Potchefstroom, South Africa,

Challenging and Expanding Epistemic Assumptions in Teacher Education for ECEfS

D 18

Developing play spaces for children with disabilities

Individual Papers Symposium

504, Level 5, John Anderson Building

Chair: Carolyn Blackburn, Birmingham City University, United Kingdom

Exploring perspectives and experiences of play in hospital

Kelsey Graber, University of Cambridge, United Kingdom

Free play, nature education and inclusion in Spain: a mother-educator's inside experience

Katia Hueso, Asociación GJNSaltamontes, Spain

Parents' experiences of homes-schooling for children with special educational needs and disabilities during a global pandemic.

Carolyn Blackburn, Birmingham City University, United Kingdom

D 19

Fairy tales, storytelling and creative narratives

Individual Papers Symposium

505, Level 5, John Anderson Building

Chair: Olga Shiyan, Moscow City University, Russia

Creative narratives of children from classes with different quality of ECE

Olga Shiyan, Igor Shiyan, Moscow City University, Russia

Exploring Oral Storytelling as a scaffold for Critical Thinking in a Preschool Context

Catherine O Reilly, Trinity College Dublin, Ireland

Elements of fairy tales and co-construction of meaning

Kristin Aadland-Atkinson, NLA university college, Norway

D 20

Literacy and Playful read-alouds

Individual Papers Symposium

506, Level 5, John Anderson Building

Chair: Elizabeth Rouse, Deakin University, Australia

Playful read-alouds - Possibilities and challenges

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

Doing literacy in preschool - 1-3-year-olds in literacy events

Hanna Thuresson, Örebro universitet / education, Sweden

Literacy learning in infant-toddler programs: examining educator beliefs and practices

Elizabeth Rouse, Deakin University, Australia

D 21

Outdoors, social justice and COVID

Individual Papers Symposium

507, Level 5, John Anderson Building

Chair: Sharon Skehill, Mary Immaculate College, Ireland

Learning from the Forest to create equity in children's play and learning spaces.

Suzanne Axelsson, Independent (Stockholm University), Sweden

We're moving out: Our stories of transition to outdoor provision of early years care and education during Covid and beyond

Sharon Skehill, Mary Immaculate College, Ireland

Swedish inner city preschools' outdoor play and educational activities during pandemic

Katarina Gustafson, Department of Education, Sweden

D 22

Policy, parents and practitioner perspectives of play

Individual Papers Symposium

317, Level 3, John Anderson Building

Chair: Peter Cloos, Stiftung Universität Hildesheim, Germany

Here comes Madam: rural Indian women's perspectives on play and education.

Radhika Viruru, Texas A&M University, United States

Cultures of conversation about play: How educators and parents talk about play

Peter Cloos, Stiftung Universität Hildesheim, Germany

Recontextualizations of the Swedish national curricula: examples from text practices in preschool

Petra Classon, Mona Lundin, Department of Education, Communication and Learning, Gothenburg University, Sweden

D 23

Social inequality, race and written inclusion policies

Individual Papers Symposium

326, Level 3, John Anderson Building

Chair: Simon Bateson, The University of Edinburgh, United Kingdom

Early childhood inclusion: Written inclusion policy at the program level

Johanna Lundqvist, Elena Soukakou, Malardalen University, Sweden, Malardalen University, Greece,

Liminal Relationalities: On collaborative writing with/in and against race in the study of early childhood

Simon Bateson (1), Shaddai Tembo (2), (1) The University of Edinburgh, United Kingdom, (2) University of the West of Scotland, United Kingdom

Exploring perceptions of the relationship between social inequality, wellbeing and a child's affordances to play through the lens of practitioners and parents.

Hannah Malpass, Birmingham City University, United Kingdom

D 24

Transitions in Nordic countries

Individual Papers Symposium

427, Level 3, John Anderson Building

Chair: Else Johansen Lyngseth, Queen Maud University College of Early Childhood Education, Norway

Teachers from different school forms are developing new strategies to support children's transitions

Ingela Friberg, Kristianstad University, Sweden

Norwegian parents' experiences of collaboration with ECEC and school in the transition to school

Else Johansen Lyngseth, Kristine Warhuus Smeby, Queen Maud University College of Early Childhood Education, Norway

Expanding or limiting the space of opportunity - Preschool teachers' interactions with children in transition situations

Sigrid Boyum, Lillian Pedersen, FLKI, Norway

D 25

Education, history and ambitions in Chile, Scotland and Germany

Individual Papers Symposium

412, Level 4, John Anderson Building

Chair: Felipe Godoy, Monash University, Australia

Care or education? Understanding the role of the early childhood assistant teachers in Chile

Felipe Godoy, Monash University, Australia

The impact of Third Reich policies and World War 2 on early education in Breslau/Wroclaw: 1933-1945

Andrea Noel (1), Marta Kondracka-Szala (2), (1) State University of New York at New Paltz, United States, (2) University of Wroclaw, Poland

Symposium Set E

13:30 - 14:50, Thursday 25th August 2022

E 1

Managing conflict and managerialism

Individual Papers Symposium

Conference Room 1, Level 3, Technology & Innovation Centre

Chair: Kate Wall, University of Strathclyde, United Kingdom

Role play with artefacts in teaching about conflict management in preschool teacher education

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

Counteracting abusive treatments in preschool practice - Boundaries between conflicts, abusive treatments and violence

Anna Rantala, Mia Heikkilä, Umeå University, Sweden, Åbo Akademi University, Finland

Impact of managerial systems on the work of Australian and Canadian educators: The implications for teaching and children's learning

Margie Rogers (1), Laura Doan (2), (1) University of New England, Australia, Thompson Rivers University, Canada

E 2

Children's perspectives on daily life in pre-school

Individual Papers Symposium

Conference Room 2, Level 3, Technology & Innovation Centre

Chair: Kristín Dýrfjörð, University of Akureyri, Iceland

Young children's perspectives of time in ECEC

Kristín Dýrfjörð (1), Anna Magnea (2), Adrijana Visnjic-Jevtic (3), (1) University of Akureyri, Iceland, (2) University of Iceland, Iceland, (3) University of Zagreb, Croatia

What do children do all day? A day in life of 4 year-olds in different early childhood contexts in Quebec.

Nancy Proulx (1), Joanne Lehrer (2), (1) Université du Québec à Montréal, Canada, (2) Université du Québec en Outaouais, Canada

'The rug is my best place' – in the entangled intersection of children's and educators' views of the educational environment in preschool

Lena O Magnusson, University of Gävle, Sweden

E 3**Observation and assessment instruments**

Individual Papers Symposium

Conference Room 3, Level 3, Technology & Innovation Centre

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

Validation of Play Support Rating Scale (ECERS-3 extension scale)

Olga Kholodova, Igor Shiyan, Anna Iakshina, Tatiana Le-van, Moscow City University, Russia, Moscow City University, Russia

The factor structure of the Mature Play Observation Tool in Norwegian preschools

Lisa Karlsen, University of Oslo, Norway

E 4**Perspectives on quality and knowledge in ECE curricula**

Individual Papers Symposium

Conference Room 4, Level 3, Technology & Innovation Centre

Chair: Hanne Kvilhaugsvik, NORCE Norwegian Research Centre, Norway

Playing with theoretical lenses: a kaleidoscope of quality in early years curricula

Jan Georgeson, Verity Campbell-Barr, Katherine Evans, Sasha Tregenza-May, University of Plymouth, United Kingdom,

There's always room for improvement: Practitioners' perspectives on challenges to quality in ECEC settings

Valerie Sollars, University of Malta, Malta

Instrumental knowledge? Didactical tools and knowledge regimes in early childhood education

Hanne Kvilhaugsvik (1), Helene Marie Kjærgård Eide (2), (1) NORCE Norwegian Research Centre, Norway, (2) University of Bergen, Norway

E 5**Strategies and models for developing STEM**

Individual Papers Symposium

Conference Room 5, Level 3, Technology & Innovation Centre

Chair: Gary Bingham, Georgia State University, United States

Teachers' professional development within early childhood education and pre-primary education - In relation to cross-disciplinary STEM teaching

Johanna Hirvi, Åbo Akademi, Finland

Engaging young children in science learning: Examining two professional learning models

Gary Bingham (1), Hope Gerde (2), (1) Georgia State University, United States, (2) Texas A&M, United States

E 6

Exploring natural science and stem learning in ECE

Individual Papers Symposium

Conference Room 6, Level 3, Technology & Innovation Centre

Chair: Anna Günther-Hanssen, Institution for Child and Youth Studies, Stockholm University, Sweden

Children's imaginative and concrete-based associations during natural science experiments in the preschool.

Nikolaos Christodoulakis, Linnaeus University, Sweden

Playing with physics: physical phenomena as playmates in children's play and teachers' work with gendering.

Anna Günther-Hanssen, Institution for Child and Youth Studies, Stockholm University, Sweden

To make space for play in the city: Preschool children's outdoor play and mobility in the inner-city of Stockholm

Karin Litsner, Uppsala University, Sweden

E 7

ECEC practices at home and in preschool

Individual Papers Symposium

Conference Room 7, Level 3, Technology & Innovation Centre

Chair: Tina Binfield-Skøie, University of Agder, Norway

The shadows and power of literacy discourses in Early Childhood Education

Tina Binfield-Skøie, Ingunn Elisabeth Stray, University of Agder, Norway

~~How teachers' decontextualized talk fosters toddlers' social interactions and language development: An intensive longitudinal study of Japanese ECEC settings~~

~~Takayo Sugimoto, Aichi University, Japan~~

Developing preschool practice with toddlers....that they have something to say about the preschool day...

Hrönn Pálmadóttir, Ingibjorg Sigurdardottir, University of Iceland, Iceland

E 8

Educators support, contribution and enhancement of STEAM activity

Individual Papers Symposium

Chair: Anne Nakken, Queen Maud University College, Norway

Exploring teachers' role in supporting children's digital play

Eva Brooks, Maja Højslet Schurer, Aalborg University, Denmark

"Look! It is growing!" preschool Teachers' contribution to children's meaning making in play-based science learning

Hawa Mnyasenga, Linköping University, Sweden

Early geometric play of four- and five-year-old children

Satoshi Watanabe, Jissen Women's University, Japan

E 13

Parents involvement in their children's learning (a Pen Green and Midlothian collaboration)

Self-organised symposium

TL 325a (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Joanne Benford, Pen Green Research Base, United Kingdom

Parents Involvement in their Children's Learning (A Pen Green and Midlothian Collaboration)

Joanne Benford (1), Jacqueline Matthew (2), Ashley Galloway (3), (1) Pen Green Research Base, United Kingdom, (2) Midlothian County Council, United Kingdom, (3) Midlothian Surestart, United Kingdom

Parents Involvement in their Children's Learning (A Pen Green and Midlothian Collaboration)

Jacqueline Matthew, Ashley Galloway, Janine Stewart, Julie Davidson, Amanda McCulloch, Midlothian Council Early Years Team, United Kingdom

Parents Involvement in their Children's Learning (A Pen Green and Midlothian Collaboration)

Hannah Hale, Judy Warburton, University of Stirling, United Kingdom

E 14

Play in time of crisis

Self-organised Symposium

TL 325b (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Daniela Bulgarelli, Università degli Studi di Torino, Italy

Outdoor play of children with and without disabilities during Covid-19 lockdown

Daniela Bulgarelli, Università degli Studi di Torino, Italy

Preschool children's play during lockdown

Paola Molina, Università degli studi di Torino - DIST, Italy

Educating beyond the emergency. A preliminary overview on the use of play for children in disasters

Mabel Giraldo, University of Bergamo, Italy

E 15

Play as a context for children's social, cultural and spiritual wellbeing

Self-organised Symposium

TL 324, Level 3, Learning & Teaching Building

Chair: Wilma Robles Melendez, Nova Southeastern University, United States

Children's spiritual development through play during the Covid-19 pandemic: a Froebelian perspective

Fengling Tang, University of Roehampton, United Kingdom

'This is teamwork': children's interactions in outdoor play

Zoi Nikiforidou, Liverpool Hope University, United Kingdom

Juguemos para ser! Playing and becoming! Preserving culture through traditional children's play in immigrant families

Wilma Robles Melendez, Wayne Driscoll, Nova Southeastern University, United States

E 16

Playing and working with AI in ECE. Attitudes and concerns of pedagogical professionals

Self-organised Symposium

TL 329, Level 3, Learning & Teaching Building

Chair: Ulrike Stadler-Altmann, Free University of Bolzano, Italy

Working with AI in ECE, tool boxes for educators

Ulrike Stadler-Altmann, Free University of Bolzano, Italy

Digitisation in German ECE centres - between enthusiasm and scepticism

Helen Knauf, University of Applied Sciences Bielefeld, Germany

Digitalization in kindergartens in Lithuania: trends and implications for teachers' professional development

Lina Kaminskienė, Vytautas Magnus University, Lithuania

E 17

Datafication, assessment and data governance in Finnish early childhood education

Self-organised Symposium

TL 423 (Lecture Theatre), Level 4, Learning & Teaching Building

Chair: Anna Siippainen, Tampere University, Finland

Assessment and evaluation in datafied early childhood education – VADA research project

Anna Siippainen, Maiju Paananen, Tampere University, Finland, Tampere University, Finland

Genealogy of Finnish evaluation and assessment in early childhood education

Hannele Pitkänen, Anna Siippainen, Tampere University, Finland

Highjacked by desires? - Infrastructure of child-staff ratios in Finnish early childhood education

Hanna Toivonen, University of Tampere, Finland

E 18

Developing professional learning communities

Individual Papers Symposium

504, Level 5, John Anderson Building

Chair: Laura Herold, University of Arkansas, United States

Learning Organisation Kindergarten at the University of Applied Sciences Merseburg

Sandra Frisch, University of Applied Sciences Merseburg, Germany

Using research methodology as a method for professional learning

Amelia Church, University of Melbourne, Australia

Bringing Back Play in Kindergarten through Collaborative Study

Laura Herold, Shelley McNally, University of Arkansas, United States

E 19

Guided play and nature playscapes

Individual Papers Symposium

505, Level 5, John Anderson Building

Chair: Victoria Carr, University of Cincinnati, United States

Nature Playscapes: Affordances that Support Preschoolers' Executive Function during Free Play

Victoria Carr, Leslie Kochanowski, University of Cincinnati, United States

Uniting play and learning: the role of guided play in children's education

Elizabeth Byrne, University of Cambridge, United Kingdom

Integrating a Cooperative Guided Play Model in Saudi Kindergarten Setting

Rehab Agzagee, Strathclyde, United Kingdom

E 20

Literacy in the digital age

Individual Papers Symposium

506, Level 5, John Anderson Building

Chair: Rosie Flewitt, Education and Social Research Institute, Manchester Metropolitan University, United Kingdom

A Posthuman Perspective on Play: One Child's Story of Intra-Actions with the Material World

Sally Brown, Georgia Southern University, United States

Researching 0-3-year-old children's language and literacy play at home in a digital age

Rosie Flewitt (1), Lorna Arnott (2), Julia Gillen (3), (1) Education and Social Research Institute, Manchester Metropolitan University, United Kingdom, (2) University of Strathclyde, United Kingdom, (3) Lancaster University, United Kingdom

Children's and teachers' conversations about the medium when reading digital picture books

Margrethe Jernes, Marianne Undheim, University of Stavanger, Norway

E 21

Pandemic, parents and professionals

Individual Papers Symposium

507, Level 5, John Anderson Building

Chair: Jools Page, The University of Brighton, United Kingdom

Professionalism and Pandemic: Exploring Teachers' Perception and Parents' Perspectives in Turkey and the U.S.

Sinan Yozgatli, Fatma Merve Halipinar, Indiana University, United States

COVID and [the disruption of] the playful world of the young child

Jools Page, Jodi Roffey-Barentsen, Peter Clough, The University of Brighton, United Kingdom

Parental perceptions of their preschool and elementary school children with respect to teacher-family relations and teaching methods during the first Covid-19 lockdown

Clodie Tal (1), Sigal Tish (2), (1) Hemdat HaDarom – College, Israel, (2) Levinsky College of Education, Israel

E 22

Principals, heads and deputies in ECE

Individual Papers Symposium

317, Level 3, John Anderson Building

Chair: Daniela Ulber, HAW Hamburg, Germany

Deputy leadership in Early Childhood Education

Leena Halttunen, University of Jyväskylä, Finland

How preschool principals enact an inclusive education through documentation

Hanna Vretblom, Umeå University, Sweden

The importance of head teachers as leaders for organisational development in ECEC settings - An international perspective on the conditions for good leadership

Daniela Ulber (1), Dagmar Berge-Winkels (2), Itala Ballaschk (3), (1) HAW Hamburg, Germany, (2) Alice-Salomon-Hochschule, Germany, (3) Fachhochschule Südwestfalen, Germany

E 23

Sorting maths in ECEC

Individual Papers Symposium

326, Level 3, John Anderson Building

Chair: Chrystalla Papademetri, European University Cyprus, Cyprus

A Pedagogy of willingness to uncertainty, triggering the unexpected: Stories of children playfully doing mathematics!

Chrystalla Papademetri, European University Cyprus, Cyprus

Sorting and re-sorting

Lisa Kristina Lunde (1), Hjørdis H. K. Bakke (2), (1) Inland Norway University of Applied Science, Norway, (2) Queen Maud's College of Early Childhood Education, Norway

Exploring Early Years Mathematics Teaching and Learning in the context of an Irish Preschool Classroom

Lynn O'Dwyer, Maynooth University, Ireland

E 24

No Symposium now scheduled

Individual Papers Symposium

327, Level 3, John Anderson Building

E 25

Outdoor Play and Learning SIG: Changes to daily life and children's well-being

Self-organised Symposium

412, Level 4, John Anderson Building

Chair: Ellen Beate Hansen Sandseter, Queen Maud University College of Early Childhood Education, Norway

Affordances in nature as an educational environment promoting integration of refugee children and local children in an ECEC.

Trond Loge Hagen, Queen Maud University College, Norway

Influence of Covid-19 on outdoor and playground activities in Japanese ECEC settings

Kiyomi Akita, Gakushuin University, Japan

A GoPro-look on how children aged 17-25 months assess and manage risk during free exploration in a varied natural environment

Alexander Olsen (1), Ellen Beate Hansen Sandseter (2), (1) Østfold University College, Norway, (2) Queen Maud University College of Early Childhood Education, Norway

Symposium Set F

15:40 - 17:00, Thursday 25th August 2022

F 1

Practitioners perspective on the pedagogical value of play

Self-organised symposium

Conference Room 1, Level 3, Technology & Innovation Centre

Chair: Anja Seifert, Justus Liebig Universität Gießen, Germany

Experiences and beliefs of early childhood teacher students towards playing and participation in kindergarten and pre-school in Estonia, Germany, and Russia before and during Corona (Russian perspective)

Igor Shiyani, Irina Vorobyeva, Evgeniy Krashennikov-Khait, Moscow City University, Russia

Children's participation in free play and learning activities: the view of teacher students in Estonia

Maire Tuul, Aino Ugaste, Tallinn University, Estonia

Experiences and beliefs of early childhood teacher students towards playing and participation in kindergarten and pre-school in Estonia, Germany, and Russia before and during Corona

Christa Kieferle, Staatsinstitut für Frühpädagogik und Medienkompetenz, Germany

F 2

Supporting children's agency and citizenship

Individual Papers Symposium

Conference Room 2, Level 3, Technology & Innovation Centre

Chair: Queena Lee, Monash University, Australia

Developing a toolkit to support young children's involvement in Liverpool's bid for UNICEF Child Friendly City recognition.

Clionagh Boyle, Liverpool Hope University, United Kingdom

Teaching Practices in Supporting Development of Children's Agency: A Cultural-Historical Analysis

Queena Lee, Monash University, Australia

Children's Belonging in ECE in Sweden - a matter of Friendship, Available Teachers and Collective Events

Karin Larsson, Department of Didactics and Teacher's practice, Linneaus University, Sweden

F 3

Practitioner inquiry and pedagogical documentation

Individual Papers Symposium

Conference Room 3, Level 3, Technology & Innovation Centre

Chair: Robyn Babaeff, Monash University, Australia

Using reflexivity as a Dynamic Leadership practice to better gain insight of play-based learning perspectives in those we lead

Robyn Babaeff (1), Sharryn Clarke (2), (1) Monash University, Australia, (2) Department of Education and Training, Australia

Challenges and opportunities in developing participatory pedagogy in Finnish ECEC

Charlotte Lindh, Jan-Erik Mansikka, Faculty of educational Sciences, University of Helsinki, Finland

Playing with play: Pedagogical Documentation or Practitioner Inquiry?

Alma Fleet (1), Adam Christie (2), (1) Macquarie University, Australia, (2) South Australia state Department for Education, Australia

F 4

Gender and men's career patterns in ECE

Self-organised symposium

Conference Room 4, Level 3, Technology & Innovation Centre

Chair: Tim Rohrmann, University of Applied Sciences and Arts Hildesheim, Germany

"It wasn't a romantic marriage": A metaphor analysis of male early childhood educators' career narratives

Markus Andrä (1), David Brody (2), (1) FH Dresden, Germany, (2) Efrata Teachers College, Israel

Gendered expectations vs gendered initiatives: perspectives of male practitioners with migrant and non-migrant background in Germany

Halal Elkarif, Hildesheim University, Germany

The Men's Centres: Does the clustering of men together in a centre support inclusion in the female-dominated occupation of ECEC?

Yuwei Xu, Nottingham University, United Kingdom

F 5

Exploring understandings, competences and intergration of STEM

Individual Paper Symposium

Conference Room 5, Level 3, Technology & Innovation Centre

Chair: Helle Hovgaard Jørgensen, UCL professionshøjskole og erhvervsakademi, Denmark

Developing ECE teachers' STEM competences

Adrijana Visnjic-Jevtic (1), Ana Štefanec (2), (1) University of Zagreb, Faculty of Teacher Education, (2) Croatia, Kindergarten Dobro Drvo Zagreb, Croatia

An Integrative Review of STEM Integration in Early Childhood Education

Andrea Ng, Monash University, Australia

Science practices: A play based approach to science with young children

Helle Hovgaard Jørgensen, UCL professionshøjskole og erhvervsakademi, Denmark

F 6

Parent's perspectives on play in ECE

Individual Papers Symposium

Conference Room 6, Level 3, Technology & Innovation Centre

Chair: Sule Alici, Kirsehir Ahi Evran University, Turkey

Educators' and parents' perceptions of children's play and learning opportunities in ECEC

Marina Lundkvist, Tove Ingebrigtsen, Elisabeth Bjørnstad, Ann Grethe Baustad, Nord University, Fakultet for lærerutdanning, kunst og kultur, Norway,

A strength-based approach to exploring parents' engagement in children's play in rural Tajikistan

Zarina Muminova, University of Edinburgh, United Kingdom

What can we learn from observing children and parents in play activities in contexts of oppression in Palestine?

Rabab Tamish (1), Pete Dudley (2), Ahmad Fasfous (1), (1) Bethlehem university, Palestine, (2) Cambridge university

F 7

The cultures and values of play

Individual Papers Symposium

Conference Room 7, Level 3, Technology & Innovation Centre

Chair: Debra Harwood, Brock University, Canada

How can children achieve hope for the future through gardening and farming activities?

Anne Lynngård, Kari Grutle Nappen, Western Norway University of Applied Sciences (HVL), Norway

"The more they know the more they grow": Preparing educators to embrace outdoor play

Debra Harwood, Simranjeet Kaur, Brock University, Canada

A Froebelian lens of the cultures of play observed in one-year-olds in group care in Hong Kong, USA, England and New Zealand

Sacha Powell (1), Mary McMullen (2), (1) The Froebel Trust, United Kingdom (2) Indiana University, United States

F 8

Playful robots for all

Self-organised symposium

Conference Room 8, Level 3, Technology & Innovation Centre

Chair: Andrea Bonarini, Politecnico di Milano, Italy

Robot-based play activities for all: a framework and experiences

Andrea Bonarini, Politecnico di Milano, Italy

Nature and robotics: a comparative overview of play in kindergarten

Petar Vasilev Lefterov, University of Milano - Bicocca, Italy

F 13

Play, parents and parenting styles

Individual Papers Symposium

TL 325a (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Rosa Kwok, Birmingham City University, United Kingdom

My Place to Play: creating a dedicated place to play for infants and their families living in emergency accommodation

Lána Cummins, Marion Byrne, National College of Ireland, Ireland

Investigating the relationship between parenting styles and creativity in UK children and adolescents

Rosa Kwok, Birmingham City University, United Kingdom

Social justice in the context of playful interaction

Nadia Norling Tshili Klarsgaard, Oslo Metropolitan University, Norway

F 14

The role of the environment in sculpting play

Self-organised symposium

TL 325b (Lecture Theatre), Level 3, Learning & Teaching Building

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

The neuroscience of play: a scoping review

Janet Rose, Norland College, United Kingdom

A Critical Examination of What Constitutes Quality Early Years Curriculum

Verity Campbell-Barr(1), Janet Georgeson (2), Katherine Evans (2), Sasha Tregenza-May, (1) Plymouth Institute of Education, United Kingdom, (2) University of Plymouth, United Kingdom

Exploring the play environment in Pikler and Steiner Waldorf inspired playgroups in England

Gemma Ryder, University of East London, United Kingdom

F 15

“Methodological immaturity” – play as research/research as play

Self-organised symposium

TL 324, Level 3, Learning & Teaching Building

Chair: Simon Bateson, The University of Edinburgh, United Kingdom

Child-led research: play as research/ research as play?

Kay Tisdall, University of Edinburgh, United Kingdom

Enhancing the Flow of Knowledge - Practitioners as Researchers

Lynn McNair, University of Edinburgh, United Kingdom

Play-Based Research: Relational Process

Laura Wright, University of Edinburgh, Canada

F 16

The decommodification of early childhood education: resisting neoliberalism

Self-organised symposium

TL 329, Level 3, Learning & Teaching Building

Chair: Michel Vandebroek, Michel Vandebroek, Belgium

The decommodification of early childhood education: resisting neoliberalism

Michel Vandebroek, Belgium

Resisting Children as Human Capital

Joanne Lehrer (1), Brooke Richardson (2), (1) Université du Québec en Outaouais, Canada, (2) Brock University, Canada

F 17

Learning story narrative and their relevance across diverse settings

Self-organised symposium

TL 423 (Lecture Theatre), Level 4, Learning & Teaching Building

Chair: Annie White, California State University Channel Islands, United States

How learning stories shape children's learning identity: A narrative inquiry.

Lorraine Sands, Educational Leadership Project, New Zealand

Teacher inquiry and Learning Stories: A site for pedagogical change

Wendy Lee, Educational Leadership Project, New Zealand

Learning Stories used with Adults in and outside of Classroom Settings

Annie White, California State University Channel Islands, United States

F 18

International approaches: Estonia, Japan, Poland and Russia

Individual Papers Symposium

504, Level 5, John Anderson Building

Chair: Helen Lyndon, CREC, United Kingdom

Early education for Wrocław's children after 1945: Establishing a new system during the first years of the Polish People's Republic

Marta Kondracka-Szala (1), Andrea M. Noel (2), (1) University of Wrocław, Poland, (2) State University of New York at New Paltz, United States

Reggio Inspiration in Japan: from the 1980s through the 2010s

Sachiko Asai (1), Ryoko Kodama (2), Motoko Ohta (3), (1) University of Tokyo, Japan, (2) Ochanomizu University, Japan, (3) Wako University, Japan

Teachers' teaching approaches: Estonian and Russian preschool classrooms

Piia Varik, Tallinn University, Estonia

F 19

Interculturalism and inclusion in ECEC

Individual Papers Symposium

505, Level 5, John Anderson Building

Chair: Katrine Giaever, Oslo Metropolitan University, Norway

'Miss, what color is your skin?' supporting intercultural competences in early childhood education: key ingredients of professional development'

Eva Dierickx, AP Hogeschool/Ghent University, Belgium

Multicultural preschool staff as bridge builders in children's play

Katrine Giaever, Oslo Metropolitan University, Norway

Going at a different pace: educators supporting inclusion for children with disabilities

Katherine Gulliver, University of Plymouth, United Kingdom

F 20

Pedagogical play practice – international perspectives

Individual Papers Symposium

506, Level 5, John Anderson Building

Chair: Margareth Eilifsen, Western Norway University of Applied Sciences, Norway

Pedagogical play practices and children's play participation in primary schools.

Hanne Hede Jørgensen, VIA University College, Denmark

The design of an explorative play-based Early Childhood Teacher Education

Margareth Eilifsen, Magni Elen Hope Lossius, Western Norway University of Applied Sciences, Norway

Professional approaches on play in preschool education - Awareness of International perspectives

Kia Kimhag, Anna Eriksson, University of Gävle, Sweden

F 21**Professional agency, constraints and ratios**

Individual Papers Symposium

507, Level 5, John Anderson Building

Chair: Faye Stanley, University of Wolverhampton, United Kingdom

The effect of a shorter working week on the quality of professional work in preschool. The experience of preschool teachers.

Anna Norddahl (1), Svava B. Mörk (2), (1) Hlid Preschool, Iceland, (2) University of Akureyri, Iceland,

A sociocultural analysis of the factors that support and constrain the enactment of play-based pedagogies in the first year of compulsory school in England

Philip Nicholson, University of Suffolk, United Kingdom

Strengthening the possibilities for professional agency during ECEC teacher education

Tarja Liinamaa, Terhi Ek, University of Jyväskylä, Finland

F 22**Soundscapes, earthquakes and reproducibility testing**

Individual Papers Symposium

317, Level 3, John Anderson Building

Chair: Alison Moore, University College Cork, Ireland

From reproducing for fun to reproducibility tests

Estelle Blanquet, University of Bordeaux, France

Professional practice in kindergarten's soundscape

Nina Engesnes, Tove Lafton, Norway, Oslo Metropolitan University, Department of Early Childhood Education, Norway

Children understanding of earthquakes and tsunamis in high-risk areas

Valeria M. Cabello, Pontificia Universidad Católica de Chile, Chile

F 23**Work demands and governance**

Individual Papers Symposium

326, Level 3, John Anderson Building

Chair: Susan Grieshaber, La Trobe University, Australia

Case based teaching for new work demands

Marit Bøe, Professor Elsa Kristiansen, University of South-Eastern Norway,

Governance in children's everyday lives in ECE settings

Susan Grieshaber (1), Maiju Paananen (2), (1) La Trobe University, Australia, (2) Tampere University, Finland

Work demands and resources related to work climate and turnover intentions in the early childhood education sector

Cecilia Heilala, Marina Lundkvist, Mirjam Kalland, University of Helsinki, Finland

F 24

Play and music

Individual Papers Symposium

327, Level 4, John Anderson Building

Chair: Kate Wall, University of Strathclyde, United Kingdom

To be independent, to have friends, and to make choices - "I am able to play, and I am allowed to join, but I don't want to"!

Susanne Klaar, University of Borås, Sweden

Teaching music in Swedish preschools

Ester Catucci, Mälardalen university, Sweden

WeFEEL: Facilitating the development of emotional intelligence through collaborative and empathetic play

Daniela Foerch, Andrea Adelman, Florida International University, United States

Poster Symposium Set I

14:50 - 15:45, Wednesday 24th August 2022

Technology & Innovation (TIC) Building, Foyer Area, Level 2

- I 1
Eliciting Young Children's Views on Their Participation in Decision-making in the Classroom
Cansu Aytac, University of Strathclyde, United Kingdom
-
- I 2
It's not what I expected! A study about digital technology within a Swedish preschool setting
Tove del Gaiso, School of Education, Culture and Communication, Sweden
-
- I 3
Documentation in Japan: Focusing on the significance of dialogue
Ryoko kodama (1), Yoko Takahashi (2), Hiroko Sato (2), (1) Ochanomizu University, Japan (2) Ochanomizu University Kindergarten, Japan
-
- I 4
Towards Communities of Compassion: Exploring What Affords a Compassion Enabling Environment
Harriet Broadfoot, Durham University, United Kingdom
-
- I 5
Playful opportunities in early emergent science - how to create joyful and creativity settings in preschool with a focus on science experiments
Rikke Jensen, Annika Foxby, Professionshøjskolen Absalon, Denmark
-
- I 6
An exploration of two year olds experiences of the emotional environment in early years settings offering funded places
Louise Hannan, Centre for Research in Early Childhood, United Kingdom
-
- I 7
Play by ear with Logometro: An innovative approach to language assessment for young children.
Angeliki Mouzaki, University of Crete, Greece
-
- I 8
Putting theory into play – variation theory embedded in teaching activities for toddlers
Camilla Björklund (1), Hanna Palmér (2), (1) University of Gothenburg, Sweden, (2) Linnaeus University, Sweden
-
- I 9
Multicultural Preschool Education in Japan: Along with a History of Civil Movement for Ethnic Minority
Yuki Nagae, University of Tokyo, Japan
-
- I 10

Paper withdrawn Day care teachers' social support perceived by the parents who have a sense of ease in family support

Sakiko Sagawa, Kyoto University of Education, Japan

I 11

The construction of the scientific basis in Swedish Early Childhood Education

Caroline Karlsson, Kristianstad University, Sweden

I 12 (moved to I127)

I 13

The hundred languages of children and adults: democratic education in the thought of Loris Malaguzzi and Paulo Freire

Maria Aparecida Antero Correia, Universidade Federal de Rondônia, Brazil

I 14

Exploring Slow Pedagogy through a Froebelian Lens

Donna Green, Falkirk Council, United Kingdom

I 15

Creating Learning Environments in Preschool Settings: Pedagogical approaches and key ideas.

Kia Kimhag (1), Emma Glaas (2), Paula Holm (2), Christina Wåhlander (2), Annelie Stewing (3), Lene Due (4), Lillian Bakken (4), (1) University of Gävle, Sweden, (2) Svängårdens preschool, Sweden, (3) Bönans preschool, Sweden, (4) Sandvedhaugens preschool, Norway

I 16

What educators need for well-being: Perspectives from Australian early childhood educators during the COVID-19 pandemic.

Amelia Church, University of Melbourne, Australia

I 17

Listening to young children to support learning through play: practitioners' reflection

Jie Gao (1), Minyi Li (2), (1) UCL Institute of Education, United Kingdom, (2) Beijing Normal University, China

I 18

Paper withdrawn Measuring and predicting teachers' externally assessed role behaviour during free play – a multilevel structural equation model

Cornelia Rüdösüli, Zurich University of Teacher Education, Switzerland

I 19

Preliminary evidence for supporting early social emotional development through play

Natalie Kirby, University of Cambridge, United Kingdom

I 20

Time to play, arenas for play and friends to play with. Playful interactions with peers in special needs education and care.

Marit Pettersen, Queen Maud University College of early childhood education (QMUC), Norway

I 21

Transcending the border of fantasy and reality in play as the key for children as agency for living through uncertainty

Mari Mori (1), Akiko Gunji (2), (1) Kobe Shinwa Women's University, Japan, (2) Gunma University, Japan

I 22

Exploring Pre-Service Teachers' perspectives on Play, Teaching and Teachers' role

Pernilla Kallberg, Mälardalen University, Sweden

I 23

A step-by step approach to maps. The ability for children to interact with different types of maps.

Jon Anders Græsli, Inland Norway University of Applied Sciences, Norway

I 24

What is good for our planet? - Exploring preschoolers' attitudes and behaviour towards the environment through the use of participatory research methods

Kathrin Paal, University of Plymouth, United Kingdom

I 25

Children's opinions on preschool outdoor environment and their experience in outdoor learning

Lehte Tuuling (1), Aino Ugaste (2), (1) Narva College of University of Tartu, Estonia, (2) University of Tallinn, Estonia

I 26

Professional identity in early childhood studies – the predictive value of influencing factors.

Kristin Severinsen Spieler, Anne Karin Vikstøl Olsen, University of Agder, Norway

Poster Symposium Set II

14:50 - 15:40, Thursday 25th August 2022

Technology & Innovation (TIC) Building, Foyer Area, Level 2

II 1

Pre-service teachers' perspectives on the Influence of Super Heroes role plays on children's diet and healthy habits

Eleni Tympa (1), Vasiliki Karavida (2), Alexandra Nousia (2), (1) International Hellenic University, Greece, (2) University of Ioannina, Greece

II 2

Storytelling as part of a playing with digital objects in a preschool makerspace

Kristin Dýrfjörð, University of Akureyri, Iceland

II 3

Digital Documentation of Play in Early Childhood Education (ECE)

Rosie Flewitt, Education and Social Research Institute, Manchester Metropolitan University, United Kingdom

II 4

How can responsive interaction with young children be built?

Gamze Kaplan, The University of Manchester, United Kingdom

II 5

~~PAPER WITHDRAWN Japanese preschoolers' perceptions and development of peer relationship through their favorite plays and space~~

~~Takayo Sugimoto, Aichi University, Japan~~

II 6

Not always innocent: Pre-school children's reinforcement of gender stereotypes during play

Cathy Kilburn, University of Hull, United Kingdom

II 7

Performance on early reading assessments in a post-pandemic year

Carlin Conner, Emily Solari, Alisha Demchak, University of Virginia, United States

II 8

Becoming parents in a bi/plurilingual, English-dominant context in Canada: what language choices for children?

Marie-Hélène Marquis, Université de Moncton, Canada

II 9

Local language policy in preschool: the solution?

Petra Classon, Annika Åkerblom, Department of Education, Communication and Learning, Gothenburg University, Sweden

II 10

Constructing Play and Learning Spaces at Home

Nashelly Cruz Velasco (1), Roxana Pastor (2), (1) Bebéna Life Cycle, Mexico, (2) Universidad Nacional Autónoma de México, Mexico

II 11

What are there Differences between Kindergarten Teachers' Evaluation of Educational Interns and Educational Interns' Reflections in Japan?

Takumi Umemura (1), Toshihiro Nakajima (2), (1) Hokusho University, Japan, (2) Hokkaido University of Education, Japan

II 12

What do the novice kindergarten teachers find difficulties at work?

Toshihiro Nakajima (1), Takumi Umemura (2), (1) Hokkaido University of Education, Japan (2), Hokusho University, Japan

II 13

Associations Between Teacher Child Relationships and Teacher Child Interactions in Preschool Classrooms

Ithel Jones, Florida State University, United States

II 14

Collaboration Implementing Slow Pedagogy in Early Learning and Childcare (ELC) through Froebelian Principled Practice

Gemma Paterson, Donna Green, Falkirk Council, United Kingdom

II 15

An educational thought of comprehensive learning in childhood, from 1920's to 1980's in Japan

Kimie Onishi, Motoko Ohta, Wako University, Japan

II 16

Professional identity of childcare workers in Poland

Krystyna Heland-Kurzak, The Maria Grzegorzewska University, Poland

II 17

Pedagogical utilization of Montessori-based playful activities in early years settings

Vasiliki Karavida, Athanasia Siaviki, University of Ioannina, Greece

II 18

Thinking and managing risk during play in Japanese ECEC

Mariko Miyata (1), Kiyomi Akita (2), (1) Shiraume Gakuen University, Japan, (2) Gakushuin University, Japan

II 19

Creating rooms for children's voices - staging the play environment of ECEC

Anette Sofie Bernsen, NLA University College and USN University of South-Eastern Norway, Norway

II 20

Toddlers' playful acts of agency: Re-framing young children's autonomy

Bryndis Gunnarsdottir, University of Iceland, Iceland

II 21

Exploring the perceptions of teachers and parents on the use of play-based pedagogy in preschools in Kenya.

Domnick Okullo, University of Cambridge, United Kingdom

II 22

Play during the COVID-19 pandemic: highlighting young children's voices

Kelsey Graber, University of Cambridge, United Kingdom

II 23

~~**PAPER WITHDRAWN A Qualitative Study Focusing on Cultural Values and Behaviors in German Early Childhood Education Practice: Japanese kindergarten teachers' perspectives on children's independence and autonomy**~~

~~Kaori Omichi, Hiroshima University, Japan~~

II 24

Can we play with science? Preschool teachers' discussions about play-responsive teaching of a science content and supported by digital tools.

Kristina Lund, Kristianstad University, Sweden

II 25

Mapping children's agency in nature-based spaces at a university child-care center.

Radhika Viruru, Erica Ritter, Flora Harmon, Texas A&M University, United States

II 26

Millipede the Movie Star: Exploring Slow Methodologies in Education for Sustainability Research

Debra Harwood, Simranjeet Kaur, Brock University, Canada

II 27

Exploring preschool stakeholders' perceptions of critical thinking skills for preschool children in Saudi Arabia

Hibah Binabulrahman, Dublin City University, Institute of Education, School of Language Literacy Early Childhood Education, Ireland

“PED”agogical Talks

12:35 -13:25, Thursday 25th August 2022

Group A

TL 325a (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Chris Pascal, Centre for Research in Early Childhood, United Kingdom

A1

Promoting STEAM learning in the early years with a gender approach

Valeria M. Cabello, Pontificia Universidad Católica de Chile, Chile

A2

Are you here now? Creating a dialogue for 'present moment parenting, practice and play'.

Judith Brown, University of Wolverhampton, United Kingdom

A3

The effects of the Covid-19 pandemic on children’s friendships and well-being.

Caron Carter, Sheffield Hallam University, United Kingdom

A4

Enhancing ECEC teachers' and young children's 21st century competencies

Clodie Tal, Hemdat HaDarom – College, Israel

A5

Children's play...what has professional reading got to do with it?

Jackie Brien, Department of Education and Training, Australia

Group B

TL 325b (Lecture Theatre), Level 3, Learning & Teaching Building

Chair: Tony Bertram, Centre for Research in Early Childhood, United Kingdom

B1

A New Flow? From formal to playful English language learning in the early years in China

Yueling Chen, University of Strathclyde, United Kingdom

B2

Oral Storytelling as Pedagogy: The logic of storytelling

Catherine O’Reilly, Trinity College Dublin, Ireland

B3

If you play, they will come: Creating community and a culture of play for neighbors of all ages

Erin Tebben, The Ohio State University, United States

B4

A critical view on the strengths and challenges of nature preschools in Spain

Katia Hueso, Asociación GJNSaltamontes, Spain

Group C

TL 423 (Lecture Theatre), Level 4, Learning & Teaching Building

Chair: Margy Whalley, EECERA Board of Trustees, United Kingdom

C1

The relevance of foraging and gardening projects in kindergarten for cultural sustainability

Veronica Bergan, UiT The Arctic University of Norway, Norway

C2

The Surprising World of Theatre for Under Threes

Charlotte Allan, University of Strathclyde, United Kingdom

C3

Becoming a Parent and Being a Parent Now

Aline-Wendy Dunlop, University of Strathclyde, United Kingdom

C4

Rucksacks in the limelight: A duet between play and acting

Mandy Geddis-Capel, Natalie Kern, University of Mount Union, United States

Map of Campuses

