26th

EECERA ANNUAL CONFERENCE

'HAPPINESS, RELATIONSHIPS, EMOTION & DEEP LEVEL LEARNING'
Dublin, Ireland
31st August – 3rd September 2016

ABSTRACT BOOK

EECERA
European Early Childhood
Education Research Association

early childhood ireland

STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

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KEYNOTE I
THURSDAY 1ST SEPTEMBER
9:45 – 10:45

HIROKAZU YOSHIKAWA
Courtney Sale Ross Professor of Globalisation and Education and NYU Professor,
Steinhardt School of Culture, Education and Human Development, United States

Improving the Quality of Early Childhood Education in the Context of the UN Sustainable Development Goals

Improving quality in early childhood education is an imperative, particularly in the context of Target 4.2 of the 2015-2030 United Nations Sustainable Development Goals, or SDGs ("By 2030, ensure that all girls and boys have access to quality early childhood development, care and education"). This presentation will present recent developments and data concerning quality in ECE and its improvement in the United States and in low- and middle-income countries. First, an overview of indicator development and finalization for Target 4.2 and SDG 4 more generally will provide the global policy context. Second, examples of quality improvement in recent studies from Boston and Santiago de Chile will be presented. Third, a new global initiative to assess quality in early childhood education in low- and middle-income countries will be presented (the Measuring Early Learning and Quality Outcomes initiative).

KEYNOTE II
THURSDAY 1ST SEPTEMBER
11:15 – 12:15

ANNE LOONEY
Chief Executive of the Higher Education Authority, Ireland

New utopias? Children's learning and wellbeing in contemporary education policy
According to the Finnish educationalist, Pasi Sahlberg, many countries are adopting similar policies on learning, teaching, assessment and governance (2011; 2015). He identifies five features common to these policies of a move to standardize the educational experience; a focus on a narrow set of subjects (usually connected to literacy and numeracy); a low-risk approach to learning; the use of test-based accountability; and the use of corporate models for the management of schools and other educational settings.

He refers to this set of policies as the Global Education Reform Movement – the GERM. Early childhood education has not been 'immune' to this movement. The vision of the adult and the child that underpins this GERM, and the vision of the relationship between the adult and the child and the child and her/his community and society suggest a future for early childhood education that is at best, challenging, and at its most extreme, dystopian.

Campaigners against the GERM have targeted the impact of testing on children's wellbeing and agency, and the consequences for innovation and inquiry of a low-risk and programmed approach to learning. Wellbeing, agency, experimentation and inquiry are at the heart of early childhood education, emerging from a particular view of the child and childhood that stands in marked contrast to the GERM perspective. Is this enough to bulwark the sector against acute 'infection? Or are these apparent strengths the sector's greatest vulnerability? Or, does early childhood education offer the rest of the education system, if not a cure, at least some resistance.

KEYNOTE III
SATURDAY 3RD SEPTEMBER
9:30 – 10:30

LEON FEINSTEIN
Director of Evidence, Early Intervention Foundation and Chief Analyst, Implementation Unit at the Cabinet Office, United Kingdom

FOUNDATIONS FOR LIFE: what works to support parent child interaction in the early years. This talk will provide an overview of findings from this recent publication by the Early Intervention Foundation. The EIF is an independent charity and What Works Centre which champions and supports the use of effective early intervention for children with signals of risk. The EIF defines early intervention as activity which responds to signals of risk and prevents problems from becoming entrenched, endemic, harmful and costly. This review provides advice for policy makers and commissioners about how to help parents improve how they live and play with their children up to age 5 so as to improve their experience of childhood and enhance their ability to flourish and avoid harm. In line with EIF's role as a What Works Centre we have assessed the evidence in rigorous, fair and transparent terms. Unlike previous reviews which have tended to assess the international evidence to identify the best evidenced interventions, our approach has been to assess the evidence behind programmes available to the commissioners we work with in England. We have focused on programmes available in England that aim to improve the quality of parent–child interactions in the period from conception to age 5 in ways that lead to improved child development in terms of attachment, behaviour and cognitive development. We assessed 75 programmes in terms of cost and strength of evidence of impact. In this talk I will describe the methods, findings and policy implications, including reflections on the advantages and limits of evidence based commissioning.

KEYNOTE IV
SATURDAY 3RD SEPTEMBER
11:00 – 12:00

ALISON GOPNIK
Cognitive Scientist and Professor of Psychology and Philosophy at the University of California, Berkley, United States

Against Parenting

About 30 years ago, a strange thing happened to parents and children – it was called "parenting". Human beings have always cared deeply about their children. But for most of human history people learned how to care for children by taking care of younger siblings and cousins and neighbors themselves, and watching other people care for children too. Smaller families and greater mobility changed all that. For the first time, many people have children who have very little caregiving experience, but lots of school and work experience. The "parenting" culture arose to fill the gap.

"Parenting" makes caring for children into a particular kind of work – a plan with a goal. That goal is to create a particular kind of child and so a particular kind of adult– smart or successful or just happy, the way that a good carpenter creates a particular kind of chair. I'll argue that this familiar picture of parents and children is profoundly wrong, wrong scientifically, practically and morally.

In fact, the more we intentionally and deliberately raise children in order to make them happy adults, the less happy we and our children seem to become. A society obsessed with parenting has the highest child poverty rate. And even for middle-class families, the quest to shape children into worthy adults becomes the source of endless, fruitless anxiety for both parents and children.

Caring for children is not a matter of shaping children to turn out a particular way. Instead, the latest science gives us a very different picture. Caring for children means creating a rich, safe, stable, reliable world - a world where children can thrive. But children themselves are designed by evolution to be messy, variable, and unpredictable, flexible, playful and imaginative, and very different both from their parents and each other. This variability, flexibility and unpredictability in childhood lets human beings innovate, create and survive in an unpredictable world. Even if we could shape our children's lives, it would be self-defeating to do it.

Caring for children is more like gardening than carpentry. The goal in gardening is not to create a particular plant. Instead, we work hard to nurture a complicated, unpredictable but resilient ecosystem – a system that leads to constant surprises.

SYMPOSIUM SET A
THURSDAY 1ST SEPTEMBER
13:45 – 15:15

SYMPOSIUM SET A/ 1

MULTICULTURAL ASPECTS OF LITERACY AND LANGUAGE

Individual Papers

CHAIR: CAROLINE SIMS
University of Gävle, Sweden

Building multicultural understanding through children's literature
CAROLINE SIMS, University of Gävle, Sweden

The aim of this research project is to explore how multicultural awareness can be taught to young learners through the use of picture books, as a way of constructing meaning and understanding of the world. With a foundation in theories by Gadamer, Spivak, Hunt, Nikolajeva and Edstrom the paper argues that literature provides an opportunity to teach values of diversity, empathy and acceptance. This work explores questions of epistemology and hermeneutics as well as the complexity of describing and understanding descriptions of characters from a culture other than the familiar. The focus in this particular part of the study is on the description of Sub-Saharan Africa. The fundamental paradigm behind the project is that multicultural understanding is made possible through identification with the other - if what is unknown is described in terms of similarities rather than differences. The project is a literary study based on literary analysis of characters, setting and themes as portrayed in text and illustrations. The study covers descriptions of a selection of example texts which are opening up for identification in the way it is based on features of childhood in common between cultures. Contrasting counter examples are also given. If teaching multicultural values in the primary school classroom we can educate against 'toxicities' such as stereotypes, prejudice and racism. Therefore literature should be used actively within the classroom of early learners, chosen by teachers out of an awareness pointed at in this paper and addressed by educators in teacher training.

Keywords: multiculturalism, children's literature, diversity, stereotypes, post colonialism

Language lessons through the Physical Education curriculum for kindergarten and first grade in Greek Muslim children: A two year intervention
OLGA KOULI, ANTONIOS DALAKIS AND EFTHIMIOS BOGIATZIDIS, Democritus University of Thrace, Greece

Purpose for the implementation of the aforementioned P.E. programme was to improve the linguistic competence of both first grade and kindergarten children. Information concerning such programmes is not found either in Greek or International bibliography rendering this programmes originality and authenticity. Physical Education is the only subject that brings linguistic balance to the first grade curriculum in the minority elementary schools in Thrace, in that it equates the formal tuition sessions of Greek with the Turkish language. Considering that this is a second language context, researchers attempted to use P.E. to cut across the curriculum and work on oral structural accuracy and functional fluency that correspond to communicative exchanges in the lessons. 240 children (experimental & control group) participated in the intervention programme. Results were derived at by using the CogAT cognitive test. A written consent was required by the children's parents. Results were analysed by the repeated analyses in order to explore whether there were differences between: a) boys and girls, b) experimental and control group, c) kindergarten and first grade and d) the children that continues the specific programme for the second year and the children that participate the programme for the first time. The results revealed that all children performed much better in the final assessment. Also the children that participate for the second year in the programme showed better results than

the others. Concluding, it seems that the P.E. sessions' influence in improving the linguistic capability of children with a different mother-tongue from the dominant one.

Keywords: language lessons, physical education, kindergarten, first grade, children

Promoting indigenous children's development of literacy: Examining the effects of a bicultural skill-based intervention programme
CHING-TING HSIN AND HSIN-KAI WU, National Taiwan Normal University, Taiwan

The aims of the study were to investigate the effects of a bicultural skill-based literacy intervention programme in Taiwan and to explore a teacher's experiences in the programme that emphasised indigenous children's development of phonetic symbols and identity with Rukai culture. Past studies have revealed that indigenous children are often at risk of low literacy achievements. This programme was developed based on research on multiple literacies (Gee, 2003), culturally relevant pedagogy (Ladson-Billings, 1995), and the balanced approach to teaching literacy (Pressley, 2006). Parents were invited to give their consent to their children's participation in this study. 25 children with parental consent were recruited. 14 of them agreed to participate in the intervention programme, while 11 children were the control group. In this mixed-methods case study, data of classroom observation, phonetic symbol tests, and teacher's interviews were collected. In addition to parental consent, we obtained oral assent from all participating children. All names were pseudonyms. Children were allowed to withdraw from the study at any time. The results show that children who attended this programme scored significantly higher on sounding out and recognising phonetic symbols than those who did not. In terms of the teacher's experiences, she encountered cultural discrepancy, and it may have stemmed from the teacher's limited knowledge about Rukai culture, the children's limited knowledge of Chinese vocabulary related to their culture, and the differences in learning styles between indigenous and mainstream children. The findings will provide insight into the design of early literacy intervention programme for minority children.

Keywords: skill-based approach, indigenous children, early literacy, biculturalism, identity

SYMPOSIUM SET A/ 2

WORKING WITH DIVERSITY

Individual Papers

CHAIR: LINDA MITCHELL
The University of Waikato, New Zealand

Connecting preservice teachers' with diverse families through service-learning experiences
VICKIE LAKE (1), TERESA BERG (2), LOREEN KELLY (1) AND SUSAN PATRICK (1), (1) University of Oklahoma, United States: (2) Tulsa Technology Center, United States

This presentation explores 1) the service-learning partnership with Wilber ES and 2) preservice teachers' understanding of service-learning, diversity, and working with families. While much has been written about the positive effects of integrating service-learning and preservice teacher education, little has been documented about preservice teachers' service-learning experiences focused on families. Hollins and Guzman (2005) state that teacher education programmes must look beyond the school day in order to expose their students to populations and resources that are critical to their success as future teachers. Utilising a qualitative research design, this phenomenology study included the following data sources: e-journals, service-learning portfolios, community partner reflections, and field notes. A professor not associated with the study obtained consent and held the consent forms until after final grades had been posted. In this way, the teacher educators did not know who had agreed to be in the study while the PSTs were enrolled in their course. Findings include the difficulty of working with PTA and forming a true service-learning collaboration, the PTA treated the preservice teachers as a volunteer group. Through the service-learning experience, the PSTs' understanding and knowledge of service-learning, working with families, and issues of diversity increased dramatically and their stereotypes of diverse families decreased. A major finding is the repetition of previous findings that have reported how teacher

education programmes must incorporate real life opportunities for working with families as part of a comprehensive the curriculum.

Keywords: service-learning, preservice teachers, diverse families, teacher preparation, family involvement

Eighteen 'priority' children go to school
LINDA MITCHELL, University of Waikato, New Zealand

The research evaluated government policy initiatives aimed at increasing participation in early childhood education (ECE) for children defined as 'priority'. This paper focuses on how priority children experienced transition to school. Research on continuity of early learning underpins this paper. Opportunities to maintain productive connections between settings of home, ECE and school, where prior knowledge is recognised and acted on has been found in much international literature to be central to a successful transition. This paper also builds on three previous stages of the evaluation. It used an ecological theoretical frame to analyse the continuities and discontinuities between home, ECE setting and school. A social constructionist paradigm and qualitative methodology were used. Methods included interviews with ECE and new entrant school teachers, Participation Initiative coordinators and parents, observations of children in their ECE setting, and analysis of ECE assessment documentation. The research had university research ethics approval. Particular attention was paid to informed consent and social and cultural considerations through the use of interviewers from similar cultural and linguistic backgrounds to participants. Children's experiences of transition ranged from very positive to challenging. The practice of assessing children immediately on their entry to school was unfamiliar to children and often underestimated what children could do in the areas assessed and other competencies previously displayed. ECE and new entrant teachers rarely shared pedagogical approaches and knowledge of specific children. The sharing of assessment information and pedagogical approaches between ECE settings and school, needs to be prioritised.

Keywords: priority children, transition to school, brokering, curriculum alignments, early childhood policy evaluation

SYMPOSIUM SET A/ 3

SPIRITUALITY AND RELIGION IN ECE PAIR

Individual Papers

CHAIR: JANE BONE
Monash University, Australia

Majority worldview, marginalised issue: Spirituality, young children and education
JANE BONE, Monash University, Australia

We explore the challenges when considering spirituality as an active participatory research topic. We argue that a spiritual worldview is an aspect of communities and cultures that can be explored legitimately and participatory research will support the philosophical work and commentaries that currently inform the field. Both presenters have researched spirituality (Bone, 2010, Bone & Fenton, 2015, Goodliff, 2013) and draw on literature about spirituality and diversity (Gatmon, 2015). Conceptually our focus is on spirituality as distinct from religious belief systems. The spiritual perspective means 'to have a sense of connection' and to be relational. We take a participatory, active and inclusive approach to research in educational contexts that focuses on, or includes, spirituality (Dei, 2011; Reason, 1998). Our research reflects our backgrounds in Australia, New Zealand and the UK, previous research adhered to our respective university ethical requirements (BERA & MUHREC) and currently reflects EECERA's (2016) ethical code. Evidence from the field indicates that spirituality is becoming less prominent in policy. Meanwhile the spiritual dimension is referred to in everyday discourse. Research about spirituality in educational settings is often seen as difficult or threatening. It is the right of children to have the spiritual dimension acknowledged and research about spirituality can support happiness, peace and respectful relationships. We argue that spirituality must remain on the agenda in order for diversity

to be acknowledged and encourage an openness in pedagogical practice and in research that will welcome spirituality as a way to connect in deeper, even as yet unknown, ways.

Keywords: spirituality, participatory research, children, community, diversity

Religious education for early childhood in the insight of John Calvin (1509-1564)
IN-SUB AHN, Chongshin University, South Korea

The intent of this presentation is to research into John Calvin's (1509-1564) thoughts on the religious education for the Early Childhood and child-rearing practice, which actually caused the important change in the sixteenth century. From the research into Genevan Consistory of the sixteenth century (Jeffrey R. Watt) some remarks can be read about Calvin and Childhood. Calvin's viewpoint on childhood was researched (Barbara Pitkin). We see the general religious education for the Childhood (Marcia J. Bunge). The theoretical framework depends on the studies on the Genevan Consistory (Sex, Marriage, and Family in John Calvin's Geneva, 2005) and Calvin's Writings. This article researches into the important writings of John Calvin. Calvin's Institutions (1536 ed., 1539 ed., 1559 ed.) and his whole series of Bible Commentaries are investigated. The historical writings of Genevan Consistory of the sixteenth century are consulted. Ethical considerations were engaged to evaluate the significance of the religious education of the Early Childhood. The valuable insight of John Calvin stimulated to open new eyes on early childhood and religious education for them. Based on this presentation discussion is provided on meaning and method of the religious education for the early childhood from each cultural background. Children have rights to take a religious education. With a focus on the dignity of the Early Childhood, the value and method of the religious education in the diverse contexts will be discussed.

Keywords: religious education, John Calvin and early childhood, early childhood and social change, family and children, sixteenth century

SYMPOSIUM SET A/ 4

FAMILY ENGAGEMENT

Individual Papers

CHAIR: RACHEL REVSIN - RAVID
Oranim Academic College of Education, Israel

Using families funds of knowledge for the development of pre-service early childhood student teachers' identity: A cross cultural research
RACHEL REVSIN – RAVID (1) AND MARY ELLEN MCGUIRE-SCHWARTZ (2), (1) Oranim Academic College of Education, Israel; (2) Rhode Island College, United States

The research explores the influence of learning about Families' Funds of Knowledge on the students' attitudes and self-efficacy when working with diverse families. Research emphasises the importance of promoting families involvement in order to ensure the child's well-being and academic success within different educational settings (Epstein, 2010). The main theory underpinning this study is the concept of 'Funds of Knowledge'. The main assumption is that family background influences children's educational experience and that families are knowledgeable and competent due to their varied experience in life (Gonzalez, Moll & Amanti, 2005). The study is a cross-cultural qualitative phenomenological research involving various means of data collection across cultures (America and Israel). Participants were notified of the research aims and procedures, and promised anonymity. Following the implementation of the principles of families' Funds of Knowledge for learning (Gonzalez et al., 2005), both the American and Israeli students, described it as contributing to their sense of self-efficacy when working with families and children with special rights. They recognised a positive change in their perceptions of the parent's experience of raising a child with special rights, reporting they developed a sense of empathy towards the family's' belief system as to their involvement in their child's learning. Implications suggest teachers' preparation programmes should introduce 'Families Funds of Knowledge' for learning since, it promotes the understandings of each family's lifeworld experience as culturally contextualised. This will support early childhood pre-service students' identity (personal and professional) development.

Families and school walking together
GEORGINA NUTTON, Charles Darwin University, Australia

This paper investigates the relationship between remote Indigenous children's developmental strengths at school entry and key characteristics of family cultural identity and family functioning. This analysis utilises the data from the Effectiveness of Mobile Preschool in the Northern Territory (Australia) which was a cohort comparison study of 105 children with linked data across a wide range of health, socio-demographic and developmental outcomes. The underpinning theoretical and conceptual basis draws heavily on the ecological model of Bronfenbrenner and the social determinants of health concepts. Early learning and development aspects of the study draw on socio-constructivists and new fields of critical thinking about Indigenous knowledges. The methodology will employ simple cross tabulations to examine the associations between children's developmental outcomes at school entry and i) families' self-reported cultural identity and practices and ii) levels of family resilience and stress. The use of this de-identified data is covered by the Menzies School of Health Research and Department of Health HREC 08/54 and the Central Australian HREC. The Mobile Preschool was funded by the National Health and Medical Research Council. Very remote Indigenous families and communities have different socio-cultural assets and characteristics to regional and Indigenous populations. This analysis highlights the contributions to children's development these characteristics may make. Successful engagement in schooling requires culturally inclusive curriculum and practice and yet many of the assets of very remote families maybe under-utilised in early childhood programmes. More responsive and inclusive curriculum and practice requires better understanding of what and where strengths are found.

Nurturing sense and sensibilities, engaging with parents locally and globally
MARTIN NEEDHAM (1) AND DIANNE JACKSON (2), (1) Manchester Metropolitan University, United Kingdom; (2) University of Western Sydney, Australia

This research compares and contrasts international policies on early childhood, dual-focused service models in which parents and young children participate together. Drawing on current international discourses related to parent engagement in learning in the early years (OECD, 2012). This paper builds on earlier qualitative, doctoral research studies (Jackson and Needham, 2014). An Ecological perspective and Cultural-Historical Activity Theory are used to shed light on what parents experience as supportive in these dual-focused contexts and eight categories of support are used to frame a comparative discussion of policy directions. Qualitative critical discourse analysis of policy documents and related reports are used to consider how parental engagement strategies respond to the needs of parents. The foundation studies for the research were closely monitored as part of doctoral studies. The documentary analysis emphasises the ethical framing of support for parents. Limited take up of the Can-parent programme in England is contrasted with Australian supported play groups where the benefits of friendship and social network support, relational support, peer support, emotional support are emphasised. The article discusses the importance of developing shared understandings about nurture, support and engagement amongst parents and practitioners in dual-focused settings as a way of making hard to reach provision more accessible.

SYMPOSIUM SET A/ 5

EXPLORING LANGUAGE IDEOLOGIES IN MULTILINGUAL CONTEXTS

Self-organised Symposium

CHAIR: GUNHILD ALSTAD
Hedmark University of Applied Sciences, Norway

Linguistic diversity in education raises complex questions relating to language policy and language ideologies, educational context and language teaching cultures. In many ECE contexts involving multilingual children, the approach to promoting bilingualism is based on a monoglossic norm, i.e. a policy of language separation that discourages language mixing (García, 2009). According to this assumption, bilingualism is equivalent to double monolingualism and based on a 'two solitudes assumption' (Cummins, 2007). At the contrary, heteroglossic ideologies recognise multiple co-existing norms (García, 2009). Language ideologies in ECE contexts are articulated and embodied in everyday linguistic and pedagogical practices, and they are also related to broader ideological contexts. This symposium explores the complexities of language ideologies from the perspectives of bilingual children, parents, and early childhood teachers and staff in multilingual contexts.

Language ideologies and language practices in a minority language kindergarten

CAROLA KLEEMANN, UiT - The Arctic University of Norway, Norway

Multilingualism is an integral part of the sociolinguistic reality for children in Norwegian Sápmi. Language policymakers, pedagogical and political, in the indigenous Sámi early educational system view multilingual practices as unwanted and problematic. I aim to discuss how hybrid language practices can dwell within an education system with stabilising norms. Norwegian-North Sámi bilingualism has been little explored. This presentation builds on findings from my PhD-thesis on bilingual practices in a Sámi kindergarten. The theoretical framework draws on postcolonial ideas challenging an ethnolinguistic assumption. Works on normativity and hybridity in multilingual European settings by Blommaert (2010, 2012) and Jaffe (1999, 2009, 2015), and Sámi by Pietikäinen (2012), provide backdrops for discussing everyday multilingual practices in an ideologically monolingual and purist language environment. Methods used are inspired by ethnography with conversation analysis for the micro-sociolinguistics analysis on language practices, and discourse analysis for macro-sociolinguistic analysis on language ideologies. There is a need to balance giving voice to a group of indigenous children, in acknowledging and approving their own language practices, while challenging a legitimate claim and univocal goal from an indigenous society to preserve their language for the future. Children's anonymity is ensured through pseudonyms and free, informed consent is ensured in writing. Language-ideological foundations resting on a static and mono-normative concept of language is challenged by empirical research showing a rich multilingual environment. Multilingual practices should be viewed as competent and culturally grounded practices in early childhood education, also when the educational goal is to strengthen the indigenous language.

Keywords: multilingualism, language ideology, indigenous language, Sámi, hybridity

ECE teachers and parents language ideologies - a challenge for kindergarten-home collaboration?

ANJA PESCH, UiT The Arctic University of Norway, Norway

The study aims to enhance our understanding of ideologies on multilingual language development among ECE teachers and parents of multilingual children. It explores the role of ideologies in kindergarten-home collaboration regarding the children's language development. Differences in language ideologies among kindergarten teachers and parents regarding children's language development as well as their influence on teachers' practices in classrooms have been described in several studies (Jaffe, 2009; Apeltauer, 2012; Alstad, 2013). My study explores what language ideologies might consist of and how they influence kindergarten-home collaboration. The study takes a holistic view on multilingualism (Grosjean, 2008). It is based on a dialogical concept of ideologies (Ball & Freedman, 2004). Cummins (2000) pointing to the importance of developing both languages and emphasising the aspects of power in parent-teacher relations, is central to the study. This qualitative study has an ethnographic approach (Gulløv & Højlund, 2010; O'Reilly, 2012). It is based on semi-structured interviews with kindergarten teachers and parents in Norwegian and German kindergartens. Informed consent was obtained from all participants, and withdrawal was possible at any time. Interview transcripts were approved by the participants. Pseudonyms are used for both participants and institutions. The discussion evolves around how different ideologies on multilingual language development expressed by parents and teachers develop, and which perspectives and attitudes they may lead to in kindergarten-home collaboration. Findings will be used to discuss ideologies on multilingual language development in ECE, the role they play in kindergarten teachers' practice and to challenge their role in early childhood teacher education.

Keywords: multilingualism, language ideologies, kindergarten-home collaboration, multilingual language competence, language development

Challenging ECE teachers' existing language ideologies in multilingual contexts
GUNHILD ALSTAD AND SOLVEIG FREDRIKSEN AASEN, Hedmark University of Applied Sciences, Norway

The overall purpose of this study is to contribute to our understanding of in-service preschool teachers' professional development, focusing on opportunities and challenges brought about with increased linguistic diversity. Prior studies on professional development have pointed out that theory-based university courses to a little extent connect to the actual classroom lives of teachers, and that such courses may have limited impact on improving practice (Dickinson et. al, 2008; Neuman & Cunningham, 2009). Other studies show how teacher beliefs and language ideologies are closely related to their teaching (Menken & García, 2010; Alstad, 2013). Our study investigates how existing languages beliefs and ideologies are challenged in practice-based professional development courses. The study is conducted within the theoretical framework of teacher language cognition and beliefs (Andrews, 2008; Borg, 2006; García, 2008), i.e. teachers' understandings of multilingualism and language teaching practices. The data in this qualitative action research study consist of in-depth interviews with three in-service teachers, their written exercises and video-recorded observations of teacher-child interactions. Informed consent was obtained from all participants. Pseudonyms are used. All participants were given the opportunity to withdraw at any time. The discussion relates to the complex and often contradictory spaces between theory and practice concerning language teaching for young, emergent bilinguals, and how in-service teachers develop a deep-level understanding of their own practices. Findings are used to discuss professional development and in particular the need of teachers' meta-awareness in order to transcend and challenge existing understandings and knowledge about language and multilingualism.

Keywords: professional development, language ideologies, teacher beliefs, linguistic diversity, action research

SYMPOSIUM SET A/ 6

LEARNING THROUGH ARTS AND STORYTELLING

Individual Papers

CHAIR: CHRISTINA PERNSTEINER
University of Graz, Austria

Learning through the Arts: Implementing inquiry based transdisciplinary learning in Early Years Education (EYE) settings
EVELYN EGAN-RAINY, Cork Institute of Technology, Ireland

This small-scale research currently explores how EYE 2nd year students at Cork Institute of Technology (CIT) implemented Inquiry-Based (IB) Transdisciplinary (TD) Learning, through the Visual Arts (VA), while on 'placement'. Hartman (2002) describes how, questioning, discovering, problem-solving are central to IB learning. Children intuit their environment and the educator facilitates the process. Leavy (2011) explores this trope, arguing that learning through inquiry, is enriched by more meaningful understanding of real-life issues and problems, unveiled by Transdisciplinarity. An IB/TD Learning ethos imbues the VA Curriculum at CIT. The aim of this research is to gauge whether pre-service students can translate curricular theory into practice. The VA curriculum shifts the paradigm from a linear, standardised, conformist model, to one that catalyses the child's inherent creativity. Qualitative methodology was employed to evaluate the engagement exhibited, expressiveness and content of the student's reflective learning portfolios. Data collection instruments: surveys, non-participant observation and reflective journals (post placement data is currently being analysed). Methods used ensured confidentiality and anonymity. Informed consent and voluntary participation was obtained. Data collected during pre-placement workshops indicate that of the 53 participants, 46 demonstrated an understanding of IB/TD approaches to the VA for use in EYE learning environments. Prior to 'placement' 48 out of the 53 students felt confident in their ability to implement IB/TD approaches and 5 regarded the ECEC environment as not sufficiently enabling. Findings should inform future curriculum development and indicate

the potential of a Transdisciplinary approach in identifying gaps between curriculum delivery (training) and curriculum implementation (practice).

Kamishibai' (Theatrical performance by picture cards) as mediating artefacts for imaginative literacy learning
HIROAKI ISHIGURO, Rikkyo University, Japan

This study addresses how 'Kamishibai' effectively fosters children's imaginative literacy learning in play. 'Kamishibai' is a popular cultural resource through which Japanese children are told stories in early childcare institutions. A story is an effective cognitive tool to extend the imagination (Egan, 2005). 'Kamishibai' is a cultural artefact, it comprises several picture cards, and enables children to follow a story from the perspective of an external narrator. The workshop of play called 'Playshop' (Ishiguro et al., 2004) endeavours to extend children's zone of proximal development (Vygotsky, 1978). In 'Playshop', 'Kamishibai' is put to dual use, an adult facilitator introduces the target story before dramatisation, and children recreate the experience. Playshop' adopts 'the formative experimental method' (Vygotsky, 1930/1981). The Kamishibai programme has been conducted for kindergarten children since 2003. The programme is guided by facilitators, but participants improvise the plot of the story they dramatise. Miharu kindergarten in Sapporo entered into a collaborative research agreement with Hokkaido University researchers. Children voluntarily participated in Playshop with their parents' permission. Kamishibai' promoted children's understanding of stories. Children could learn the formulae of story-telling without explicit teaching. Children chose some pictures of dramas that they had drawn and arranged the order to make their own original 'Kamishibai.' The flexibility of composition developed children's creativity. The experience of drama is a rich source for the imagination. The tools to reflect and arrange the experiences are also required to create an imaginary world. The combination of actual dramatisation and 'Kamishibai' facilitates children's imaginative literacy.

Storytelling and media-making with 4-5 year-olds
GRETE SKJEGGESTAD MEYER, NLA University College, Norway

The aim is to investigate story-making and film-production with 4-5 year-olds, through bodily experience and devising-processes, and through this develop media understanding. It is part of a cross-disciplinary research programme on children and media. The research of Thestrup (2013) on media-play pinpoints children's bodily experience of media and their play with media. I connect this with on the work of Oddey (1994) on devising and on research on how children are embodied in the world. My main framework is on children's play and imagination (Vygotsky 1995), devising theatre, media play as described by Thestrup (2009, 2013) and Johansen (2014), and the risk of education by Biesta, (2014). The methodology is the Reflective Practitioner (Ackroyd, 2006), using research methods as action research (Taylor, 1996; Bresler et al. 2007), video-documentation, analyses of video and interviews with teachers. Doing research with children causes extra precautions regarding to personal protection. This project is approved by Norwegian National Committee for Research Ethics. The parents, children and teachers have given permission for videotaping and the research process, both written and orally. The videotapes are depersonalised. Dramatic play and the method of devising seem to be appropriate tools for developing story-making into a film-media with 4-5 year-olds. It is difficult to conclude on the question of the project giving children more insights to media understanding, but they did spot differences in the film-product and their real-life experiences. Researching own practice can give new qualified knowledge on children's play and media understanding, and knowledge to our own ECTE.

INNOVATIVE APPROACHES FOR TEACHING AND LEARNING

Individual Papers

CHAIR: MERETE ØKLAND SORTLAND
Stord/Haugesund University College, Norway

Project-based learning in kindergartens
CHRISTIAN ENGELBRECHT, Institute of Klax Pedagogy, Germany

I want to argue that project-based learning in kindergartens is all about encouraging children to take the initiative in the learning process. I want to argue that the core idea of project-based learning in kindergartens is that real-world problems capture childrens' interest and provoke serious thinking as the children acquire and apply new knowledge in a problem-solving context. Antje Bostelmann (Bostelmann 2015) developed the Klax educational theory, which is an educational concept common to all Klax facilities which focuses on learner autonomy and digital media in kindergartens. Research about project-based learning is part of the pedagogical development of Klax. As a ''participating pedagogue'' (Thestrup 2013) I work together with pedagogues and children in kindergartens to define a pedagogical strategy which focuses on methods of implementing child-initiated learning and the use of digital media to allow individual learning success for each children. My research belongs to the research paradigm of pragmatism. The methods are basic and applied research inspired by action research and practice-led research. Some parents raised moral issues concerning the use of digital media. These concerns disappeared through the project when they realised what it was about. Project-based learning enables children to assess themselves: They learn to reflect on their own learning process, and increasingly assume responsibility for their own learning. It's important to allow children to be active co-constructors and to focus on child-initiated learning in kindergartens.

Keywords: project-based learning, digital media in kindergartens, child-initiated learning, kindergarten, Klax pedagogy

A Joint-Nordic Science Education Package for Kindergarten Teachers
MERETE ØKLAND SORTLAND (1), KARI HOLTER (2), GURI LANGHOLM (2), HAUKUR ARASON (3), KAREN BOLLINGBERG (4), BIRGITTE DAMGAARD (4), THORLEIF FRØKJÆR (4), LAILA GUSTAVSSON (5), ASTRID WALLEM HAGEN (6), HEIDI HARJU-LUUKKAINEN (7), JACOB JENSEN (8), SIGVE LADSTEIN (9), KRISTÍN NORÐDAHL (3), GUNLÖG PERSSON (10), EVA STAFFANS (11), TARJA IRENE TIKKANEN (12), CHRISTOFFER SALMEN (10), SUSANNE, THULIN (5), PERNILLE HUMMELGAARD TONNESEN (13) AND JÓNA RÚN GÍSLADÓTTIR (14), (1) Stord/Haugesund University College, Norway; (2) Oslo and Akershus University College for Applied Sciences/Norwegian Centre for Science Education, Norway; (3) University of Iceland, Iceland; (4) University College Capital UCC, Denmark; (5) Kristianstad University College, Sweden; (6) Bråtveit Science and Culture Kindergarten, Norway; (7) University of Helsingfors, Finland; (8) Tårnby Naturskole, Denmark; (9) NLA University College, Norway; (10) Önnegården's Preschool, Sweden; (11) Åbo Academy, Finland; (12) University of Stavanger, Norway; (13) Børnehuset Gartneriet, Denmark; (14) Hulduberg Preschool, Iceland

The aim is to present a Joint-Nordic Science Education Package for kindergartens developed by a cross-sectorial Nordic network. The education package is self-instructive, free and available to all, and kindergarten teachers get an opportunity to do their own skills upgrading. The quality of science activities carried out in kindergartens is satisfactory many places (Elfström, et.al. 2014), although it varies (Ejbye-Ernst, 2013). Our experience is that the quality and volume of free online resources for kindergartens range on scale from little to fairly good in the Nordic countries. Kindergarten teachers need knowledge in science and kindergarten didactics to respond to children's curiosity regarding natural phenomena, and start working with subjects beyond children's knowledge and fantasy (Thulin, 2011, Sortland et.al. in review). Try-outs in kindergartens, workshops, dialogues and process writings were the methods used in developing the education package. Ethical considerations were approving of children-photos used, by their parents. A framework of an education package is shown. Each theme consists of a case in science for inspiration, such as a small video, pictures or a story from a kindergarten. It is provided by a didactical framework and the most important science theories. The education package is available in English, Icelandic and Nordic languages (a combination of Danish, Norwegian and Swedish). It will be available on Nordic

portals for kindergartens, in this way it will be available to all Nordic kindergartens interested in increasing their volume of science activities. It might also influence non-Nordic kindergarten as it is written in English.

Keywords: science, kindergarten, education package, didactical framework, skills upgrading

The interactive whiteboard in preschool mathematics education
DAVOUD MASOUMI AND MARYAM BOURBOUR, University of Gävle, Sweden

This small-scale study examines how preschool teachers use the interactive whiteboard (IWB) to help preschool children learn mathematics and to structure their mathematical activities. The ways in which IWB can be used have been empirically investigated in a number of educational settings, particularly with regard to children's language learning and literacy (see Kervin et al., 2010, Maher, 2011, Mercer et al., 2010). However, very few studies have focused on the ways in which IWB can be embedded in Swedish preschool practices. The theoretical perspective in this study is built upon socio-cultural perspective, the assumption that learning is a constant social process. Interviews and video observations were carried out in order to explore how teachers understand and employ IWB in their pedagogical practices. The Swedish Research Council's ethical principles for research were taken into account both in the planning and implementation of the studies. The preschool teachers highlighted the importance and significance of embedding technological artefacts such as IWB in order to create a rich learning environment and facilitate young children's mathematical education. Having very positive approach to the use of IWB for developing children's mathematical learning, the preschool teachers structured their mathematics lessons in different ways. The findings of the study show that harnessing the full potential of IWB depends on how preschool teachers develop and structure mathematical activities. Introducing IWB does not necessarily impact on the teaching or its quality, although it can be very effective in the hands of skilled teachers.

Keywords: mathematics, preschool teachers, digital technology, interactive whiteboard (iwb), children

SYMPOSIUM SET A/ 8

WE TALK ABOUT MATHEMATICS IN EARLY CHILDHOOD PAIR

Self-organised Symposium

CHAIR: OLIVER THIEL
Queen Maud University College, Norway

Young children noticing their own mathematics in play
SUE DOCKETT, ROBERT PERRY, AMBER MARCUS AND AMY MACDONALD, Charles Sturt University, Australia

The study aims to extend extant frameworks for educators noticing children's mathematics to a framework for young children noticing their own mathematics in play and to use this framework in initial analysis of data gathered in Australian preschool and first year of school classes. The work relates to previous work around the 'attending, interpreting and responding' framework of Jacobs et al. (2010) and around mathematics and transition to school by the authors. It develops the conceptual framework of Notice, Explore and Talk About mathematics and uses it as an analytical framework to consider young children's observed play episodes. The study was small-scale and qualitative, with data from children in a preschool (n=6) and first year of a primary school (n=6). Over six-months, data were generated through numerous methods, including drawings, children's reflections on their photographs, picture books, and conversations with children as they engaged in play activities. University ethics approval was obtained, followed by approvals from leadership in each setting, class educators, parents, and the children themselves. Children's assent was monitored continuously with each child free to be involved as often and for as long as they wished. The study demonstrated that children noticed their own, and others', mathematics in a variety of different situations and scenarios. The Notice, Explore and Talk About mantra facilitated analysis of the children's mathematical experiences. The study prompts further investigation with more children in diverse contexts to explore the ways they notice, explore and talk about mathematics and how adults facilitate this.

Keywords: play, mathematics, noticing, preschool, first year of school

Promoting early number talk - evaluating the impact on professional practice
PAMELA MOFFETT AND PATRICIA EATON, Stranmillis University College, United Kingdom

The aim of this small-scale study is to evaluate the impact on teachers' practice of implementing 'Number Talk' - a resource book to promote understanding and use of early number vocabulary. Many studies highlight the importance of early input and instruction with regard to developing children's number sense (Malofeeva et al., 2004, Gersten et al., 2005, Yang & Li, 2008, Jordan et al., 2010). The ability to understand and use the language of number is fundamental to the development of children's number sense (Dunphy, 2006). Klibanoff et al. (2006) found that teacher-facilitated 'math talk' in the early years significantly increases children's growth in understanding of mathematical concepts. The theoretical framework draws upon socio-cultural theories of learning. Building on the work of Vygotsky (1978), learning is viewed as a collaborative process in which children's active participation needs to be guided by more skilled members of their society (Rogoff, 1995). This study involves Year 1 teachers (n=5) who implemented the 'Number Talk' ideas and activities over a six month period. Based on an interpretivist paradigm, data (mainly qualitative) was collected from a range of sources (including teacher reflective diaries, questionnaires and focus-group interviews) and analysed using constant comparison. University ethics approval was obtained followed by approvals from school principals and participating teachers. The study sharpened teachers' focus on mathematical language. It is envisaged that findings will inform debate on how teachers can support the development of children's understanding and use of early number language which will have implications for policy and practice.

Keywords: mathematics, language, number sense, teacher knowledge, first year of school

SYMPOSIUM SET A/ 9

MUSIC AND CREATIVITY

Individual Papers

CHAIR: BRIDGET EGAN
University of Winchester, United Kingdom

Music and early literacy development - a pilot study in Singapore
SYLVIA CHONG, SIM University, Singapore

Early childhood educators are regularly working to improve the literacy performance of their students as well as exploring innovative ways to motivate and make learning meaningful. This study examined the impact of music on the early literacy development of 5-6 year olds. The research questions are 1. What are the effects of using music in the preschool classroom to teach reading? 2. Does music affect students' interest and motivation in learning to read? Children love a good tune with an energetic beat. Research indicates music has parallels to early literacy development. Casey and Sheran (2004) emphasise similarities of music to early literacy skills development with awareness of word-play activities and rhyming. Wilmes, Harrington, Kohler-Evans and Sumpter (2008) stress that music integrates many elements of the brain, which primes neural pathways. Music ''appeals to emotional, cognitive and psychomotor elements of the brain'' (p. 662) Drawing on portraiture methods, this descriptive study is an exploration of the experiences of a class of 5-6 year olds who participated in a music-integrated literacy programme. Parents of participating children were informed and approval was obtained. The study shows that using music makes learning easier and is a viable strategy for developing early literacy. Music forms a natural bridge to literacy and is seen as an equaliser for children of different abilities. Given this evidence, early childhood educators can give young children opportunities to fully develop their potential in the domains of music and literacy by incorporating music throughout their curriculum on a daily basis.

Keywords: music, early literacy, language, reading, curriculum

Influences on music exploration in a Montessori primary classroom: An instrumental case study
HEATHER ELLIE FALTER, University of Colorado, United States

The purpose of this case study was to describe the musical explorations 'through sound and rhythmic movement' by preschool children in the morning programme of a Montessori Primary class, a mixed-age class for students three to six years old. A secondary purpose was to examine ways in which teachers and children impacted this musical exploration so as to encourage, allow, or extinguish it. Young children are musical beings who can thrive musically in supportive home and classroom environments (Campbell & Scott-Kassner). Musical play, or musical exploration, is natural and central to children's development (Soccio, 2013) and is experienced "in and through" a child's relationships (Barrett, 2009). Data was approached inductively. Data were collected for this intrinsic case study (Stake, 1995) through ten observations embedded with 'mini-interviews,' a formal interview, and considerations of material culture. Data analysis was done through constant comparison with a cyclical approach (Miles, Huberman, & Saldana, 2014). Informed consent was gained from teacher-participants and the parents of student-participants. Effort was made to minimise the researcher's impact on the classroom. Themes emerged related to the social nature of music exploration (private or shared), the impact of the time in the morning routine, and the tendencies of musical exploration to be encouraged, allowed, or extinguished based on the first two themes. Implications for Montessori and other early childhood teachers, teacher educators, music educators, and researchers of music education and early childhood education are explored. Particular attention is paid to implications for creating an environment that supports children's musical exploration.

Keywords: musical exploration, musical play, Montessori, music education, classroom environment

Creativity, 'flow' and deep level learning in the early years setting: The value of construction play
BRIDGET EGAN, University of Winchester, United Kingdom

The aim of this work is to identify and celebrate children's learning through engagement with the material world when involved in 'block play'. Recent writers show that construction play enhances children's learning. Contributions to problem-solving (Andrews 2015), literacy (Snow et al., 2015), spatial skills (Verdine et al. 2014) and other STEM skills (Nath & Szücs 2014; Hobeshield et al., 2015) have been demonstrated. Froebel's theories provide a starting point for consideration of materiality and children's minds. This study draws upon the work of Steinberg, Gardner and Cziksentmihalyi, and particularly the latter's concept of 'flow' to analyse aspects of children's block play in early childhood, and to draw links with theories of creativity. I use an observational approach in naturalistic settings to identify the components of 'flow'. There is no direct intervention in children's play. Children's actions and talk while building are recorded. Practitioners and parents/ carers are asked to consent to the observations of the children, and no observations of children whose guardians have not consented will be included in the study. I analyse observations to explore the aspects of creative 'flow' involved in children's use of construction materials. Offered too early, narrow approaches to 'literacy' and 'numeracy' are not likely to enhance children's learning in these areas. Deep engagement in the material offers much greater possibilities. 'Block play' deserves more attention from practitioners and policy-makers in the contributions it makes to the highly-valued aspects of children's learning.

Keywords: creativity, 'flow', deep level learning, materiality, block play

SYMPOSIUM SET A/ 10

OUTDOOR PLAY AND LEARNING: ANALYSING OUTDOOR LEARNING

Individual Papers

CHAIR: SHIRLEY WYVER
Institute of Early Childhood, Australia

Rituals and Repetitions
CAROL DUFFY, Early Childhood Ireland, Ireland

Rituals 'We are shaped by rituals' (Rituals) call our attention to what we might otherwise not have noticed' (Pelo, 2013). Finding the extraordinary in the ordinary children frequently construct rituals of repetition. This longitudinal case study of an infant outdoors was undertaken over a three year period. Initially priori codes of environments, materials, and activities were imposed on the collected data and an enumeration analysis

undertaken. An inductive re-examination of the data highlighted three emerging strands: Affordances (Kytta, 2004), Rituals (Pelo, 2013) Funds of knowledge (Hedge, 2011). Utilising ethnographic methods located within a naturalistic paradigm, digital recordings, observations, and focus group meetings were collated. A participatory approach was adopted with parents collaborating in data collection and analysis. Gorman's (2007) principles of autonomy, beneficence, non-maleficence, and justice underpinned the ethical considerations. Commitment to the child's rights, needs, protection took precedence over any data collection. Informed consent was obtained, withdrawal was possible at any time. Rituals observed and analysed included a garden crawl, toddling along a pathway, an exploratory walk in the locality Analysing these meaning-filled rituals highlighted their affordances in connecting children to people and place (Moore, 2014), and developing funds of knowledge. Places that stand out in memory are those frequently experienced Chawla (1999) 'Frequency requires proximity' Finch (2014). These research findings correlate, highlighting many implications for infant outdoor provision. 'When you make what you value and notice more visible to yourself and others, it becomes a resource for change.' (Curtis & Carter, 2013).

Keywords: under 3's, outdoor provision, rituals, environment, connections

The Case for the Mud Kitchen
MENNA GODFREY, CREC & University of Wolverhampton, United Kingdom

The context of this research is the early stage of my PhD 'Life in the Mud Kitchen'. I present the process I engaged in to develop a framework for analysis of the physical 'Mud Kitchen' (MK). Previous research considering the affordance of environments by Maynard and Waters (2014), Kytta (2003) and Lindberg (2014), alongside the work of Laevers (2011) and Csikszentmihalyi (2014) with regard to Deep Level Learning and Nicholson's Theory of Loose Parts (1971) inform the framework. MK's appear to provide an excellent environment for young children, development of a framework to analyse play in the MK will support practitioners to interpret children's actions. Working within an interpretive paradigm, I engaged with the published literature as well as social media and blogs to deepen my understanding of the physical MK. I used an online survey to gather opinions of practitioners regarding the significant components of their MK's. I am working within the EECERA ethical guidelines, the survey enabled anonymity with the opportunity to provide contact details to enable future participation and dissemination. The discussion will consider the strategies used to refine the framework and its potential for further development as a tool to enable ECE to evaluate their own MK's and other areas of provision through of these lenses. The framework forms the basis of the next stage of my research which will use edited video of children at play in the MK as a stimulus for semi-structured focus group discussions which will be informed by the framework.

Keywords: mud kitchen, affordance, outdoor learning, deep level learning, environment

A comparison of the roles in outdoor activities in England and Turkey
MEHMET MART, Plymouth University, United Kingdom

This research aims to find out the relationships between teachers' perceptions and implementation of roles in outdoor in England and Turkey. This research is related to roles in outdoor activities from Wood et al (2009). Outdoor activities emerge in two ways as child-initiated and adult-initiated activities (Wood, Baxter & Bruce, 2009).In child-led activities, children organise and direct the activities without any disruption by adults but adults still get involved in activities as a group member. In adult-led activities, adults are in charge and they administrate and affect activities. As outdoors provide child-directed activities, Aasen, Grindheim and Waters' (2009) research shows that children are likely to play outside rather than inside in the case of preferred play area. Semi-structured interview and observation tools were used to collect data from English and Turkish participants. The reason is that semi-structured interviews enable the researcher to collect data via open-ended questions (Cohen, Manion & Morrison, 2007) and Creswell (2012, p.213) claims that 'observation is the process of gathering open-ended, first-hand information by observing people and places at a research site'. This qualitative research was conducted in south-west of England and Southern Turkey. Ethical approval from Plymouth University and consents from participants have been collected regarding EECERA Ethical codes (EECERA, 2014). There is a difference in the roles of teacher and children between these countries. In England, the activities are mostly child-led and occasionally adult-led. However, the Turkish teachers prefer to conduct with activities as they are in charge. Additionally, the intervention and questions are different in these countries.

The expectations from children and children's behaviours changes regarding the situations. Regarding the finding, in-service teacher training may be provided to improve them.

Keywords: outdoor activities, comparative research, roles, teachers, children

SYMPOSIUM SET A/ 11

CROSS-CULTURAL PLAY

Individual Papers

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

Cross-cultural play: A participatory study with children in India and Ireland, exploring lived experiences of play, its cultural nuances and influence on early childhood education
SINEAD MATSON, Maynooth University, Ireland

Informed by a children's rights approach, the current doctoral research explores children's play in two diverse cultural contexts (Ireland and India). In so doing it seeks to develop a culturally situated conceptualisation of play and explore possible implications for quality debates in early childhood education. There have been a number of influential qualitative studies and cross-cultural studies on children's play, learning and development, however many of these were looking for universality in play rather than exploring cultural specificity and nuance (Darian-Smith & Pascoe, 2013, Sekher & Hatti, 2005, Zhou, 1997). The research itself draws on Vygotsky's socio-cultural theory and Bronfenbrenner's bio-ecological model. It is located within an interpretivist paradigm and uses participatory methods to explore children's play across two urban school settings, one in India, the other, Ireland. Sixty children (30 from each site) aged 3-6 years, their parents and teachers will participate in arts-based methods, observations and interview discussions. Power differentials, informed consent and issues of a child protection nature will be considered before fieldwork is initiated. The study seeks to develop a broader and culturally nuanced understanding of play which will add to theoretical models that encompass diverse childhoods. Both countries, whilst having very different cultures and ideologies, are currently making Early Childhood Education policy a priority (National University of Educational Planning and Administration New Dehli, 2014, DCYA, 2014). This presents an opportunity to explore and contribute to debates on culturally nuanced understandings of play in early childhood and consider how different cultures/communities might learn from each other.

Keywords: cross-cultural, play, participatory, Ireland, India

An Exploratory Case Study of a Swedish-Style, Play-Based Curriculum in China
XINXIN WANG, The Education University of Hong Kong, Hong Kong

This study aimed to explore how teachers in a Swedish-style early learning centre understood and implemented play and play-based curricula. The very limited body of work conducted with teachers in the mainland China has mainly focused on how play is implemented in formal preschools, we know next to nothing about how play is perceived and carried out in private for-profit early childhood settings. This study was designed grounding in the theory of Post-colonialism and Indigenisation. This paper utilised an exploratory case study design. Data were collected by examining the curriculum design of a Swedish-style, early learning centre, interviewing four of their teachers, and observing four classes of each interviewer. All of the participants were treated in accordance to the ethical guidelines of the APA. A consent form and information sheet was provided to all the parents. The researcher was not participated in class to make the children feel comfortable as usual. Thematic analysis showed that the four teachers valued play and play-based curricula as enjoyable, creative, developmentally appropriate and respecting children's voices. However, although the curriculum design implied its strict adherence to a child-cantered approach, the teachers uniformly organised classes around specific teaching goals. Pedagogical play, which was rule-based and teacher-driven, was much more evident than free play. Instead of a direct replication, an indigenised curriculum, in which play-based teaching was carried out in a way

that meets Chinese traditional expectations for children to show self- constraints and for teachers to be respected, appeared to have been created.

Keywords: play, play-based curriculum, teacher belief, teacher practice, culture

The relations between a 'push down' and 'push up curriculum': A cultural historical study of home play pedagogy in the context of structured learning in international schools in Malaysia
MEGAN ADAMS AND MARILYN FLEER, Monash University, Australia

To understand some of the contradictions and tensions associated with the differing perspectives on the value of play and the push down curriculum which are presented when families move countries. This paper forms part of a larger PhD study that explores the transition processes and conditions created to support learning and development of expatriate children across institutions (home, school and other activities) Vygotsky's (1994) concept of the social situation of development and motives provide a new way of thinking about transitions that some young children experience in their early years. Vygotsky L. (1994). The problem of the environment. In van der Veer R & Valsiner J (Eds.), The Vygotsky Reader (pp. 338-354). Oxford UK: Blackwell Publishing. A qualitative case study methodology based on cultural-historical research is used. Digital video recordings (75 hours) were collected throughout the everyday life of the child across settings (home and school). Interview data (15 hours) were collected from parents, teachers and principals. Monash University approved ethics protocols were followed. The main findings are centred on an increase in children's competence with academic skills due to the academic curriculum, and a change in motive orientation from play to learning in the family home. Unexpectedly, play practices in the home turned into academic learning activities, that we have termed a 'push up curriculum', supporting the learning agenda of the international schools. There is an increasing number of families with young children moving countries, creating a need for greater understanding of the implications for practices between home and school.

Keywords: transitions, practices, playful learning, curriculum, home and school

SYMPOSIUM SET A/ 12

CRITIQUING ECEC POLICY AND PROGRAMMES

Individual Papers

CHAIR: PROF. KRISTÍN DÝRFJÖRÐ
University of Akureyri, Iceland

Does early childhood education influence educational outcomes? A closer look at the Netherlands
CORRIE URLINGS, KARIEN COPPENS AND LEX BORGHANS, Maastricht University, Netherlands

Early childhood education aims to give children a good start at school, but does it deliver what it promises? We investigate the efficacy of ECE (VVE in Dutch) at 2-3 years of age in the Netherlands, specifically its relation to educational (cognitive) outcomes at 5-6 years of age. Positive effects of ECE established in other studies (Burger, 2010) are based on either small randomised experiments in targeted groups or cross-sectional correlations from large representative samples. We use the extensive increase in preschool programmes in the region to estimate the impact. This paper relies on insights from economic (e.g. Heckman, 2010) and neuropsychological fields of study (e.g. Howard-Jones, Washbrook & Meadows, 2012). The data were collected in cohorts in a large collaborative data collection in the South region of Limburg in the Netherlands. Combining parents' survey data, administrative school data and children's performance on standardised language and mathematic tests at 5-6 years of age, efficacy of VVE exposure is evaluated. We received permission from school boards to use data that were collected by schools themselves. The data were gathered by the UM service unit MEMIC and were offered to us anonymised. Analyses indicate a strong positive relation between VVE and performance on the mathematical skills test. A positive trend is observed for language skills. These findings support the importance of VVE in the Netherlands and confirm specific gains in cognitive development that are made up to 5-6 years of age. Possible mechanisms for these findings will be discussed.

Changing the approach to starting preschool in Iceland - quicker, cheaper, popular and child centred?
KRISTÍN DÝRFJÖRÐ, University of Akureyri, Iceland

This paper will focus on a method for transition from home to preschool in Iceland, a method 'borrowed' from Sweden, which has become the main method since it was launched in 2009. The research is related to global literature on the impact of neo-liberalism in educational systems. (See Ball, 2012; Moss, 2014; Hursh, 2004, 2007; Vincent, Ball, & Braun, 2009). The paper looks into how neo-liberal discourses on efficiency has shaped today worlds of the preschools. How the demands for more cost effective ways are changing both pedagogy as well as the administrative side of the preschool. A case study, involving interviews, survey and document analyses will be presented from the viewpoint of neo-liberal influence on educational-systems. Ethical consideration connecting to how data is represented have been given thought to avoid possibility of bias. This study show how financial matters and the needs of the labour marked play hidden role in decisions regarding implementation of a new methods in Iceland. My research indicate that new more cost effective approach to beginning preschool has taken over older and less cost effective way especially in big preschools, were big groups of children start preschool each autumn. But it also shows that even though the model is cost effective the teachers like it because of how they see it effect children, parent and the ethos of the classroom. The findings can be used to analyse school changes and what motivates leaders to implement new methods.

A 2 year pilot project in ECEC: Pedagogical support organisation. Insights of the implementation process (2014-2016)
INGE LAENEN AND LUDO HEYLEN, C-ExE Leuven University, Belgium

In 2014, 11 Pedagogical Support Organisations (PSO) for ECEC (0-3years) were created to give free support to almost 1650 practitioners in ECEC. PSOs focus on supporting the private and voluntary ECEC. This paper presents insights of a PSO supporting, with an experiential approach, 250 settings. Since 2014, there is a Pedagogical Framework in Flanders (EECERA, 2015). This framework serves as guideline for all ECEC settings. A necessary condition to adopt the framework is to support organisations to be competent with reflective practitioners (CoRe). PSO are based on the Pedagogical Framework and a requirement of the new legislation to contribute to a high quality ECEC. The paradigm is the appreciative enquiry and the custom work, the focus is supporting by experiential guidance, the ECEC has full ownership of its own quality. By e.g. group discussions, case studies and coaching one on one. Respect and appreciation for the uniqueness of the practitioners work is the bottom-line. The PS facilitates reflection by making long term planning with the practitioners and by moderating discussion groups. A PS is available as a supporter who guides practitioners towards an in depth understanding of children's needs, their own needs, and the needs of their team and helps them to reflect on possible interventions, help practitioners to come out of isolation and facilitate discussion groups. The requirement of the new legislation is that in 2016 every ECEC has their own PSO. PSO was experienced as supportive and positive but financially difficult to sustain. The policy will have to make choices.

SYMPOSIUM SET A/ 13

NEW METHODOLOGIES FOR LEARNING TO LEAD IN EARLY CHILDHOOD EDUCATION

Self-organised Symposium

CHAIR: JOCE NUTTALL
Australian Catholic University, Australia

The leadership of early childhood services is universally recognised as an important factor in the quality of education and care experienced by children and their families (Siraj-Blatchford & Manni, 2007). However, models of leadership in early childhood settings are often drawn from contexts such as schools and business

(Heikka, Wanaganayake, & Hujala, 2013) that are professionally, culturally and industrially very different to early childhood services. In this symposium we present some ways the early childhood field might think anew about the development of leaders and the purposes of their work. Drawing, respectively, on epistemologies of human activity, post-structuralism, and dialogism, we offer for critique three methodologies for leadership development. Collectively, our approaches are anchored in practices that foster imagination and creativity in professional practice, employing strategies such as narrative, writing and photography to give expression to the experience of leadership in times of rapid policy development and professional change.

Learning-rich leadership for workforce development in early childhood education
JOCE NUTTALL, Australian Catholic University, Australia

This paper is part of a wider research programme that aims to re-theorise leadership in early childhood education for workforce development under conditions of complexity. The concept of 'learning-rich' leadership is well-established in the educational leadership literature (Sergiovanni, 2015; Hargreaves & Fink, 2012) but leaders in ECE still tend to focus on organisational management, administration, and compliance (Whalley, 2011; Nuttall & Thomas, 2015). The project is a mixed-method empirical investigation, grounded conceptually within cultural-historical activity theory (Chaiklin, Hedegaard & Jensen, 1999). Data generated during interviews and 'change laboratories' (Virkkunen & Newnham, 2013) with over 50 early childhood leaders were analysed using a range of qualitative strategies, including narrative analysis (Polkinghorne, 2010). Ethics approval was secured from the individual participants and their employers, as well as the university hosting the research. Participants were assured of confidentiality of their identity and all data reported from the study have been de-identified. Interview data from two time periods are presented in the paper. These data show that at the start of the project the leaders were focused on developing individual staff. This led to considerable frustration because of the complex workforce realities of early childhood services. However during the project they moved to a more systems-oriented approach, grounded in learning-rich leadership practices that stimulated the creativity and latent professionalism of their teams. The findings underscore the urgent need for a theory of leadership that is grounded in the distinctive characteristics and expectations of the early childhood field.

Keywords: leadership, early childhood education, Australia, cultural-historical activity theory, professional learning

An advocacy leadership case from Norway
ANNE REINERTSEN, Queen Maud University College, Norway

This paper is part of an ongoing research and development project in a Norwegian ECEC institution that aims to re-theorise leadership in early childhood education as part of a competence-building strategy in learning organisations. I draw on the concept of 'writing organisations' (Rhodes, 2001; Reinertsen, 2014) to present and discuss leadership as tensions between leading and counselling, freedom and control, and individual and collective processes. In this ECEC, writing has become their practices, theories, strategies and methods of knowledge creation and learning. Thus it has become a writing organisation for learning. This is a post-structural and post-human multimodal Deleuze and Guattarian (1987) rhizomatic exploration, and a nomadological mapping and tracing of pedagogies. Data were generated through practitioners' writing of narratives of practice and through interviews with ECEC leaders. All participants have been guaranteed confidentiality. We have developed a richer language that I think contributes big time to our practices. Our conversations are marked with something different than before. Then we talked about who does what. We have moved from an almost didactical way of speaking to wondering about contents. And we try to place ourselves in a theoretical framework. It is almost as if that has become an urge of ours' (Interview with ECEC leader 10.09.15). This work represents a move from hermeneutic to immanent theories of leadership and quality, and a move from normative to analytical pedagogies.

Keywords: leadership, early childhood education, Norway, rhizomatic analysis, learning organisations

Frames, circles and pathways: Changing the model of the teacher, changing the model of the child
ELIN ERIKSEN OEDEGAARD, Bergen University College, Norway

A central challenge of heterogenic societies is to formulate and change ideas so that teachers' pedagogical practices in complex contexts are supported in ways that will promises a good lifespan for all children and their

families. This paper aims to re-theorise leadership in early childhood education by displaying how the model of the child is dialogically connected to the model of the teacher. The background is two previous work tasks for the Ministry of Education and Research and the Directorate of Education (Ødegaard, 2014; Schei & Ødegaard 2013) and results from previous studies that called for a new glance at the Norwegian kindergarten teacher (Kallestad & Ødegaard, 2014; Ødegaard 2015). In the Nordic tradition, the model of the child has for a long time been the child as a social actor. This affects ideas of how teachers are articulated and framed, as well as teachers' practices, including how the teacher shall lead the group, when every child has a right to participate and contribute. The theoretical framework is dialogical (Bakhtin, 1981). The paradigm is socio-epistemological. Teacher's narratives, photo-collages and performativity are analysed, as well as historical and new impulses. Ethical consideration has been given to ensuring fair representation of literature and political documents. An avoidance of bias is aspired. The paper will present a new suggested model for Norwegian kindergartens, whereby the model of the teacher and the model of the child are changed. This model is suggested for the Norwegian Ministry of Education and Research.

Keywords: leadership, early childhood education, Norway, dialogism, models of teacher and child

SYMPOSIUM SET A/ 14

PERSPECTIVES OF EARLY YEARS STUDENTS

Individual Papers

CHAIR: RAMAZAN SAK
Yüzüncü Yıl University, Turkey

Pre-service preschool teachers' views about instructional principles and methods in preschool education
RAMAZAN SAK (1), IKBAL TUBA SAHIN-SAK (1), BETÜL KÜBRA SAHIN (2) AND HILAL GÜŞTA ŞAHIN (3), (1) Yüzüncü Yıl University, Turkey; (2) Gaziosmanpaşa University, Turkey; (3) Necmettin Erbakan University, Turkey

This study aims to determine Turkish pre-service preschool teachers' views about instructional principles and methods in preschool education. Many prior studies have focused on how young children learn best, but few have focused on views of pre-service teachers' views related to instructional principles and methods. Preschool children develop rapidly. However, each child has individual developmental differences, including abilities, interests and needs, which should be taken into account when planning activities. Instructional principles and methods that recognise such differences are critical to the effectiveness of preschool education, but if such principles and methods are to be effectual, it is important to know what preschool teachers think about them, especially during and as a result of their undergraduate education. The participants in this qualitative study were 40 pre-service preschool teachers who had taken the courses Instructional Principles and Methods I and II. Data was collected through semi-structured interviews and analysed via the word-list technique. Potential subjects were informed about the aim of the study, and those who agreed to participate signed consent forms. The majority of the participant teachers thought that instructional principles and methods were central to effectively dealing with differences between preschool children. Details will be discussed at the 26th EECERA Conference. Use of instructional principles and methods is crucial to the effective teaching of young children. The findings of this study will help guide educators planning pre-service teachers' undergraduate education.

Keywords: pre-service preschool teachers, instructional principles, instructional methods, preschool education, views

Mutual learning between preschool teachers and preschool student teachers
ANNIE HAMMARBERG AND BRITT-MARIE SANDIN ANDERSSON, University of Gävle, Sweden

Focus of the study is to explore mutuality in supervision sessions between preschool teachers and preschool student teachers. For the student teacher's learning, the supervisor can both act as a model and a critical friend (Handal, 2007). Student's knowledge, values and ambitions from the theoretical part of education face student's experiences in practicum (Hultman, Schoultz & Stolpe, 2011) however, in supervision sessions adaption to the current context and innovative elements appears (Handal, 2007). Vygotsky's (1978) 'Zone of Proximal

Development' describes the cognitive development of learners that according to Spouse (2008) is useful to facilitate understanding of complex interactions in professional education. Based on the concept of reflective thinking (Dewey, 1933) supervision can be seen as a reflective conversation between two parts in an active process. To explore mutuality in supervision sessions open-ended web-based questionnaires were used to which active student teachers and their supervisors were invited. A mixed methods approach was used to analyse data. Participants were informed that participation was voluntary and anonymous and answers would be used for research purposes and followed The Swedish Research Council (2011). The starting point for collaboration is the satisfaction of needs and if supervising is to be perceived as motivating both parts must bring experience into the supervision session. Other themes that emerged as important conditions marked by mutual learning were objectives, time, organisation, content, relations, knowledge, assessment and progression. The study could be utilised to improve content and quality in supervision characteristics by mutual respect for each other's knowledge and development.

Keywords: mutuality, preschool teachers, preschool student teachers, reflective conversation, supervision

Novice kindergarten teachers' and their mentors' experiences of peer-group mentoring
EEVA-LEENA ONNISMAA, LEENA TAHKOKALLIO, LASSE LIPPONEN AND JYRKI REUNAMO, University of Helsinki, Finland

The aim of the study is to acquire information on peer-group mentoring as a form of novice kindergarten teachers' induction training. Further, our aim is to study peer-group mentoring from the mentors' viewpoint. Our approach is founded on studies, which underline that both mentees and mentors find new perspectives for their work during the mentoring process. (Harrison et al., 2005, Geeraerts et al., 2015). Our theoretical framework is based on previous studies on novice-teachers' induction training programmes. (Ingersoll & Strong, 2011.) Our approach bases on social-constructivist presumption about knowledge and learning. (Tynjälä & Heikkinen, 2011.) Research data consists of surveys, which were targeted to mentees in novice kindergarten teachers' peer-group mentoring programme. Mentors' viewpoint is examined with the help of an enquiry and diaries, which were kept by the mentors after each mentoring session. The research data is examined by using mixed methods. The anonymity of the respondents was ensured using electronic questionnaires and the employer did not control the participation of the mentees or mentors. Mentors' diaries are reported anonymously. Preliminary findings indicate that mentees appreciated peer-support, which was available in mentoring groups as well as confidential discussions. The boost in mentees professional confidence and identity also occurs in the research data. According to the findings peer-group mentoring has also confirmed the mentees' job commitment. According to earlier studies, the lack of induction training seems to increase young teachers' willingness to leave the profession. Peer-group mentoring appears to be one of the most effective support systems in induction phase.

Keywords: peer-group mentoring, induction training, job commitment, teacher attrition, novice kindergarten teacher

SYMPOSIUM SET A/ 15

PERSPECTIVES ON RISK AND PROTECTION

Individual Papers

CHAIR: ANN-KATRIN SVAERD
Institution for education/special education (IPS), Sweden

What about abuse in some Swedish preschool
ANN-KATRIN SVAERD (1) AND KIA KIMHAG (2), (1) Institution for education/special education (IPS), Sweden; (2) University of Gävle, Sweden

Child abuse in different ways and in different context is a problem worldwide. The specific aim is to investigate if preschool teacher students have any experiences of abuse during their practical education. Most research about different types of abuse are from school and older children. There is need to investigated how the

situation can be in preschool in specific in relation to vulnerable children (Vlachou, M., et al. (2011). Bully/victim Problems Among Preschool Children: a Review of Current Research Evidence. Educational Psychology Review, 23:329-358. Theoretical and conceptual framework is within the socio-cultural theory. In this theory, language is an important tool for understanding and interpreting the world (Vygotsky, 1962) A comparative study with a qualitative approach through written questionnaires. Empirical narrative is analysed in the field of teachers professional role and discourse analysed about vulnerable children. Students and the settings were anonymised. Only adult students in programme for preschool teachers (who were made aware of how their narratives would be used for this study) took part. The study followed guidance of the regional ethical centre. The most common abuse from adult to children was verbal and emotional abuse and against children in need of extra support. From children to children exclusion. More data is collected in Sweden, Belgium and Turkey. Our results show importance about further research about abuse in preschool and why some staff abuse children in different ways. For the children's wellbeing, development of self-confidence and life-long-learning research must continue.

Keywords: verbal or emotional abuse, preschool, socio-cultural theory, qualitative interviews, exclusion

Methodological challenges and dilemmas in researching young children's perspectives on risk and protection
YAARA SHILO (1), DORIT ROER-STRIER (2), NIRA WAHLE (2) AND YAEL PONIZOVSKY (2), (1) Efrata College, Israel; (2) The Hebrew University, Israel

This study examines challenges and dilemmas in researching young children's perception of risk and protection. Previous research regarding perceptions of risk focused on strangers (Carver, Timperio & Crawford, 2008). This study adds protective factors in the child's daily life. The ''new sociology of childhood'' (Mayal, 2002) encourages learning from and with children. The research assumes that children views contribute to the existing knowledge regarding risk and protection and perceives them as co-researchers. Utilising Photo-voice method (Lal, Jarus & Suto, 2012), children (N=32, 17 girls) aged 3-6 were asked to help the researcher understand what places children at risk and what makes them feel protected and safe. These data were thematically analysed using Grounded Theory of the qualitative paradigm. Approval was obtained from children, parents, and the Scientific Committee of the Israeli Ministry of Education Findings revealed surprising parental influences that support or disrupt the research process. Further, we found a range of expressive abilities and the pacing among children in their responses. For example, a long pause may be interpreted as the dialogue's conclusion. In addition, children's difficulty in understanding instructions can compromise validity of response. The research stresses the gap between adult and child thinking, which must be dealt with to appreciate the significance of the child's responses. Safe and inviting atmosphere is needed when studying young children's perceptions. Moreover, the researcher must listen in silence, be patient, and take a stance of uncertainty and modesty.

Keywords: risk, protection, photo voice, child perspective, sociology of childhood

Child protection: The importance of talking to young children about sex and gender in the kingdom of Saudi Arabia
AMAL BANUNNAH, Umm Al-Qura University, Kingdom of Saudi Arabia and University of Sheffield, United Kingdom

This paper investigates the importance of sex education to protect children from abuse in the Kingdom of Saudi Arabia (KSA). Sex education actually forms a key protective role in helping children to acquire the necessary skills and knowledge for avoiding dangerous situations, and to protect themselves (Buston et al, 2002). Child sexual abuse has been shown to be less likely to occur when children are not ignorant of sexual matters (Halstead and Reiss, 2003), and there is evidence showing that high-quality education in this area is of significant value to children who may experience potential abuse (Finkelhor, 2007). In the KSA, 89% of parents are concerned about child sexual abuse, and it is hypothesised that this is a major motivation for parents in the KSA towards being in favour of sex education (Banunnah, 2012). This study is interpreted from sociocultural theory perspective. This is an interpretive research, with Mixed Methods research. Questionnaire and interviews are used to collect the data. Approval was obtained from the University of Sheffield Ethics Committee. A full information letter was provided to all participants, assuring them that their participation in the study would be kept completely confidential, and that all the data would have identifying information removed before analysis. Providing age-appropriate and accurate information on sex and gender is of importance in helping children to better

understand their emotions and feelings, and equip them with self-confidence. Educators should provide sex education topics to young children to protect them from abuse.

Keywords: early childhood, sex education, child protection, early childhood professionalism, Kingdom of Saudi Arabia

SYMPOSIUM SET A/ 16

IMPROVING THROUGH REFLECTIVE PRACTICE

Individual Papers

CHAIR: ANNELI NIIKKO
University of Eastern Finland, Finland

Critical reflection and reading diffractively
SUE GRIESHABER (1) AND MINDY BLAISE (2), (1) Monash University, Australia; (2) Victoria University, Australia

In this presentation we introduce the idea of diffraction as an important part of critical reflection. Reflection is a quality requirement for educators working with children 0-5 years in Australia. Diffraction is about reading diffractively for patterns of differences that make a difference (Barad, 2007; Haraway, 1997) and doing teaching/practice, not just thinking about it and reflecting on it. We draw on the theoretical idea of diffraction from feminist materialism (Barad, 2007; Haraway, 1997) and apply it to everyday teaching, with the aim of extending the notion of critical reflection. The aim is to think theoretically with the concept of diffraction as a basis for extending ideas about reflection, and how diffraction can be used in daily practice. Instead of using empirical data we are attempting to think with theory (Jackson & Mazzei, 2012) about the ethics of the pedagogical practice (Dahlberg & Moss, 2005) of reflection and trying to create spaces for alterity (responsibility for the other) and radical dialogue (Olsson, 2009) that encompass diffraction. Reading diffractively is different from reflection and offers possibilities for inventive provocations, disruptions to routine ways of thinking and doing, and to think and do again in ways that are detailed, ethical and respectful. The presentation includes examples of how reading diffractively might occur using everyday events from early childhood settings and where diffraction and reflection are brought together to assist in understanding their differences.

Keywords: diffraction, reflection, feminist materialism, everyday practice, dialogue

Lights, cameras and INTER-action: Using video reflection to develop early years pedagogy
HELEN LEWIS, University of Wales Trinity Saint David, United Kingdom

The aim of this study was to consider whether early years practitioners could develop the quality of their interactions with children through the use of video reflection. The Effective Provision for Preschool Education (EPPE) project highlighted that in effective settings, practitioners support children's thinking through high-quality interactions (Sylva et al, 2004). One important interaction is 'sustained shared thinking' - SST (Siraj-Blatchford et al., 2002a:8). Practitioners can facilitate SST by asking open-ended questions, by solving problems together, by engaging in conversation and by supporting children's reflection. Yet high quality interaction in early childhood settings may not happen frequently. In some cases, only 5.5% of questions asked by practitioners have potential for encouraging sustained shared thinking (Siraj-Blatchford et al 2008). Furthermore, Allen and Whalley's (2010: 99) research about SST discovered 'widespread confusion about ... the meaning of the term'. A pragmatic, mixed methods approach was adopted. This paper reports on the action research phase (e.g. Stenhouse (1978), McNiff (2008)), which predominantly gathered qualitative data. Six teachers took part, working with the researcher to co-construct a shared understanding of effective pedagogies. Teachers undertook video stimulated reflective dialogue with the researcher. BERA (2011) ethical guidelines were followed, informed voluntary consent was gained from all participants. The teachers refined and deepened their reflections when using video, compared to reflections based on memory alone. They identified aspects of practice to develop in relation to teaching thinking and interaction based upon their video reflection. They were able to put these developments into practice to improve their personal pedagogies.

Using action research to provide peer support enabling reflection on relationships in children's learning
MÁIRE CORBETT, Early Childhood Ireland, Ireland

A successful feature of recent Early Childhood Ireland work is peer sharing of practice. Early Childhood Ireland formed a Cork Research Circle to identify practitioner research interests, develop exemplars to enhance practice, generate discussion and peer sharing. This supports practitioners at local level to lead change and challenge in the early years. The research circle builds on Aistear in Action (settings developed their curriculum using an action research model) and Siolta Quality Assurance Process (settings develop and document quality for validation). Aistear in Action was presented at EECERA 2012 and 2014. Action research 'enables practitioners everywhere to investigate and evaluate their work, and to create their own theories of practice.' (McNiff and Whitehead 2005). This shifts focus from understanding quality as universal to embracing diversity and multiple perspectives (Dahlberg, Moss and Pence 1999). The group comprises settings who participated in the programmes outlined. Through discussion and peer sharing research questions are decided, lines of inquiry identified and discussed. Settings work on these in practice and findings shared, discussed and documented. This in turn leads to further inquiry. Participants operate ethically, seeking permission for exemplars from stakeholders. Within the research circle, respect is key so participants feel free to express opinions, share concerns and engage in argumentation. The support and learning generated by peer discussion, debate and reflection and how this contributes to further development in quality provision. Participants agree learning from peer sharing develops their professionalism. Discussion will focus on how this can be disseminated to the broader ECEC field.

SYMPOSIUM SET A/ 17

OUTDOOR INFLUENCE ON CHILDREN'S BEHAVIOUR

Individual Papers

CHAIR: MATTHEW STAPLETON
Charles Sturt University, Australia

Children's cultural formation in explorative outdoor activities
HANNE VÆRUM SØRENSEN, Bergen University College, Norway

How are children's explorative outdoor activities influencing the cultural formation for the individual child and the group of children? In my previous research (Sørensen 2015), I saw children in Danish kindergartens engage in self-initiated outdoor activities after lunch, supervised by pedagogues. Play themes were primarily role play and movement play. In cultural-historical theory Vygotsky points out that play is a serious social activity for children (1978), and according to Göncü (1999) investigating children's outdoor play activities can enlighten the institutional conditions for learning and development. Playground safety rules, space, terrain and equipment create important conditions for children's cultural formation in kindergarten. Children are active participants in the everyday life in kindergarten, and inspired by Hedegaard and Fleer's cultural-historical research methods (2008) this study use video observations to investigate how self-initiated play activities outdoor affect young children's social play and cultural formation. Pedagogues and ECE-researchers must continuously decide when to intervene in children's activities and when to let children play because play is important in the process of cultural formation. Preliminary analysis reveals that pedagogical practices offer different conditions for children's activity and engagement in explorative play. The analysis also gave insight in how children struggle finding their positions and power in playgroups. Some children are working so hard to find their way into playgroups that they do not seem to have many resources left to be explorative in the play activity. Continuous discussion of the balance between adult intervention and children's self-regulated activities is necessary in kindergarten.

Keywords: cultural formation, explorative outdoor activities, self-initiated activity, role play, movement play

Analysis of children's play behaviour by types of forest school
DAE-HYUN JUNG, ChongShin University, South Korea

The purpose of this study is to analyse the play behaviours of young children according to forest school forms. Characteristics of Korea forest school different from those of Europe is that more various types of approaches are made such as visiting forest school, 1-2 times class a week, and 1-2 times a month except those having a constant activity over 5 days a week. Children's play behaviours relates to space (Smith & Connolly, 1980) .The three groups (Daily type, Visit type and Non-forest education) used in the study were on kindergarten in Korea. The coding from used for data collection was developed by Frost (1992) utilizing the Rubin (l978) Smilansky-Parten matrix. Each child was observed three times during a day for a total of four weeks. Frequency and percentage, average, standard deviation were gotten by using SPSS 22.0 program on collected datum, and it was analysed through ANOVA and then post hoc test (Duncan) was executed. Ethical procedures were implemented to ensure participants' consent, confidentiality and right to withdraw (BERA, 2011). There were significant differences in the frequency of cognitive, social, social- cognitive play categories. Functional and dramatic, Cooperative, Solitary-functional, group- dramatic play were significantly higher on Daily type than on Visit type and Non-forest education. There were significant differences in the frequency of non-play categories. Unoccupied behaviour and onlooker behaviour were significantly occurred on Visit type and Non-forest education than Daily type. This study provide research basic datum that suggest desirable directions of having to go forward in forest education and policies.

Keywords: forest school, outdoor play, social- cognitive play, cognitive play, social play

Behind the mirrors and in the mud patch: The affordance of belonging in outdoor learning environments for infant and toddlers
MATTHEW STAPLETON, Charles Sturt University, Australia

This case study tested the phenomenon of belonging and how it can be created for toddlers by redesigning and rebuilding the outdoor environment. Drawing on Heidegger's (1951) 'Building Dwelling Thinking', we address the reality that not all early childhood environments are purposely designed for the care and education of children. We sought to uncover the relationship between care, education and setting by asking: how can the outdoor setting facilitate belonging? This project brought together design theory concepts of the 'mosaic of subculture' and 'activity pockets' (Alexander, 1977) and Heidegger's (1951) model of human experience within the built environment. Data collection included still photographs, video recordings, and interviews with the educators to capture the impact of the new environment on children and educators. Parents provided informed consent for the use of all children's images, video and data, and understood this could be withdrawn during the research project. We have de-identified personal information and note while interpretations of toddler behaviour are unavoidably partial and speculative, we have conducted multiple observations to minimise error. In the new environment, play episodes typically involved groups of toddlers engaged in play for 20 minutes without an educator. By using a considered design process, the outdoor environment afforded the establishment of a 'work-group mentality' (Bion, 1961), for example, digging in the mud patch behind the mirror. In this case study, an outdoor setting that promoted conflict and frustration was remodelled and renovated using design principles to create structures and play spaces that children used productively and creatively.

Keywords: belonging, toddlers, early childhood environments, play episodes, conflict and frustration.

SOCIAL INCLUSION, INTERACTION AND ATTACHMENT

Individual Papers

CHAIR: CATHLEEN BETHKE
Paderborn University, Germany

Social inclusion by interaction. Children between 3-6 years as key actors for process of inclusion
CATHLEEN BETHKE, Paderborn University, Germany

Knowing that children recognise differences among themselves (Kreuzer/ Ytterhus, 2011) it's decisive to find out how kindergarten children use diversity in interaction. Therefore the ongoing dissertation project aimed the (1) analysis of peer-group-interaction in ensuring diversity during free play situations and (2) examination of the child perspective on their interaction strategies. German educational statistics refer to the different emphasis of inclusion in the education system (Klemm, 2015). The highest score got the elementary level, which is focused here to add the heterogeneousness dimension '(dis-)ability' to existing results (Machold 2014) as a potential determining factor for children's social behaviour (Durkheim, 1981). Considering that the discourse is mostly represented in adults' perspective there is a need to involve children in general (Prengel, 2010; Büker/Bethke/Meier et al., 2013), so that the study takes them as partners seriously (Trautmann, 2010). Within the framework of qualitative research, 43 children were videotaped in total. Seven of them were interviewed with stimulated recall about the three clips for evaluation. The material is currently being analysed by segmentation and sequence analysis (Dinkelaker/Herrle, 2009). The study adheres to the principles and practice described in the EECERA Ethical Code (2014). Currently there are evidences that children use heterogeneousness dimension '(dis-)ability' in interaction for in-/ excluding somebody. At the methodology level opportunities were developed for connecting the different evaluation methods. Current findings result in a differentiated consideration and professional support of free play interactions. With reference to the evaluation methods innovative possibilities taking the age group-specific aspects into account were identified.

Keywords: inclusion, interaction, free play, video observation, interviews

How do kindergarten teachers promote children's interaction in inclusion classrooms?
LEE-FENG HUANG, National Pingtung University, Taiwan

Inclusion has been implemented for years in Taiwan. Kindergarten teachers are gradually accepting children with special needs. However, most teachers still do not know how to conduct inclusion classes, and how to promote interaction among children with different needs. The purpose of this study was to understand how kindergarten teachers who have operated an inclusion class successfully to facilitate children's social interactions. West et al. (2007) indicated that additional effort and intervention tactics by teachers will be needed to promote social interactions among children with and without special needs. The concept of inclusion is based on children's social learning. Peers' social interaction and cooperation is the key factor of successful inclusion. This study conducted a qualitative survey and used semi-structured interviews to collect research data from five teachers. The possible strategies for promoting interaction were arranged after analysis and comparison of interview data. Names of the research participants were concealed and kept anonymous. 1. It is important to train children with special needs to enhance their social skills. 2. Designing activities for children with different needs can promote their interaction. 3. To make ordinary children understand disabilities and behaviours of children with special needs can increase their willingness to interact with them. This study recommends that inclusion class teachers should assist disabled children to build social skills, at the same time make ordinary children understand disable children's behavioural disorders.

Keywords: inclusion, interaction, children with special needs, ordinary children, social skills

How can we help Early Years Professionals to recognise attachment difficulties and support children's emotional and behavioural development? Does specific intervention training make a difference?
NATALIE MACDONALD, University of Wales Trinity Saint David, United Kingdom

The aim of this pilot study is to explore ways to develop childcare professional's awareness of attachment and the difference bespoke training makes regarding impact of a training package alongside guidance documentation. Research has shown us that the relationship between attachment quality and emotional and behavioural difficulties in children is more prevalent in areas of socio-economic deprivation (Munson et al, 2001). Intervention during Early Years is a critical time, supporting children to develop key skills (Masten and Coatsworth, 1998). Pre-school studies have highlighted the importance of high quality, trained and knowledgeable staff, with an emphasis on effective adult-child interaction (Siraj-Blatchford and Sylva, 2004). This pilot will compare the effect on staff understanding and behaviour of bespoke training against unsupported provision of guidance packs, evaluating the importance of specific training in attachment theory, providing practical strategies and support. Using an interpretivist approach the study takes place in two childcare settings in comparable areas of socio-economic deprivation. Qualitative evidence will be gathered using an environment ratings scale and self-reporting questionnaires. Ethical approval has been sought from UWTSD ethics board. The study findings will have implications for practice and staff development, evidencing that awareness and understanding of attachment theory and difficulties can improve practice and ability to support children's emotional and behavioural development. The findings can potentially highlight the importance of attachment theory for Early Childcare Professionals. The results of this pilot will form the basis for longer term research into the impact of attachment theory training on children's emotional and behavioural development.

Keywords: professional learning, attachment theory, impact on adult-child interaction, development of key skills, early intervention

SYMPOSIUM SET A/ 19

TEACHERS WORKING WITH FAMILIES

Individual Papers

CHAIR: ALINE-WENDY DUNLOP
University of Strathclyde, Scotland

Creating capacity through professional learning communities in early childhood educational and care (ECEC) institutions implementing the authoritative parenting style
HEIDI OMDAL, University of Agder, Norway

The aim of the study is to investigate the capacity building process in seven Norwegian ECEC institutions implementing the authoritative parenting style (Baumrind, 1991) through the Være Sammen (VS) approach. Authoritative adults focus on building up warm, predictable relationships with children to prevent social and emotional problems (Baumrind, 1991). The intervention VS aims to promote social and emotional development in preschoolers by implementing the authoritative parenting style among ECEC staff members (Omdal, 2013). Individual and collective capacity building among teachers collaborating through professional learning communities is urgent in order to promote and sustain professional and institutional learning and enhanced child development over time (Fullan, 2001; Senge, 2006; Stoll et.al., 2006). Focus-group interviews with ECEC staff, in-depth interviews with project leaders and semi-structured interviews with external supervisors in VS were carried out. Data was transcribed and common themes were analysed through the software programme, NVivo (Richards, 2002), consistent with the principles of grounded theory (Corbin & Strauss, 2008). The participants gave their informed consent. They are kept anonymous (NESH, 2006). The implementation of the authoritative adult involves working with people's values and attitudes, which needs careful supervision. The professional learning communities in VS reduced their use of time-out, established more empathic relationships, shared goals and practice, and strengthened their consciousness towards individual and collective values, experiences and knowledge (Omdal, 2013). System-thinking among staff members will strengthen the work towards shared visions which is crucial for the learning organisation (Fullan, 2001; Senge, 2006; Stoll et. al., 2006).

Keywords: capacity building, authoritative parenting style, professional learning communities, social and emotional development, implementation

Different professionals' roles in preschool - the talk and the performance

ANN-KATRIN SVENSSON (1), ANITA ERIKSSON (2) AND DENNIS BEACH (2), (1) Åbo Akademi, Finland; (2) University of Borås, Sweden

The paper concerns what happened when changes to both the responsibility structure between preschool staff and a clarified educational responsibility for preschool teachers was interpreted and implemented in preschools. The research presented belongs to a project (Eriksson, 2015; Eriksson, Beach & Svensson, 2015) that took its point of departure from revisions in the Swedish pre-school curriculum and the National Education Act. From an educational sociological perspective (Bernstein, 2003) and theories of professions (Abbott, 2010; Freidson, 2001) we analyse the talk about different professional roles in preschool and if and how the changes are realised in daily work to enable ECE communities to support children and their families through the provision of professional education and care. Data consists of observations and interviews with preschool staff (preschool teachers, child care workers and principals) in four preschool settings in four municipalities. The preschools were selected to represent differences in implementing modifications and we will present the working teams' different ways of talking about how to allocate duties as well as talk about differences in responsibilities for preschool teachers and childcare workers. The preschools and staff are anonymised. The findings indicate differences among the preschools in terms of how they act in practice to fulfil the demands in the national policy documents. This study contribute to the knowledge about dynamics involved in the emergence of professionalism as the findings indicate that the revision of the national policy documents have led to new conceptualisations of professionalism at preschool level.

Keywords: child care workers, curriculum, preschool teacher, professionalism, responsibility

Relational agency and relational pedagogy as early childhood constructs

ALINE-WENDY DUNLOP, University of Strathclyde, Scotland

A major policy aspiration in Scotland is to improve child and family wellbeing. The research reported in this paper seeks to understand the role played by teachers as part of the early learning and childcare workforce in Scotland, as evidenced through the 'Sustaining the Ambition' study data. In 2015 Siraj & Kingston reviewed the Early Learning & Childcare (ELC) and Out-of-School Workforce in Scotland. In 2004 Barnett wrote that '' Despite a substantial body of evidence, public policy has yet to fully recognise the value of well-educated, professional, early education teachers.' The present study builds on both of these reports and argues that if Scottish policy ambitions are to be realised the employment of teachers needs to be sustained. Anne Edwards (2005) generated the idea of relational agency to describe the relationship between professionals who work together to build on the expertise of both parties involved. In the mixed economy of preschool provision in Scotland relational agency may be the foundation of positive working relationships. Relational pedagogy informs practical approaches. Survey (n=1440), desk-based research, focus groups and a freedom of information enquiry generated the data in this study. Informed consents were sought from all participants. The contribution of qualified teachers to children's wellbeing and to closing the gap in outcomes between children is most evident where relational approaches are embraced, thus supporting communication between professionals to the benefit of children and families. The composition of the children's workforce may be informed by research data bringing about a blended approach.

Keywords: relational approaches, wellbeing, practitioners, children & families, policy

SYMPOSIUM SET A/ 20

PROFESSIONAL CONVERSATION: ENHANCING PRACTICE, INFORMING POLICY AND ENRICHING RESEARCH

Self-organised Symposium

CHAIR: NÓIRÍN HAYES
Trinity College Dublin, Ireland

Responding to recent policy developments in Ireland, particularly those surrounding the introduction of the universal Free Pre School Year, the Researching Early Childhood Education Collaborative (RECEC) was established. RECEC, in collaboration with the National Council for Curriculum and Assessment [NCCA] hosted a

Professional Conversation (Timperley, 2015) among researchers in early childhood under the title 'Early Educational Alignment'. Drawing on the experience of the RECEC/NCCA event and working within Timperley's enabler framework, this symposium will consider the potential of research informed Professional Conversations in supporting a coherent early childhood education professional identity in Ireland. Papers will consider the theoretical contexts informing the concept of Professional Conversation, they will reflect on the design, implementation and outcomes of the Professional Conversation event and consider what implications arise for policy, practice and future research.

Talking the walk: the role of professional conversations in informing quality ECE

NÓIRÍN HAYES AND CAROL-ANN O'SIORAIN, Trinity College Dublin, Ireland

This paper considers the potential of research informed Professional Conversations [PC] in supporting ECEC professional identity. Early childhood policy making in Ireland has been characterised as a combination of political expedience and pragmatism and portrayed as illustrative of 'rapid change without transformation' (Wolfe, O' Donoghue-Hynes & Hayes, 2013:15). Recent policy developments, particularly those surrounding the introduction of the universal Free Preschool Year, provided the impetus for the establishment of the Researching Early Childhood Education Collaborative (RECEC) at Trinity College Dublin. Timperley (2015), reviewing the literature on PCs, observes that 'professional knowledge is constructed through social interaction and is situated and enacted in social communities of practice (p.4). This paper considers the potential of research informed PCs in supporting a coherent early childhood education professional identity. A national PC was designed, hosted and evaluated by RECEC, in collaboration with the National Council for Curriculum and Assessment (NCCA), to enhance research-informed discussion. Researchers convened to respond to four commissioned papers focusing on what early childhood education means and looks like for children and teachers in Ireland. The event was ethically compliant, hosted in a fully accessible hall, recorded with participant's permission and all materials and outputs made available on www.ecalignment.ie. Drawing on the findings from the RECEC/NCCA event and working within Timperley's enabler framework, this paper considers the effectiveness and reach of this research informed PC. The paper explores the theoretical contexts informing the concept of PC and shares the design, implementation and outcomes of the PC to inform further actions and research.

Keywords: early childhood education, professional conversation, professional identity, early childhood policy, quality

Walking the talk: The implications of professional conversations for practitioners and practice

CARMEL BRENNAN, Early Childhood Ireland, Ireland

This paper aims to (i) discuss the implications of the findings of this Professional Conversations for practitioners, (ii) address questions about the relationships between research and practice and (iii) consider the research possibilities for practitioners and alliances across the research community. The research is informed by four literature reviews including reviews of the terminology that frames the early childhood sector (Wolfe, 2015), learning environments (Kernan, 2015), professional identity (Moloney, 2015) and transitions (O'Kane 2015). Early childhood researchers came together to form a community of practice (Lave and Wenger, 1991) and conduct a professional conversation. Timperley (2015) focused on these four papers towards identifying shared research interests. The Professional Conversation generated the data. The event was ethically compliant and recorded with participants' permission. This paper considers the findings from the conversation and the implications for practitioners and their settings. How can practitioners create a strong professional identity? How does practitioner research contribute to the professional conversation? What are the implications for pedagogical practice? How are the findings localised into early childhood settings and their socio-cultural dynamics? These questions point to the value of practitioner-led research and its potential for peer sharing and sharing across the spectrum of practice, academic research and policy. This paper identifies research approaches that bring practice and research together and suggests research questions and alliances that can contribute to creating an active early childhood education research space in Ireland.

Keywords: professional conversations, practitioners and practice, research communities of practice, peer sharing, research alliances

Implications of professional conversation for policy
ARLENE FORSTER, National Council for Curriculum and Assessment, Ireland

This paper discusses implications of findings from the Professional Conversation for policy, and explores the relationship between early childhood research and policy in Ireland. The paper is informed by a Professional Conversation (Timperley, 2015) underpinned by research papers exploring terminology (Wolfe, 2015), learning environments (Kernan, 2015), professional identity (Moloney, 2015) and transitions (O' Kane, 2015). Ireland has seen increased interest in the relationship between research evidence and policy formulation (Lunn, 2013). This relationship is complex and far from linear (Looney, 2014). The Professional Conversation (Timperley, 2015) raised questions about what research is important and how such research can shape policy in early childhood education. The Professional Conversation formed the data. The paper explores how the Conversation and research activity emanating from it, can inform policy for the early childhood sector in Ireland. The event was ethically compliant and recorded with participants' permission. Recent years have seen a proliferation of research on early childhood education in Ireland, equalled by a growing interest in policy as the state becomes more directly involved in educational provision in the sector. How research and policy connect will become increasingly important in the coming years. What role should research play? How can the findings from research be communicated more widely and effectively? Who are the key research consumers? This paper explores these critical questions in the context of the Professional Conversation. The paper offers opportunities to better understand the complex interface between early childhood research and policy formulation, and explores possibilities for re-conceptualising the interface.

Keywords: professional conversation, early childhood education, professional identity, early childhood policy, quality

SYMPOSIUM SET A/ 21

SOCIAL MEDIA, SCREEN TIME AND DIGITAL CAMERAS

Individual Papers

CHAIR: CLAIRE PESCOTT
University of South Wales, United Kingdom

Practitioner's perception of social media: Friend or foe?
CLAIRE PESCOTT AND AMANDA THOMAS, University of South Wales, United Kingdom

Social media is increasingly becoming an integral way of communicating for young children. Whilst there are some benefits of using this tool there are also increasing disadvantages and concerns about its purpose (cyber bullying, exploitation and self-portrayal/awareness). This paper examines the perceptions of practitioners of the impact of social media both within and outside the classroom. Social media is still a relatively new concept, the discourse is confusing particularly for practitioners. The impact of social media in the classroom is under researched (McBride, 2011, Seidman, 2013). This study draws upon Maslow's Hierarchy of Needs and theory of self-actualisation and Bronfenbrenner's concept of social ecological model of awareness. This is an interpretivist approach through an exploratory qualitative study where semi-structured interviews with a range of practitioners took place. Data was also gathered from evaluating policies and Welsh Government documentation. Practitioners were provided with detailed information about the study and gatekeepers consent was sought. Findings indicate that the perception of social media is confusing for many practitioners and they do not feel well equipped to safeguard children in an ever changing digital world. School documentation and Welsh Government guidelines do not provide clarity and adequate information. This study attempts to highlight the tensions and confusions faced by practitioners on a daily basis and to open a discourse for future discussion around this topic.

Keywords: social media, safeguarding, policy, practice, communication

Aesthetic aspects and photographic opportunities in young children's use of digital cameras
LENA O MAGNUSSON, University of Gävle, Sweden

This presentation describes a study that is exploring young children as camera users in preschool. The purpose is to investigate what characterises their photographic and digital practice if they get access to digital cameras without the guidance or the supervisions from teachers. What are their interests? Do they show aesthetic preferences? When teachers photograph children in preschool it is often based in a documentary intention (Alnervik, 2013; Svenning, 2011). By taking the theoretical point of entry with new materialism and in particular together with Karen Barad (2003, 2007, 2010) and her agential realism, I understand the children's use of digital cameras as intra-active, mutual events. The study is conducted as a qualitative study with an ethnographic approach where children and researcher take part in the production of research material in two different preschool contexts. Both parents and children have approved to take part in the study, and the chosen theoretical framework offers ethical considerations throughout the whole research process (Lenz Taguchi, 2010). Participating children have been asked during the study if their participation in the production of material remains unchanged. Children do not use cameras in the same way as adults in preschool, they use them in many different ways and with other and new strategies. They play with both photography and photographs and they develop knowledge about a democratic voice in relation to photography. The results that is presented and discussed here are preliminary and exploratory and they are based on empirical data from an ongoing study.

Keywords: preschool, photography, aesthetic aspects, photographs, intra-active

The relationship between home literacy activities and screen viewing of young children
CHIA-HUI CHIU, National Hsinchu University of Education, Taiwan

This study aimed to investigate the relationship between children's screen viewing (SV) time and parents' involvement in home literacy activities. Parents play a significant role in their child's SV habits. Family SES, parental TV viewing time, concerns, attitudes and parenting practices may reduce child's SV time (Bleakley et al., 2013; Bjelland et al., 2015; Duch et al., 2013; Goh et al., 2016; Jago et al., 2012; Tandon et al., 2012). Kaiser Family Foundation (2006, 2010) found the amount of time children spent on TV was changed and far beyond they spent on print media in a typical day. It implies the more time children spend on SV, the less reading activities they involve in. Parents' involvement is related to the literacy development of their children (Baker, 2003; Levy et al., 2006) and children's SV habits. Participants were 107 parents with children aged 5 to 7. Parents completed a questionnaire about their child's SV time, the numbers of children's books at home, involvement in the home literacy activities and their child's ability of word recognition. All participants were voluntarily agreeing to participate in this study and signed the informed consent document. The effects of parents read books with their child, the numbers of children's book at home and child's ability of word recognition on child's SV time were significant. Parents read with their child more often and provide more children's books would reduce child's SV time and increase child's ability of word recognition. The implications for learning environment would be discussed.

Keywords: parents' involvement, home literacy activities, children's screen viewing time, children's books at home, child's ability of word recognition

SYMPOSIUM SET A/ 22

ASSESSING NATIONAL PROGRAMMES: BRAZIL, ENGLAND AND IRELAND

Individual Papers

CHAIR: ELIANA BHERING
Fundaçào Carlos Chagas, Brazil

Age sixteen educational outcomes of the Irish IEA preprimary project-significance of the findings for current childhoods
SIOBHAN KEEGAN, Better Start Early Years Quality Development Service, Ireland

Children's educational achievement and aspirations are indicators for their well-being today and future life chances. The research aimed to identify and analyse what predicted children's academic development (at age 4, 7 and age 16) while taking into account the dynamic effect of their ecological context. The research marks an extension of the Irish phase of the IEA Pre-primary Project (Hayes, O Flaherty & Kernan, 1997, Hayes & Kernan, 2001) by following up the original age 4 sample at 16 years of age for the purposes of PhD research. The conceptual framework of this research is guided by the work of Bronfenbrenner (1979, 1992) and in particular, his bio-ecological model of human development (Bronfenbrenner & Morris, 1998). The quantitative data presented were collected in the period spanning from 1994 to 2005. Data were collected at the individual, setting and family levels (N=110). The research creates an additional lens through which to consider the existing and developing education policy context in 2016. The research was granted ethical clearance by the Ethics Committee of Dublin Institute of Technology. How, and what, children learn at 4, 7 and 16 was predicted by adult-child interaction, transition, curricular content and pedagogical approach, all of which have relevancy for existing and developing education policies. In order to ensure more meaningful, lasting and effective academic outcomes, the learning from the research is that practice at the micro- and meso-level should be coupled with the effective implementation of existing policy mechanisms and underpinned by learner-centred (rights-based) education policies.

Keywords: adult-child interaction, learning, education policy, longitudinal, curriculum

Investing in early education: economic findings from the EPPSE (Effective Pre-school, Primary and Secondary Education) study in England

KATHY SYLVA (1), EDWARD MELHUISH (1), PAM SAMMONS (1), IRAM SIRAJ (2) AND BRENDA TAGGART (2), (1) University of Oxford, United Kingdom (2) University College London, United Kingdom

This study explores the effects of pre-school on future academic and career trajectories by comparing children who attended pre-school with those who did not. It also compares the projected lifetime earnings of individuals who attended pre-school with those who did not. Many studies show that early childhood education has cognitive and social benefits into adulthood (Barnett, 2005). However, most of the economic findings come from one or two atypical (highly resourced) pre-school centres. This study reports on a randomly selected sample - thus demonstrating financial benefits of 'ordinary' ECE. The literature on ways early education shapes development through pedagogy and play EPPSE is a longitudinal study of more than 3,000 children recruited at age 3 years from 141 pre-schools and studied until young adulthood. This paper reports the effects of pre-school on attainment at the end of statutory schooling. It then monetises the academic outcomes at age 16 through predicting lifetime earnings. Parental consent was obtained, children gave assent. Attending any pre-school, compared to none, was related to higher grades on national tests at age 16. Attending pre-school was also associated with an estimated lifetime 'advantage' (through employment) of approximately £26,800 for an individual and £36,000 for an average household. Attending a pre-school had a positive influence on educational attainment and this, in turn, enabled prediction of future lifetime earnings. Attendance at 'typical' pre-schools has proved a wise investment.

Keywords: early education, economic investment, longitudinal outcomes, pre-school benefits, multi-level statistical analysis

Assessing ECE quality in public centres in Brazil

ELIANA BHERING, BEATRIZ ABUCHAIM AND FABIANA FERNANDES, Fundaçào Carlos Chagas, Brazil

The research aims were to assess ECE public centres in a Brazilian city in order to generate interventions towards policies/practices improvement, to identify the public system profile in terms of its strengths and weaknesses towards building an effective ECE monitoring system. This research has responded to current national demand to bring ECE into scrutiny after decades of consistent investment. Malta at al. (2012) and Bhering at al. (2014) have developed research that emphasises the need for immediate ECE quality improvement in Brazil. Januzzi (2012) has strongly advocated for the assessment and monitoring of social policies so as to foster better social and educational programmes since better quality programmes improves educational achievement. 87 public centres, that is, 293 preschools and 96 crèche classrooms were assessed by observers fully trained to work with ECERS-R and ITERS-R, who also took notes about ECE context and its surroundings. As the study was planned/carried out with ECE professionals from the municipality, data were collected with institutional and professionals consent and awareness of the whole study procedure. Results have mainly indicated that

improvement is needed in processes of curriculum implementation, care routines, materials, toys and equipment access. The main study suggestion is that in-service training should be developed, so ECE centres, under the supervision of trained supervisors and based on its individual and municipal results, acknowledge their strengths/weaknesses so as to tackle difficulties. The implications in doing so are that centres will not only be able to reflect upon quality practices but also influence policies changes.

Keywords: ECE environment assessment, ECE quality, ECE curriculum, ECE care, Brazilian ECE practices

SYMPOSIUM SET A/ 23

CROSS-NATIONAL STUDIES OF OUTDOOR PLAY: AUSTRALIA, NETHERLANDS, FINLAND AND TURKEY

Individual Papers

CHAIR: CHRIS SPELDEWINDE
Deakin University, Australia

Going Bush: Notions of place in Australian nature-based kindergarten settings
CHRIS SPELDEWINDE AND CORAL CAMPBELL, Deakin University, Australia

In late 2014, a programme 'Sandy Shores Kids Go Bush' commenced across kindergartens in south-eastern Australia. Bush kinders are new to Australian early childhood learning and the Australian kindergarten experience. This paper seeks to understand how place impacts on the learning experiences of kindergarten children. Existing Australian research focusses upon one bush kinder and its operation rather than how different settings impact on children's learning. This research builds on broader literature that deals with European nature-based kindergarten settings. The framework employed here is children's learning in kindergarten is affected by the context in which they play. This research uses case study methodology. A series of four weekly visits took place at three sites to conduct participant's observations and teacher and parent interviews. Parental consent was obtained to allow us to observe the children but not to conduct interviews. Steps undertaken were: Informing children in advance about the research to gain their permission; Asking children if it is OK to video their play each time; Supporting children to determine whether they wish to take part; Accounting for safety, feelings of inclusion, interest, social and cultural contexts, beliefs and values; Ensuring images and personal information collected is necessary, non-intrusive, maintained securely, and used only for the purposes intended. The main finding is that 'place' can differentiate the learning experience of the child. Unexpectedly, place also influences teaching practice. This research will allow for early childhood educators to better understand the nature of place in conducting nature-based kindergarten settings and the implications of different settings for children's learning.

Keywords: nature-based practice, place, bush kindergarten, forest kindergarten, outdoor education

See how play settings form the children's outdoor play
ELISE PETERS, Leiden University of Applied Sciences and Hogeschool Leiden, Netherlands

In this research, I intended to identify the pedagogical value of outdoor play settings. The work of Harry Heft has been inspiring, where he triggered to look into the unique relationship between the individual child and the play setting. When looking at children's play in different play settings, we see how the play setting forms the play behaviour. This means that the play setting has a pedagogical value. The question is: what is the pedagogical value of outdoor play settings and specifically of nature? I filmed children's play behaviour in a Dutch daycare centre. Through open and unstructured observations, I tried to describe the play intentions from the perspective of the child. Every child's play intentions were described in different play settings, such as the sandpit, play bushes, the bike lane, and all those placed where children form their play. I did this for the 2-4year old children in a daycare centre in Utrecht, the Netherlands, where I collected the film data in 2013 in their grey playground and in 2014 in their renewed green playground. The research questions were formed by the daycare staff. Parents were informed of the research and consented. The research shows pedagogical findings that are hidden in the children's play and that become clear with precise observations. I'd be interested to share and discuss: do

you recognise the pedagogical findings in your practice or research? The findings discussed may have a meaning for our everyday practice in working with children.

A cross cultural study on the current status of outdoor play
FATMA YALÇIN AND FEYZA TANTEKIN ERDEN, Middle East Technical University, Turkey

This study aimed to explore outdoor play experiences of Turkish and Finnish parents in their childhood and their children. Although outdoor play was well documented in the literature, only a few empirical analyses (e.g. Clement, 2004) was conducted on the current status of outdoor play. In an attempt to explore parents' perspectives, Vygotsky's sociocultural theory was used. The sample of the study consisted of 14 participants including Turkish (n=7) and Finnish (n=7) parents. Data sources of current study involved semi-structured interviews. Participants were asked to talk about their own and their children's outdoor play experiences in terms of the place of play, the toys and materials, and the amount of time spent outside. Voluntariness and confidentiality of participants were considered. Major findings highlighted both Turkish and Finnish children spent less time outdoors compared to their parents. Similarly, both Turkish and Finnish parents stated they had fewer toys compared to their children. However, they reported they had more opportunities to contact with nature through active games. All parents stated economic, social and technological changes affected the time spent outdoors and the types of play. Different from Finnish parents, Turkish parents emphasised more safety and health concerns as a reason of spending less time outdoors. In addition, Finnish parents stated they go natural places with their children on weekends whereas Turkish reported they generally go indoor playgrounds particularly during the winter. As children spent less time outdoors with their parents, kindergartens should provide outdoor play sessions in natural outdoor environments.

SYMPOSIUM SET A/ 24

YOUNG CHILDREN'S HUMOUR
Self-organised Symposium

CHAIR: ELENI LOIZOU
University of Cyprus, Cyprus

Humour is an area of research that has been explored from multiple perspectives, health, communication, advertising, education, psychology, linguistics etc. (Seligman and Peterson, 2003; Banas et. al. 2010; Martin, 2007; Bergen, 2008; Proyer et.al. 2009; Lefcourt, 2001). In the field of early childhood education research in reference to young children's humour is limited and we need to explore it further in order to highlight its importance and potential impact on children's learning development and lives in general. This symposium will provide diverse strands on humour and especially in relation to young children, how humour is exhibited and employed, how it impacts their leaning and development, their social and emotional self and how adults in their lives account for it. During the symposium empirical outcomes from different studies on humour with young children from different points of view will be presented by researchers.

Play oriented and empowerment motives of children's clowning
ELENI LOIZOU, University of Cyprus, Cyprus

The research questions explored are: 'What type of humour does a boy class clown, a kindergartner, produce in his early childhood classroom?' 'Is this type of humour differentiated according to the classroom context?' and 'What are his social motives for producing humour?' Children produce and appreciate humour as a means of constructing, deconstructing and understanding their socio-cultural context. Specific trends in the humour literature focusing on class clowns look at types of class clowns, their impact on learning and teaching focusing on elementary school children. This study considers humour as a form of social empowerment and is based on the theoretical framework of the theory of the Absurd and the Empowerment theory. This is a case study. Data collection involved participant observations of play and structured activities, semi structured interviews and document review. Consent forms were filled by the parents and the teachers of the specific child, his peers and the teachers involved. They all had the freedom to withdraw from any activities at any time. The Theory of the Absurd and the Empowerment theory can be

a framework of unfolding kindergarten clowning behaviours. Moreover play oriented motives (e.g. join in a play activity, respond or create play invitations) and empowerment seeking motives (e.g., challenge the teaching moment, create a pleasurable moment) describe kindergarten clowning. Teachers should reflect on how they react to humour and consider the positive ways they can take advantage of it. They can use it to enhance a positive learning environment, develop social relationships and empower children

Keywords: class clown, kindergarten, play, empowerment, humour

Toddlers distinguish joking and pretending

ELENA HOICKA, University of Sheffield, United Kingdom

The goal was to determine whether toddlers distinguish joking and pretending. Children understand intentions to joke by 2 years (Hoicka & Gattis, 2008) and intentions to pretend by 3 years (Rakoczy, et al., 2004). However it is unclear whether toddlers distinguish these intentional acts. If toddlers have a deep understanding of intentions, they should distinguish these acts. If they have a surface understanding, they may treat joking and pretending interchangeably. Experimenter 1 (E1) performed either four pretend actions (e.g., pour tea in cup) or four joke actions (e.g., put cup on head). Experimenter 2 (E2) returned to join in. E1 left the room. E2 then did either two novel pretend actions (e.g., pretending to wash dishes) or two novel joke actions (e.g., sitting on plate). We examined whether children objected to E2's actions, and how that related to the intentional context E1 set up. Parents gave written consent. Children could withdraw at any time. When a pretend context was established, joking was not tolerated by children. In contrast when a joke context was established, both joking and pretending were tolerated. Encouraging joking in children could encourage them to think creatively. Encouraging pretending in children could encourage them to follow rules.

Keywords: joking, pretending, humour, play, creativity

'What is acceptable, when?' Practitioner responses to children's humour

LAURA TALLANT, Bath Spa University, United Kingdom

To explore the notion of practitioners' perception of 'a time and a place' for children's humour, and how this relates to framing children's humour as carnivalesque. Children engage in carnivalesque activity in early years settings (Cohen, 2011), (White, 2009), (Ødegaard, 2007). The relationship between children's engagement with carnivalesque humour and practitioners' view that types of children's humour are only appropriate at particular times, has yet to be explored. The study adopted a Bakhtinian dialogical theoretical and methodological framework. The conceptual framework rests on the relationship between dominant constructions of childhood, humour and notions of 'routine' and 'challenging' realms within early childhood practice. A dialogic methodology was adopted based on the understanding that meaning is created through a Bakhtinian notion of dialogue. Data was collected via observations that facilitated access to the perspectives of each participant. Interviews (Dialogic Encounters) with the children and practitioners were conducted and all participants revisited these encounters and analysed them as co-researchers. Full parental consent was given and children only took part if they were happy to do so. Children gave rolling consent and could withdraw at any point. The Bakhtinian notion of 'pravda' (lived truth) underpins all ethical considerations. Framing children's humour as carnivalesque could help to explain the effects of authoritative discourses on practitioners perception of there being 'a time and place' for humour. Practitioners' awareness of the presence and effects of authoritative discourses on their practice is paramount if the socioemotional benefits of children's engagement with carnivalesque humour are to be appreciated.

Keywords: humour, carnivalesque, discourse, dialogism, Bakhtin

SYMPOSIUM SET A/ 25

PRESCHOOL HEAD'S VIEW ON CHILDREN'S LEARNING
Self-organised Symposium

CHAIR: STIG BROSTRÖM
University of Aarhus, Denmark

The aim of the international study is to investigate how the head of preschool understand children's learning in Sweden, Denmark, Estonia, Germany, Greece, Australia and Russia. The study is a continuation of previous studies, out of which the latest publication is 'Children's Perspective on Learning: An International Study in Denmark, Estonia, Germany and Sweden' (Sandberg et al., 2015). The study allows a comparison between the head and preschool teachers understanding of children's learning. Based on the hypothesis that the leadership is assign to a pressure from

the local government according to efficient learning there might be variation between the two groups of professionals. The theoretical background is a complex of social-cultural oriented learning theories reflecting activity, participation and social interaction (Vygotsky, 1978; Saljö, 2005; Carlgren & Marton, 2000; Lave, 1993). The research was conducted as a qualitative study using qualitative research interviews (Kvale, 1996) about twelve leaders from each country.

Danish and Swedish preschool leaders' perspective on children's learning

STIG BROSTRÖM, University of Aarhus, Denmark

The aim is to investigate Swedish and Danish preschool leader's view on preschool children's learning (1-5 years old children), and to compare the findings. This study builds on previous studies (Johansson, Sandberg, Broström & Frøkjær) on preschool teachers and school teacher's views on children's learning and also a study on children's view on own learning done by this international research group (Broström et al., 2014, Sandberg et al.,2015) The study is based on learning theories, mainly social-cultural theories of learning (Säljö, 2005), collective learning processes among children (Williams, 2001) and the relation between learning and participation. The research has a comparative approach using a qualitative individual research interviews (Kvale, 1996) with focuses on following main questions: 'what is learning and how do children learn in preschool seen from a leaders point of view?', 'what are the best conditions for children's learning?', and 'how can children's learning been understood in relation to children's participation?' The informants were guaranteed non-maleficence, confidentiality, anonymity and with possibility to stop the interview and delete data if he/she has a need for this. Preliminary findings suggest some variation between preschool teachers and leaders, ad also between Denmark and Sweden. However, the study is in progress so the final findings will be presented at the conference. The findings might have implications for policy or practice while some learning and participation dimensions are added the discussion about learning and participation in preschool. Probably the findings will open for new theoretical discussions on children's learning and participation.

Keywords: children's learning, preschool leaders, school leaders, preschool teachers, comparative research

Heads' of preschools view on children's learning and participation in Germany and Estonia

CHRISTA KIEFERLE (1), ANJA SEIFERT (2), AINO UGASTE (3), MAIRE TUUL (3), MARILIN LINDMÄE (3) AND ANGELA ROTH (1), (1) State Institute of Early Childhood Research, Germany; (2) University of Education in Ludwigsburg, Germany; (3) Tallinn University, Estonia

Aim is to investigate how heads of preschools in Estonia and Germany reflect and describe children's learning and participation. The data will be discussed in the context of earlier interviews with staff and compared with the results of other countries. The study is an extension of previous international studies to learning and participation (Johansson & Sandberg 2010), investigations of preschool and primary teachers' view on children's learning (2011, 2012, 2013, 2015) and children's view on their own learning (Sandberg et al. 2015). Theoretical background is a complex of social-cultural oriented learning theories, reflecting activity, participation, and social interaction (e.g. Damasio, 2004, Saljö, 2005, Vygotsky, 1978). For this qualitative study guided interviews each with 10 heads of preschools were conducted in Estonia and Germany. For data analysis content analysis was used. The respondents were informed about the aims and content of the study and their permissions were obtained for the interview and for voice recording. The confidentiality and anonymity were guaranteed. The German data show a difference between the views of heads of crèches and preschools. Participation took an important role both in leading staff and interactions with children. The Estonian data show that heads of preschools have adopted the concept of child-centred learning. Role of heads is to support the teachers' professional development and teamwork with several parties. The findings might have implications for policy or practice while some dimensions are added to the discussion about learning and participation in preschools and probably they will open for new theoretical discussions.

Keywords: learning, participation, preschool, education, professional development

Preschool children's learning: Perspectives from Australia and Russia

KAY MARGETTS (1), IGOR SHIYAN (2), NIKOLAY VERAKSA (2) AND BERENICE NYLAND (3), (1) University of Melbourne, Australia; (2) Moscow City University, Russia; (3) RMIT, Australia

The aim of this international study is to investigate how preschool teachers/managers understand children's learning and participation in Australia and Russia. The study is a continuation of previous studies, out of which the latest publication is 'Preschool teachers' views on children's learning: an international perspective' (Broström et al., 2014). The theoretical background of the study is a complex of social-cultural oriented learning theories reflecting activity, participation, social interaction (Vygotsky, 1978; Stetsenko, 1999; Saljö, 2005; Carlgren & Marton, 2000; Damasio, 2004; Lave, 1993). Based on qualitative methodology a structured questionnaire survey asked: What is learning? What are important circumstances for learning? What are optimal conditions for learning? How do you understand

participation? Participants ranked the level of importance of items within each topics. Perspectives of participants were further discussed in interviews. Participants provided informed and voluntary consent on the understanding of confidentiality of details. A comparison of responses between Australia and Russia reveals similarities and differences in responses of preschool teachers and of leaders. Analyses reveal the relative importance of play, social development, relationships and the role of teachers in actively engaging and supporting children's learning. Through relating the findings to current EC policy and curriculum, coherences and dis-coherences can be identified and used to provide more targeted professional development.

Keywords: learning, preschool, participation, Australia, Russia

SYMPOSIUM SET A/ 26

COLLABORATIVE CROSS-CULTURAL RESEARCH METHODS IN EARLY CARE AND EDUCATION CONTEXTS

Self-organised Symposium

CHAIR: MARY JANE MORAN
The University of Tennessee, United States

There are limited cross-cultural studies that illustrate methodological details and challenges faced by early childhood researchers. We seek to replace replication and deficit models of cross-cultural research with models built upon authentic collaboration, models that transform and uplift both the participants and the researchers. Our emphasis is on study design and methodology that is relevant in the twenty-first century as our cross-cultural encounters become more frequent and our lives more mobile through technology and globalisation. Co-created approaches with cross-cultural partners exemplify an intent on generating rich data not based on deficient models of the child or culture, but rather grounded equivalency models that include multiple modes of inquiry and visual literacies (e.g., video, audio, photographs, dialogue, artefacts). Foci will include rich and real life examples that reveal attempts to negotiate, navigate and develop culturally sensitive theoretical and conceptual frameworks, and systems of relationships across distances, languages, ethics, and practices.

Designing cross-cultural research with equivalency and multi-centric approaches
ROBYN BROOKSHIRE AND MARY JANE MORAN, University of Tennessee, United States

This presentation will focus on the journey of a team of researchers who engaged in cross-cultural collaboration to develop an equivalent research design. The team worked to design a longitudinal study of toddler teacher practices in the U.S. and Italy. This work builds upon equivalency models in early childhood research (Tobin, 2011) and methodologies for sharing video documentation with teachers across sites (Gillen, 2007). Specifically, this work focuses on challenging ethnocentric research, relying instead on a multi-centric approach characterised by discussion, dissension, and triangulation (Holzmuller, Singh, & Nijssen, 2002). Key to this approach was a commitment to the balance of power and the space for multiple and divergent perspectives. We will share our U.S. narrative of lessons learned about some key challenges and opportunities in the design process including: Negotiation of shared meanings across contexts, inclusion of not only researcher voices but also those of teachers, and consideration of shared interests and benefits across contexts. Ethical concerns, protection of data, and confidentiality were addressed via protocol approval by ethics review boards in each institution. Participants gave informed consent and were involved in feedback on both the protocol and data interpretation. The narrative we share will highlight the way diverse interests and perspectives strengthened the inquiry process and ultimate outcomes of the research. Those who are interested in challenging ethnocentric models of research but who are curious about the specific ways teams might confront the tasks of cross-cultural collaboration will find applicable lessons from the story of our experiences and lessons learned.

Keywords: cross-cultural research, equivalency, methodology, research design, international collaboration

Research considerations in collaborative early childhood partnerships with immigrant and refugee communities
REBECCA GEORGIS, ANNA KIROVA AND REBECCA GOKIERT, University of Alberta, Canada

In this presentation, we will draw on two participatory research projects in Western Canada to discuss key learning related to working collaboratively with immigrant and refugee communities. The first case study

involved the process of development of an intercultural early learning curriculum (Kirova, 2010). The second examined cross-cultural approaches to screening and assessment in three ethno cultural communities (Gokiert, Georgis, Chow, & Chiu, 2012). Child development is an inherently cultural process and immigrant and refugee communities have parenting capital that is often not recognised in Western early learning and assessment practices (e.g., Rogoff, 2003). Both case studies drew from sociocultural theories of child development (e.g., Rogoff, 2003) and Boudieu's (1990) cultural capital theory. Working within a constructivist paradigm, the researchers used qualitative methods (interviews, focus groups) and a community-based participatory research (CBPR, Israel et al., 1998) approach to knowledge generation. In addition to obtaining approval from the University Ethics board, the researchers in both case studies used cultural brokers to mediate ethical considerations that arise in collaborative research with immigrant and refugee communities such as respectful consent processes (especially for refugee participants). In close collaboration, the two case studies explored communities' views of the child and how to create spaces for intercultural dialogue about the unique strengths as well as challenges children who live in two distinct cultural contexts (i.e., home and school) experience. Findings highlight pertinent issues of trust, power, ethics, and preparedness for collaborative research. Building trusting relationship is a necessary foundation for successful researcher-community collaborations.

Keywords: immigrant and refugee communities, child development, ethics, community-based research, collaboration

Voices of children: Cross-cultural collaborations in understanding and documenting the meaning of children's rights through dialogue and video
JOHN NIMMO, Portland State University, United States

The project sought to: 1. Understand children's experience of rights in diverse settings, 2. Initiate a cross-cultural dialogue about rights, 3. Develop strategies for listening to children, 4. Create a video documentary that advocates for children's participation. Prior research has critiqued the limitations of UN Convention on the Rights of the Child (Smith, 2007) and has examined significant differences in how rights are conceptualised across culture (Bhatia, 2000; Nsamenang, 2006). The study draws on theory which proposes a rights perspective for understanding children's development (Pascal & Bertram, 2009, Woodhead, 2005). Drawing on research focused on consulting with children (Clark, 2010, Harris & Manatakis, 2013, Nutbrown & Clough, 2009), the inquiry used two strategies to collect video of children discussing their ''rights.'' First, a 'grassroots' approach in which participants in diverse countries undertook documenting their dialogues with children using smart phones. The second strategy involved a cross cultural team traveling to three countries to collect video documentation on site. The study confronted the challenges of communication across time zones and cultures, issues of consent and access, and maintaining engagement in a research project. The documentation provides insight into how 'rights' are interpreted and understood in very different economic and cultural contexts, highlights strategies for listening to young children, and identifies the language and content of how children share their perspectives on rights. The study demonstrates the need to reach beyond the narrow ''top-down'' definition of rights in the UNCRC and to draw on children's perspectives in unpacking the cultural complexities of rights.

Keywords: children's rights, children's participation, video documentation, cross-cultural perspectives, citizenship

SYMPOSIUM SET A/ 27

THE 'CORBY BETTER START PROJECT': COLLABORATIVE AND INNOVATIVE PRACTICES TO ENSURE SMOOTH EDUCATIONAL TRANSITIONS.

Self-organised Symposium

CHAIR: ANGELA PRODGER
The Pen Green Centre, United Kingdom

The 'Corby Better Start Project' aims to support early childhood practitioners, childminders and primary school teachers, to adopt collaborative and innovative practices to ensure smooth educational transitions focusing on: Children from families at risk of social exclusion who often struggle with transitions into primary schools and

from primary schools into secondary schools; Looked After Children (LAC); Children with Special Educational Needs and Disabilities (SEND) Research indicates that it is the engagement of parents as mediators and advocates that best supports children and ensures good outcomes throughout the school system (Blanden, 2006; Sylva et al, 2004). This model of parental engagement requires professionals to work closely with parents (Easen, 1992) and professionals to build on children's home learning experiences in both ECEC settings and primary schools. Parents, teachers and early educators need to work together as co-educators and this will require professionals to work in a different way.

The 'Corby Better Start Project': Developing collaborative and innovative practices to ensure smooth educational transitions
ANGELA PRODGER, The Pen Green Centre for Children and Their Families, United Kingdom

The 'Corby Better Start Project' supports early childhood practitioners to adopt collaborative and innovative practices to ensure smooth educational transitions for children at risk of social exclusion, Looked After Children (LACs) and children with special educational needs and disabilities (SEND) This research is part of an ongoing initiative, 'Race to the Top', which supports early childhood practitioners, childminders and primary school teachers to adopt collaborative and innovative practices to ensure smooth educational transitions for disadvantaged and vulnerable children. The EPPE study (2004) demonstrated that a combination of influences over time accounts for long lasting positive effects on children's cognitive and social development, especially for children from disadvantaged backgrounds. The Starting Strong II report (2006) advocated the development of a 'strong and equal partnership' linking services from childcare into early education and from there into compulsory schooling. This research project has been conducted within an espoused interpretive approach using qualitative methods giving rise to rich and nuanced data from which insights have been sought. Participants were made aware that their participation would be fully anonymised, that the confidentiality of all data they provided would be protected and that they had the right to withdraw at any time. Transitions are not short-term phenomena but need to be thought about, planned for and supported over an extended period of time before and after transitions into new settings take place. Understanding of family context and culture is critical and support for transitions has to be flexible, responsive and tailored individually, especially for vulnerable children.

Keywords: transitions, exclusion, collaboration, innovation, partnerships

Supporting young children with Special Educational Needs and Disability (SEND) through transitions into new settings
ALISON CUMMINGS, The Pen Green Research, Development and Training Base, United Kingdom

This research documents the transition of a boy with Special Educational Needs and Disability (SEND) who has emotional delay and receives one-to-one support in the setting. This research is part of an ongoing initiative, 'Race to the Top', supporting early childhood practitioners and primary school teachers to adopt collaborative, innovative practices to ensure smooth educational transitions for disadvantaged and vulnerable children. The Starting Strong II report (2006) advocated the development of a 'strong and equal partnership' linking services from childcare into early education and from there into compulsory schooling. This research is interpretative and uses an ethnographic method, a purposive sample and a case study. A step-by-step approach was adopted to engage with parents, children and practitioners to support children and parents with the transitions they were experiencing. Informed consent was gained by undertaking a meeting with the parents, with support from the child's Family Worker. Reassurances were given about their participation, their anonymity and the confidentiality of their data, their rights of withdrawal and how their data would be used. That for children with SEND a tailor-made programme for transitions is required which enables practitioners to have a thorough understanding of each individual child's needs and that the child is given more time and support to assimilate the changes they experience. That the transition of each child with SEND is supported by a 'transition worker' to ensure that the individualised transition programme is effective and all parties, most importantly the child, have a positive transition experience.

Keywords: transition, social exclusion, relationships, resilience, child voice

Supporting disadvantaged and vulnerable children through transitions into new settings
EMMA HOLTON, The Pen Green Research, Development and Training Base, United Kingdom

The research documents the transition of a boy who has delay across all primary areas and struggles with his behaviour and communication in setting. This research is part of an ongoing initiative, 'Race to the Top', supporting early childhood practitioners and primary school teachers to adopt collaborative, innovative practices to ensure smooth educational transitions for disadvantaged and vulnerable children. The EPPE study (2004) demonstrated that a combination of influences over time accounts for long lasting positive effects on children's cognitive and social development, especially for children from disadvantaged backgrounds. This research is interpretative and uses an ethnographic method, a purposeful sample (Patton, 2002) and a case study. A recursive research approach was used to consider the needs of the children, and their parents, with the transitions they were experiencing. Participants were made aware that their participation would be fully anonymised, that the confidentiality of all data they provided would be protected and that they had the right to withdraw at any time. The adoption of collaborative practices, which engage parents and practitioners, can ensure smoother educational transitions supporting children's learning and their emotional health, wellbeing and resilience during these critical transition times. The development of closer partnerships between early years/school leaders and practitioners with parents and children so that effective and supportive transitions arrangements for children can be created and sustained.

Keywords: transition, social exclusion, relationships, resilience, child voice

SYMPOSIUM SET A/ 28

CHILDREN'S WELLBEING

Individual Papers

CHAIR: ANETTE BOYE KOCH
VIA University College, Denmark

Emotions' workshops: parents and children working to community well-being and childhood development.
CRISTINA FERRERA, Municipality of Fiumicino, Rome, Italy

The purpose of this study is to show that enriching caregiving practices favours the outcome of child development. Positive caregiving in terms of education and socialisation promotes and improves children's cognitive and social competencies (Bugental & Grusec, 2006; Gordon, 1970; Bronfenbrenner, 1979). How do children start to understand who they are, what they are feeling, what they expect to receive from Others? Empathy, ability to develop lasting friendships, child's self-confidence are concepts at the heart of their social-emotional wellness. Children with well-developed social skills are more able to express their ideas and feelings (Gardner, 1980; Vygotsky, 1978) and assertiveness is useful to prevent bullying -, feel self-confident and succeed in school. The greatest influence on a child's social emotional development is the quality of the relationships with primary caregivers (Bowlby, 1969; Grossmann, Grossmann & Droufe, 1989), so we wanted to enrich these relationships by working with parents and children in activities such as Yoga or Book's Creation, Storytelling and Drama. We firmly believe that children's social-emotional development influences all other areas of development. Participants completed feedback modules and signed releases for movies and photos. We realised emotion's workshops in which mothers (and fathers, too) engaged in more socioemotional than cognitive activities: parents played with their children, took them outside, read books, told stories, counted and Drew with them in a suitable environment characterised by Happiness and deep Relationships. Children became more able and to listen the other and increased their attention in activities, increasing the level of their learning. Positive caregiving relationships is very important for children's deep Learning. New policy of families' inclusion in learning processes has been successful in terms of community welfare.

Keywords: systemic approach, positive caregivers, emotional intelligence, deep learning, cooperation

Teacher's role and impact on childhood wellbeing - A narrative inquiry

ANETTE BOYE KOCH, VIA University College, Denmark

The aim of the study is to explore child-adult relationships and the impact of teacher's interaction behaviour on childhood wellbeing using narrative inquiry. The study refers to previous research presenting four teacher roles that relate to children on a continuum of a responsive-directive or a nurturing-play-stimulating behaviour (Klein 1998, Koch 2016). The research is inspired by phenomenology and reflective lifeworld research (Dahlberg et al. 2008), it understands experience as narratively composed and view narrative enquiry as both a methodology and phenomena (Clandinin, 2013). Wellbeing is conceptualised with reference to positive psychology (Ryff & Keyes, 1995). Dialogical narrative analysis understand stories as artful representations of lives told within dialogues (Frank, 2012). The researcher engages in parallel dialogues with four children and two educators regarding their stories of teachers in different roles not to summarise findings, but to open continuous possibilities of listening and responding. The inquiry depends on informed consent and voluntary participation. Children participate in pairs of two. Data is anonymised and high ethical standards are applied to minimise any distress caused throughout the interviews. Expected findings are various narratives of how children and professionals create meaning to their experiences with the four different teacher roles. A collection of stories depending on imagination that serve to enhance and nuance our understanding of teacher's impact on childhood wellbeing. Educating young children is complex, and preschool professionals should choose the most appropriate role for each situation. Nevertheless, teachers tend to prefer one role for another, which affects childhood wellbeing in various ways.

Keywords: teacher role, child perspectives, educator perspectives, narrative inquiry, wellbeing

Large scale measurement of wellbeing and Involvement in Flanders (0-3 years): Provisory Insights from the MeMoQ baseline study

BART DECLERCQ (1), MIEKE DAEMS (2), CHARLOTTE VAN CLEYNENBREUGEL (2), FERRE LAEVERS (2), MICHEL VANDENBROECK (3), HESTER HULPIA (3), JEOREN JANSSEN (3), HESTER HULPIA (3), (1) Center for Experiential Education, KULeuven, Belgium; (2) Leuven University, Belgium; (3) Ghent University, Belgium

This research is part of an ongoing project Measuring and Monitoring ECEC Quality in Flanders. Aim is to measure pedagogical quality and provide an indication of overall national quality for ECEC settings (0-3 years). Wellbeing and involvement of children are two of six measured dimensions (other dimensions are emotional support, educational support, environment, parents & diversity). It builds further on a report on the necessity of an ECEC-curriculum framework in Flanders (Vandenbroeck et.al., 2011), European literature reviews (Unicef, 2008, OESO, 2012, 2013, European Commission, 2012), the developed pedagogical framework (MeMoQ, 2014), a pilot in 120 units (EECERA 2015), SICS (EECERA 2007, 2012). Focus is pedagogical quality: process-quality is measured with CLASS (La Paro, 2012) for interactions, MeMoQ environment rating-scales and SICS (Laevers, 2005) for wellbeing and involvement. Structural quality is measured through questionnaires on context-variables and parents' views. This presentation focusses on wellbeing and involvement. Observations in 400 units (200 childminders, 200 group settings) are executed by 7 trained observers. In total, almost 6600 children are observed. Fifty units are visited by two observers to check interscorer-reliability. The whole process is discussed with EY-experts and EY-stakeholders. All participants were intensely informed. Participation is gained by mutual consent, observations are done on jointly agreed moments, and pseudonyms are used. Provisional conclusions are (1) valid and reliable observation is possible, (2) there is a large spreading, (3) there are relations with other observed dimensions. Based on the scientific tool, a monitoring instrument (for Inspection Agency) and self-evaluation instrument (for ECEC-settings) is developed.

Keywords: wellbeing and involvement, process quality, pedagogical quality, national research, ECEC

SYMPOSIUM SET A/ 29

HOLISTIC WELLBEING

Self-organised Symposium

CHAIR: JOHN SIRAJ-BLATCHFORD
Plymouth University, United Kingdom

Each of the papers presented in this symposium are concerned with children who are considered at risk as a result of the adverse environmental conditions that they have found themselves in. Together, they consider the proximal processes and potential for psychosocial support within family, classroom and peer microsystems. Effective support for children in such complex and potentially damaging contexts has been found to require intergenerational, multi-professional intervention yet integration of ECCE services remains a challenge in many countries around the world. The promotion of sustainable early childhood care and education (SECCE) will be offered as one potential means of establishing the shared vision that is required if we are to create what Maria Montessori referred to as the required holistic, 'wellbeing of the total environment'.

An exploration of inclusive and exclusive perceptions and practices of practitioners and parents within British early years settings
ALEX OWEN, Liverpool Hope University, United Kingdom

This research project explored inclusive perceptions and practices within the early years setting. This builds on the extensive research and ongoing literature relating to inclusive practice within the early years, including Nutbrown & Clough (2009) and Hurley (2010). The theoretical underpinning involves the concept of 'Disability Gain' developed from the notion of 'Deaf Gain' (Bauman & Murray, 2009). Thus, inclusion is understood to involve the celebration of the value of difference, rather than its problematisation. A small scale qualitative study was undertaken within a British context in five community based parent and toddler groups. The study involved the use of a critical communicative methodological approach due to its focus on listening with a view to attaining transformation. Full ethical clearance was obtained for the project ensuring that participants were fully aware of the parameters of the study. Participant consent was achieved in advance and participants were given the opportunity to withdraw their contribution at any time. The study revealed three key findings. Firstly, it was shown that parental involvement is fundamental to inclusion. Secondly, it was shown that practitioners are able to articulate their desire for inclusion to a greater extent than parents. Finally, it was shown that practitioners felt that there was a distinct lack of resources, including funding, time and expertise, to support inclusive practice appropriately. The findings from this research project have implications for practitioners seeking to ensure inclusive practice within the early years setting, as well as informing wider discussions regarding the development of inclusive policy.

Keywords: inclusion, perceptions, practices, critical communicative approach, inclusive intervention

Refugee children (and their parents) in ECEC institutions in Germany - between uncertainty and wellbeing
IRIT WYROBNIK, Hochschule Koblenz - University of Applied Sciences, Germany

The current situation of refugee children who came to Germany with their parents will be in the focus and it will be investigated how parents and children handle the new situation and cope with it. Further questions will include: What does fleeing a country mean? How can one get used to a new country? Which roles do uncertainty and trauma have on the one hand and which roles do wellbeing and resilience play on the other hand? Which role do ECEC institutions play in order to facilitate settling in and integration? Examples from German ECEC institutions will be consulted and shown. Wyrobnik, Irit (Hrsg.): Wie man ein Kind stärken kann. Ein Handbuch für Kita und Familie, Göttingen, 2nd edition 2016 http://www.v-r.de/en/wie_man_ein_kind_staerken_kann/t-2/1008520/print/9783647701349.pdf   http://paedagogik.de/index.php?m=wd&wid=1909. My books include articles about happiness in early childhood, diversity education, participation processes in ECEC and strengthening of children with a migration background or in transitional phases. Further research works about refugee children are in progress. Wellbeing studies like: http://www.worldvision-institut.de/en/children-studies-children-seeking-refuge.php. Research in publications, qualitative interviews of kindergarten leaders and ECEC-teachers about refugee children and their parents in Germany 2016 (ongoing). Respect for persons -

no matter from which country/culture/religion they come from, sensitiveness considering the burdensome situation of these families, beneficence and justice and also preserving the anonymity of children and parents. Ongoing study - first findings will be presented. The study has implications for ECEC practice and policy - not only in Germany, but also in other European countries, which received refugees from conflict areas around the world.

Keywords: refugee children, integration, uncertainty, wellbeing, Germany

Wellbeing and sustainable development: The legacy of Maria Montessori

JOHN SIRAJ-BLATCHFORD (1) AND LYNNETTE BROCK (2), (1) Plymouth University, United Kingdom; (2) Montessori Centre International, United Kingdom

This ongoing study has sought to identify the contribution that Early Childhood Care and Education, to the achievement of wellbeing and sustainable development. Informed by UK Centre for Excellence and Outcomes (C4EO) research reviews of family based support for early learning and Integrated Children's Services (Siraj-Blatchford, 2009), an international review of ESD in early childhood commissioned by UNESCO (Siraj-Blatchford, 2014), and original research carried out in 10 countries (Siraj-Blatchford et al, 2016). The paper provides a challenge to more individualistic and decontextualised approaches to well-being (Kjell, 2011). The framework that has been adopted is fundamentally grounded in an approach to Sustainable Development informed by Amartyn Sen (2000) 'capability', Stirling's (2010) sustainable education, and Huckle and Wals (2015) conception of 'Sustainable Citizenship'. The study draws upon evidence currently being collected in a study of play and sustainable development in a Montessori preschool in Bournemouth. The study applies a mixed methodology and philosophical pragmatist approach (Biesta, 2010). There has been full compliance with BERA guidelines. Research consent has been obtained from all participants including the children themselves and their parents. It will be argued that sustainable development is fundamental to wellbeing and that it offers transdisciplinary potential in the integration of ECCE services from birth to school. Significant curriculum principles and pedagogic practices that are implicit in the prescribed Montessori Method are identified as valuable resources in the development of ESD in preschool practice. Potential impact throughout ECCE providing improved outcomes through the, ' holistic well-being of the total environment' (Montessori, 1948).

Keywords: inclusion, resilience, interdependency, poverty, peace

SYMPOSIUM SET A/ 30

MULTICULTURALISM, SOCIAL DIVERSITY AND MARGINALISED FAMILIES

Individual Papers

CHAIR: ESTELLE MARTIN
University of East London, United Kingdom

How preschool teachers describe their work with interculturalism and multiculturalism

INGMARIE BENGTSSON, Kristianstad University, Sweden

Aim of this study is to examine how preschool teachers describe their curriculum centred on interculturalism and multilingualism after participation in a competence development programme. Previous research in the field is poor and shows that preschool teachers are left to their own devices when interpreting policy documents concerning interculturalism and multilingualism and that a 'we-and-them' perspective dominates (Lunneblad, 2006; Bunar, 2010). The study was based in Critical Pragmatism with representatives from Cherryholmes (1988) who claims that knowledge has to be useful in practice. The study has a qualitative approach and data was consists of interviews in three focus-groups from two municipalities in southern Sweden. The interviews were transcribed and interpreted in order to find dominating patterns. Prevailing ethical principles have been considered as they are put in Swedish research council guidelines (Gustavsson, Hermerén & Pettersson, 2011). The respondents were guaranteed confidentiality and possibility to stop participating at any time. Results showed that there is a strong will to reach a deeper understanding of self and others. The awareness of biases and generalisations increased, and the importance of opportunities to participate in competence development programmes. Participants described their own attitude changes as a prerequisite for future changes to their

curriculum concerning interculturalism and multilingualism. However, an ambivalence regarding how to address individuals' home culture was shown since it sometimes represent the culture of an entire group and thus would lead back to the perspective of 'we-and-the-others'. This leads to the question about what responsibility education have to counteract this.

Keywords: interculturalism, multiculturalism, preschool teacher, interviews, competence development programme

'Disadvantaged' neighbourhoods? How parents, early childhood educators and teachers in low-income neighbourhoods draw upon and resist metanarratives of deficiency
JOANNE LEHRER, Université du Québec en Outaouais, Canada

A metanarrative (Zilber et al., 2008) concerning children from 'disadvantaged' neighbourhoods being in need of support, early intervention, or even salvation (Bloch et al., 2003) circulate as 'truth' in research, policy, and popular media. This presentation aims to explore how parents and educators in these neighbourhoods rely upon or contest this deficiency metanarrative while recounting their experiences of collaboration during the transition to school. Previous research has identified difficult parent-school relations in low-income neighbourhoods (e.g. Brooks-Gunn et al. 2007; Fantuzzo et al. 2005; Margetts, 2002) and stigmatising or marginalising discourse concerning low-income parents (e.g., Barberis 2008; Dockett et al., 2011; Doucet 2008). We adopt a postmodern narrative framework (Andrews et al., 2008) to explore how participants' narratives of experience support or challenge the deficiency metanarrative. Data for this multi-case study consists of individual narrative interviews with mothers, early childhood educators, and kindergarten teachers of six 5-year-old children. Participants signed consent forms indicating their right to anonymity, to withdraw from the study at any time, and to approve interview transcripts before data analysis. Results reveal the complex ways that parents accept the metanarrative while distancing themselves from it. Educators and teachers accepted the metanarrative as well, sometimes positioning themselves as wanting to help the parents, and other times judging whether or not families were 'dysfunctional' based on the contents of lunch boxes or promptness in signing forms. Implications focus on challenging the unintended consequences of research and policy aimed at improving the educational outcomes of children in 'disadvantaged' neighbourhoods.

Keywords: low-income, early childhood, families, marginalisation, narrative research

Acceptance as fundamental attitude in the counselling of minority-language parents
LISBETH FLATRAAKER, Nord University, Norway

Cooperation between school and minority -language parents Challenges and possibilities. In recent decades, Norwegians authorities have, among other things, focused on minority children's poor Norwegian skills, and poor academic performance in general. One important device to counteract such a tendency may be the establishing of a good relationship to the parents involved. My theoretical framework are inspired by: Bilingualism and multilingualism (Romaine, 2004; Blackledge & Creese, 2010). School - home cooperation (Bradshaw & Hall et.al, 2012; Desforges & Abouchaar, 2003). The Interpersonal Relationship (Rogers, 1962) By referring to two qualitative research projects, where I have interviewed teachers in school, and public reports who claim the same findings, the presentation will discuss concrete examples of some of the challenges educational staff encounter in the contact with a very diverse parent group. I have followed the guidelines given by the Norwegian Centre for Research Data, and in both the projects I am referring to, I had to fill in a notification form, which was accepted. By using the perspective of communication theories on the significance of relation for dialogue and interaction, the presentation will contribute with some new ideas and reflexions on what should be brought to the forefront and emphasised. This concerns both the development of competence in general, and to the field of practice in particular, regarding the cooperative relationship - regulated by law - between schools and parents, a relationship that is very important for the motivation, well-being and academic performance of pupils. Multicultural education and intercultural competence in practice

Keywords: school - home cooperation, minority language parents, communication, guidance, intercultural competence

EXPLORING AND RESPONDING TO CHILD ISSUES OF POVERTY

Individual Papers

CHAIR: MARIA FIGUEIREDO
School of Education and CI&DETS, Polytechnic of Viseu, Portugal

Capturing capital: Exploring identity capital (IC) from the perspective of parents who attend parenting groups in Flying Start areas, and the implications for practice
JESSICA PITMAN, University of Wales, Trinity St. David, United Kingdom

This project explores how parents in disadvantaged areas of Wales see themselves and how they understand the world around them. It will focus on how they accumulate this knowledge and use it, which is called 'identity capital' (IC). There is no relevant IC research in adult identity accumulation. Current IC research only focuses on adolescent IC (Côté, 1997, 2006). However, living in disadvantaged areas has an affect on child and parent future aspirations, perception and well-being (Lerman, 2012; Holtom and Lloyd-Jones, 2009) all of which are applicable to a persons' identity. IC provides a foundation for further asset accumulation (human and social capital) (Côté and Levine, 2015). This framework represents the lifelong learning environment (Shuller and Watson, 2009). Parenting groups in EC settings are such places, and positively affect parental and child wellbeing (Pope et al, 2013), and may provide an excellent environment of IC accumulation. This case study will work with approximately 8-10 established parenting focus groups in Flying Start. It uses participatory methods, and follows a social constructivist paradigm. Ethical issues include working with vulnerable adults, crisis, and safeguarding disclosures. Prior meetings with groups, and attendance of group facilitators will help minimise risks. Fieldwork starts November 2016. This unique research area is valuable as it is based on the real life voices of people rather than assumed parenting/disadvantage issues. It provides a way of evidencing enhanced work with parents and could support sustained future capital/asset growth in other areas, which benefits both child and parent well-being.

Keywords: parents, identity, capital, parenting groups, disadvantage

Dealing with crisis: Early childhood teachers perceived role in supporting children
MARIA FIGUEIREDO, School of Education and CI&DETS, Polytechnic of Viseu, Portugal

The study explored how two experienced early childhood teachers support children dealing with crisis in their home environment, namely divorce, domestic violence and imprisonment of parents. The focus was on the relationship between the educational environment (organisation of space, time and relationships in an ecological perspective) and children's emotional well-being. This study builds on studies in Portugal about emotional well-being (Portugal & Laevers, 2010) and about the impact on children from imprisoned parents (Afonso, 2005, Kominsky, Pinto & Miyashiro, 2005, Tavares, 2011), domestic violence (Batista, 2014, Lisboa et al., 2002, Ribeiro, 2010) and divorce (Martons, 2010, Rego, 2008). The theoretical framework was weaved with Laevers (2004) concepts of emotional well-being and involvement and Siraj-Blatchford (2002) and Figueiredo (2013) perspective of pedagogy as including different dimensions of which the educational environment is essential. In-depth interviews with both teachers and some observations of their classroom dynamics were analysed for emerging cross themes in this qualitative study. Anonymity was preserved throughout the study by the use of codes. The study was presented to the teachers and questions were presented in advance. Both teachers expressed preference for adapting existing pedagogical tools (e.g. the classroom diary) and the daily dynamic to support children instead of using special interventions. Domestic violence was seen as the most problematic situation for its repercussions. Attention to emotional well-being, a strong relationship with the child and the families was highlighted. Pedagogy was described as answering different challenges, with a strong emphasis on children's participation. Thematising teachers' pedagogical knowledge is important.

Keywords: pedagogy, early childhood teacher, domestic violence, imprisoned parents, divorce

Personal, social and environmental factors affecting school readiness among children who reside in poverty
DOMINIC GULLO, Drexel University, United States

Research aims were to: (1) determine which personal and home factors contribute to school readiness and approaches to learning among economically-disadvantaged children, and (2) build a statistically valid model to predict children's academic success and social competence. Understanding risk, resiliency, and protective factors is important for developing educational and intervention experiences for high-risk children. Studies on resilience have shown that even those children from highly stressed families or resource-deprived communities can become academically and socially competent. Bronfenbrenner's bioecological model of human development serves as the theoretical and conceptual framework for this study. It posits that children's biological dispositions converge with external forces, shaping their development. Studying children in isolation from those forces that affect academic and developmental trajectories limits understanding. The Early Childhood Longitudinal Study (ECLS-B) restricted data set was used, which included a nationally representative sample of 14,000 children. Structural Equation Modeling was applied to variables reflecting individual children's and family characteristics to determine which factors positively or negatively impact school readiness and approaches to learning. The ECLS-B data were de-identified. The IRB approval classification was exempt. Analyses revealed that among this group of resource-deprived children, family risk-factors and children's birth health-status significantly predict school readiness and social competence. Birth-weight, APGAR score and weeks of gestation were indicators of perinatal well-being. Mother's age, education, marital status, and income were indicators of family risk-status. Knowing risk factors for school readiness can lead to practices and policies that ameliorate the negative effects of these factors, including early intervention and parent education.

Keywords: school readiness, poverty, at-risk, resiliency, structural equation modeling

SYMPOSIUM SET A/ 32

LANGUAGE AND LITERACY PROGRAMMES

Individual Papers

CHAIR: GARY BINGHAM
Georgia State University, United States

Pre-packaged literacy learning: Early childhood educators' beliefs about phonics teaching and commercial phonics programme use
STACEY CAMPBELL, Queensland University of Technology, Australia

This research investigated early childhood educators' beliefs about phonics instruction and commercial phonics programme use in Australian prior-to-school settings. Researching phonics in prior-to-school years is crucial as most phonics studies centre on school-aged children. Literacy learning begins long before children start formal schooling (Clay, 1991; Snow, 2006). Recognition of prior-to-school literacy experiences influencing later literacy achievements also coincides with increased commercial phonics programme use (Roskos, Lenhart & Noll, 2012). Commercial phonics programmes usually employ synthetic phonics methods. The value of synthetic phonics is critiqued in research literature (Goouch & Lambirth, 2007; Wyse & Goswami, 2008) and challenges literacy rich, play-based, contextualised pedagogical approaches employed by many early childhood educators. Understanding educators' beliefs can provide insights into literacy learning experiences encountered in prior-to-school settings (Lynch, 2010). This study draws on theories defining teacher beliefs and content taught. A pragmatic perspective and sequential explanatory mixed methods approach was employed. Survey data were analysed using statistical methods and content analysis, to understand broad trends in teachers' beliefs and phonics programme use. Thematic analysis of interview data provided deeper understanding of beliefs. Ethical considerations included voluntary involvement, informed interview consent, participant anonymity and pseudonyms. While educators recognised the importance of phonics, they were divided in their views about how phonics should be taught. Reasons for commercial phonics programme use were pragmatic (e.g. parental pressure) than pedagogical and not always based on research. Many lacked requisite knowledge about early literacy development. This study has implications for policymakers, preservice teacher preparation and professional development programmes.

Keywords: literacy, phonics, early childhood, teacher beliefs, commercial phonics programmes

Evaluating an online language and literacy approach: Read right from the start
GARY BINGHAM, Georgia State University, United States

This study examines the impact of an online/web-based professional development programme for early childhood teachers focused on book reading practices and teacher-child language interactions. High quality early childhood experiences promote children's language development in ways that contribute to future achievement (Li, Farkaas, Duncan, Burchinal, & Vandell, 2013). However, training of ECE teachers is often challenging given time and staffing constraints (Zaslow & Martinez-Beck, 2005). Professional development and training utilising remote service-delivery (web-based) systems can be effective at improving teachers' language and literacy practices (Powell, Diamond, Burchinal, & Koehler, 2010). This study utilises sociocultural theory to examine ways in which language and literacy practices are situated within early childhood classrooms (Hoff, 2004; Vygotsky, 1978). Book reading and language practices were of specific interest and online/web-based professional development modules were made available to ECE teachers. A wait-list quasi-experimental design was employed. Forty preschool teachers were randomly assigned to receive online learning modules (treatment) or various children's books (comparison). Teachers were observed 3 times in a three-month period (before, during, and after). Classroom observations lasted 2 hours. All adults participating in this research consented to be observed and receive online PD or books. No differences existed between treatment and comparison teachers at the beginning of the study. However, teachers receiving online PD evidenced higher quality language and book reading interactions after 3 months on both standardised classroom assessments and fidelity/implementation measures. Online learning appears to be useful and innovative approach to improving the quality of teachers' language and book reading practices.

Keywords: language practices, professional development, read aloud, programme evaluation, online/web-based learning

An evaluation of the effectiveness of the Booktrust Cymru Superbox programme in building parents' confidence to share stories and books with their young children
GWYNETH DAVIES, ANN-MARIE GEALY, GLENDA TINNEY AND ALISON REES EDWARDS, University of Wales: Trinity St David, United Kingdom

The research aims to evaluate the effectiveness of the Booktrust Cymru Superbox programme in supporting children's emergent literacy development by providing story and activity sessions (delivered by early years provision and services) that encourage parents and children to interact positively with books. The research is relevant to Welsh Government's National Literacy Framework (2013) and reflects the pioneering work of Clay (1975). There are links to the research of Niklas and Schneider (2015) and Piasta et al. (2012). The study links to the socio-constructivist theories of Bruner (scaffolding), Vygotsky (social engagement) as well as Laevers' theory of engagement and involvement. A mainly interpretivist research paradigm has been adopted, focusing on democracy, collaboration and reflexivity. An agentive ontological position is taken, addressing attitudes and perceptions. The epistemological position is compatible with the interpretivist paradigm. The methodology consisted of observations of 5 Superbox sessions across Wales (a mix of English and Welsh medium provision), parental questionnaires and telephone interviews with practitioners (15). The research proposal was submitted and approved by the University's Ethics Panel. Participants were made aware of their right to withdraw and informed consent was gained. Anonymity and confidentiality were ensured, according to BERA guidelines. Practitioners and parents reported increased confidence when sharing books and stories with young children following the Superbox programme. This increased parental understanding of how to support their children's literacy skills in an enjoyable way. There are implications for policy and practice regarding supporting emergent literacy, particularly in view of concerns about literacy levels in the UK.

Keywords: superbox, sharing books, emergent literacy, parental involvement, positive disposition

SYMPOSIUM SET B
THURSDAY 1ST SEPTEMBER
16:00 – 17:30

SYMPOSIUM SET B/ 1

PROFESSIONAL PRACTICE AND WORK-BASED LEARNING

Individual Papers

CHAIR: JAN PETTERSEN
Pedagogy, Learning and Education, Ireland

An exploration of the evidential base for ECEC professional practice placement in HEIs in Ireland
JAN PETTERSEN, DEIRDRE BREATNACH, JENNIFER POPE AND MARY MOLONEY, Pedagogy, Learning and Education, Ireland

This qualitative study examines the practices and perspectives related to the professional practice (PP) component of undergraduate ECEC degrees (Level 7/8) across 17 Higher Education Institutes in Ireland. Becoming an educator involves the mastery of particular knowledge/ skills that form the basis for quality practice (Ryan & Grieshaber, 2005). Traditionally, preparation programmes provide opportunities for pre-service educators to practice new pedagogical skills providing opportunities to link theoretical and practical knowledge, and to develop and perfect student's understanding of how to support and facilitate children's learning and development. Learning processes must prepare educators for interactions with the supervising tutor, child and family, allowing knowledge to be jointly constructed and specifically crafted for young children (Recchia & Shin, 2010). Using ecological systems theory, this study is located at the confluence of macro (policy), meso (training) and micro (setting and student) professional practice placements An audit of current professional practice placements across 17 HEIs using an electronic questionnaire, focus group discussions with HEIs, ECEC students (25 approx. from each institution) and ECCE providers (85, i.e., 5 associated with each HEI) to develop the 'big PPP picture' will be undertaken. Ethical approval was given by University College Cork. Information letters/ informed consent forms were distributed to all research participants who were assured of anonymity, and confidentiality of data this paper explores the nature and extent of PPPs, and provides insight into the student and ECEC provider's experience of these placements. The ultimate objective is to develop a national framework to guide professional practice placements

Keywords: professional practice, supervision, reflective practice, professional portfolio, student's experiences

An exploratory study on work-based learning and its impact on professional practices of preschool teachers in Singapore
THERESA LU AND SYLVIA CHONG, SIM University, Singapore

Professional organisations emphasise the importance of field experiences in the development of quality preschool teachers (Beck, 2013). This pilot study aims to explore how work-based learning (WBL) enhances professional practices of preschool teachers in Singapore. In discussing the 'reality gap', Lohmander (2015) examined WBL and its link to university-based learning in two Swedish preschool education programmes. Student teachers and teacher educators agreed that WBL is a significant component of preschool teacher education. Some believed that the balance between theory and practice should shift in favour of work-based learning practice. According to Bath Spa University (2011) handbook, WBL is regarded as a three-way partnership between employers, students and the university. The actual work role is used as the focus for academic enquiry and learning. A mixed-method research design is used. Quantitative survey is used to ascertain and document the WBL practices. Interviews are conducted to provide further insights on the links between work-based and institution-based learning. Participation is voluntary and pseudonyms are assigned so that no individuals can be identified. With WBL, 'real rather than abstract examples are used' (Rawlings, 2008, p.16), the learner is expected to articulate his/her learning in relation to teaching practices. A key focus is how WBL integrates theory

and practice in developing quality preschool teachers. Findings of the study will be useful for programmes who are interested to adopt WBL to strengthen theory and practice links.

Learning in practice
INGUNN REIGSTAD, NLA University College, Norway

The aim of this study is to explore the impact work in seminars focused on reflection on pedagogical work students have carried out with groups of children in kindergarten pre to the seminars, may have on students' development as reflective practitioners. The idea was to help students to connect new theoretical knowledge to their practical knowledge through dialogue seminars in kindergarten. The students work as assistants in Kindergarten and attend a part-time workplace-based preschool teacher education. Other participants in the seminars were university college lecturers, preschool staff and fellow students. Similar research has been done by Granholt & Furu (2007). The theoretical framework has been based on Schøn's reflection in action and reflection on action, adult learning theory (Knowles) and learning within communities of practice (Lave & Wenger). The methods used are observations and oral evaluations together with written notes from 32 students participating in the seminars over a period of 3 years. The students have agreed upon the use of their written works for research purposes and all the quotes are anonymous. My findings show how these students with many years of practice as assistants in kindergartens are using their new theoretical knowledge to reflect upon their practice. Through discussions in seminars together with other professionals and the written tasks they try to connect theory and practice. Improving and justifying practice is connected to the ability to use our language to explain our practice and reflect upon it individually and as part of communities of practice.

SYMPOSIUM SET B/ 2

GENDER AND PEDAGOGY

Individual Papers

CHAIR: MATILDA STICKLEY
University of Nottingham, United Kingdom

Hulk bashing and yoga seeds: masculinity, bodily engagement and imaginative play in an early years classroom
MATILDA STICKLEY, University of Nottingham, United Kingdom

The research aims to explore the lived-experience of a Reception aged child, focusing on imaginative play. It explores the links between emotion, bodily engagement and superhero play using a socio-cultural framework. The study draws on Jordan's work on the construction of masculinity and fantasy play in the Early Years classroom, alongside Richards' ethnographic work in which the modalities and emotional nature of play fighting are discussed. Following a Vygostkian socio-cultural framework, play is seen as an activity which is culture-creating rather than culture-reflecting. Foundationally, this is the belief that there is a 'â€¦developmental relation between activity in the realm of physical social interaction and the realm of the inner mental activity of individuals' (Franks & Jewitt, 2001). This interpretative study utilises video data, field notes and researcher reflections from an early stage ethnographic study in an East Midlands Reception classroom. Parental consent was gained from the outset. Ongoing consent was sought from participating children, as a central part of the project's child-centred ethos. Links between performative masculinity and the child's physical engagement with peers is discussed. Suggestions are made that children's movement demands greater attention as part of their socio-emotional development. The study contributes to debates surrounding the formalisation of the Early Years and growing concerns over the 'squeezing out' of free-play. It is useful for ECE practitioners when considering how to address problematic superhero narratives and fighting play. The research is part of an ongoing doctoral study, funded by the Economic and Social Research Council [grant number 1368023].

Keywords: imaginative play, socio-emotional skills, masculinity, reception, ethnography

Is it 'what about the boys?' or 'what we expect from boys?' Investigating emergent gender differences in the early years of school
SUE WALKER (1), KATHY COLOGON (2), (1) Queensland University of Technology Australia; (2) Macquarie University, Australia

The Supporting Behaviour in the Early Years Project is a longitudinal study tracking children's development, school liking, language, learning, relationships and behaviour through the early years of school. The project, which began in 2013, aims to identify child factors and/or pedagogical practices contributing to the development of persistently disruptive school behaviour. This analysis uses data from the first two waves of data collection with children in the first two years of formal schooling, known as the Preparatory (Prep) year and Grade 1. Findings are considered in relation to the literature on teacher expectancy effects, teacher-student relationships, and the appropriate identification of children for support. No room. A suite of standardised measures were administered to 240 participating children (101 male, 139 female) and 47 teachers (18 prep, 29 grade 1) and analysed using descriptive statistics. Ethical approval was obtained from the University Human Research Ethics Committee. In this paper, we examine emergent gender differences in (i) children's language, development, academic achievement, relationships and behaviour, (ii) teacher concerns, and (iii) the provision of support in the first two years of school: Prep and Grade 1. In prep, significant differences were found in relation to teacher-rated relationship quality and child behaviour, and teacher concerns. Yet, there were no differences in children's early learning, child-rated teacher attachment, attitudes to school, or the amount and types of support children received. Further differences emerged in the second year of the study, when the participating children were in Grade 1. No room.

Keywords: disruptive behaviour, gender, early years of school, teacher-student relationships, teacher expectancy effects

Promote the gender equality from the early childhood by the sensitive pedagogy
FABRICE MONNIER, IFTS, France

The principal aim of my research is to contribute to, not to reproduce gender stereotypes by a sensitive pedagogy. I have read about gender, feminism (Goffman, 2002, Bourdieu, 1998, Héritier, 1996) to understand history and social context. Then, I have read research about reproduction of gender stereotypes in early childhood (Odena, 2009, Murcier, 2005). I participate in the 'growing in Europe' project which allows me to see the early childhood place in some countries in Europe (Turkey, Finland, Italy, Romania and France). The pedagogues Freinet, Montessori and Dewey have built my thought. After, its ethics that fed my reflection, with Spinoza, Foucault and Kropotkine. Finally, it's psycho-sociology with Mead who underlined the important role in the relationship. Paradigm: how teach and train the early childhood professionals without reproduce gender stereotypes. Methodology: I have run interviews and taken students files to build a teaching (or a training). I then teach students, and train the early childhood professionals (movie, conference with members of association…). It's in my social working university it is possible to do that. Method: Abstract interviews and students files to propose teaching with a sensitive approach. I try to build teaching and training with students or professionals. Also, I try to put the gender and feminism studies in teaching of social working, in French. For that, I participle in a national group 'gender and social work' who proposes conferences in French. The sensitive pedagogy. In my social working university.

Keywords: gender, equity, sensitive, pedagogy, professionalization

SYMPOSIUM SET B/ 3

INTERNATIONAL PERSPECTIVES ON GENDER BALANCE AND DIVERSITY IN ECEC

Self-organised Symposium

CHAIR: ANNA BUJNOWSKA
Maria Curie Sklodowska University in Lublin, Poland

This Self-Organized Symposium features new cross-cultural research on gender balance and diversity. It has been criticised that research on gender imbalance in ECEC workforce is lacking cross-cultural analysis, observational data resources, and children's perspectives. This symposium addresses these gaps by featuring recent research from various countries. Xu reports observations and conversations on gendered and non-gendered behaviours from Scottish, Hong Kong, and Mainland Chinese young children. Brandes and Fuertes compare observations of female and male ECEC workers in a quasi-experimental play situation from Germany and Portugal. O'Donoghue and Rohrmann analyse students' reflections about children's books on diversity and inclusion in the UK, Spain and Germany. Together, the contributions widen the scope for a better understanding of the relevance of gender issues for the well-being of children in ECEC. - This symposium is organized by the EECERA Special Interest Group Gender Balance (first of three symposia).

Children's needs and teachers' gender: rethinking male participation in ECEC through the voices of Scottish, Hong Kongese and mainland Chinese young children
YUWEI XU, University of Glasgow, United Kingdom

This presentation will explore how children perceive and react to male and female teachers in terms of their daily activities and needs in ECEC classrooms. It wishes to inform about to what extent and in what ways teachers' gender might be relevant to children's gender development and/or wider wellbeing. Research on gender imbalance in ECEC workforce is criticised of lacking cross-cultural analysis, observational data resources (Rohrmann and Brody, 2015), and children's perspectives. This research will be able to address those gaps. It adopts Butler (2004)'s conceptualisations of 'doing' and 'undoing' gender, to unfold how children's gender subjectivity is socially constructed through their active interactions with the social world. Observations of daily life in 17 ECEC settings in Scotland, Hong Kong and Mainland China were conducted, with a focus on the interactions between children and their teachers. A further conversational talk based on three pictures that present culturally gendered and non-gendered teacher behaviours was done with each individual child after the observation. Informed consent was gained from the principal teachers, class teachers, and children's parents. Children were encouraged to give their oral consent before the conversation, and were free to quit at any time. The findings suggest that gender is among a wide range of social aspects that children 'do' and 'undo' to gain pleasure/fun in their interactions with male and female teachers. Those findings therefore suggest that teachers, being both male and female, should be trained about gender-reflective practices in order to cater for children's variable needs.

Keywords: gender, children voices, male participation, cross-cultural research, comparative education

Are men different? A comparison of German and Portuguese ECEC professionals
HOLGER BRANDES (1) AND MARINA FUERTES (2), (1) Evangelische Hochschule Dresden Germany; (2) Escola Superior da Educaçào de Lisbona, Portugal

This paper compares results of two studies on pedagogical behaviour of female and male ECEC-workers in Germany and Portugal. Both studies pursuit the objective of investigating and comparing behaviour of women and men towards boys and girls in Early Childhood Education. Previous research indicates that male workers differ from female colleagues and could bring novelty to daily pedagogical practices and routines. This presentation builds up on the German 'Tandem study' (Brandes et al. 2015). The Portuguese study adopted this empirical approach, using the same standardized situation. The theoretical approach is derived from a constructivist approach to gender, developmental psychological studies on different behaviour of mothers and fathers towards children (Lamb 1997, Tamis-LeMonda 2004), and research on interactional quality and standards of professional behaviour in ECEC. Both studies used a semi-experimental design. ECEC workers were videotaped in a standardized pedagogical situation with multiple materials in interaction with a child. Comparisons were carried out on several dimensions of interactive behaviour and communication style. Moreover, use of materials and types of resulting products were analysed. In both studies the involved children, children's parents and ECEC-workers gave informed consent and agreed to be videotaped. In Portugal, findings barely indicated differences between male and female educators, whereas the German study revealed some significant gender differences. The influence of particular cultural and educational traditions on gendered behaviour will be discussed. It will be discussed to what extent more men could be beneficial for relational and interactional quality in ECEC.

Keywords: gender balance, male workers, interactional quality, professionalism, cross-cultural research

Men in childcare: the discursive construction of masculinity between heroism and general suspicion
IRMGARD DIEWALD, Universität Hildesheim, Germany

This research analyses how gendered identities are constructed in the political and scientific debate on men in childcare. The focus of analysis is the availability of gendered subject positions for men who work in this field. This paper builds up on previous research on how men position themselves as preschool teachers (Buschmeyer 2013, Heikkilä 2015). In my contribution I will consider the question from a discourse analytical point of view. My special interest is the gender discourse in the debate about men in childcare and the construction of gendered subject positions (Foucault 1998, Butler 1991). The discourse analytical corpus consists of texts and interviews from Sweden and Germany. From the methodological point of view it was analysed using interpretative analysis (Dreyfus/ Rabinow 1994). All interviewed persons have signed an informed consent before the interviews. Afterwards the interviews were anonymized. There is a struggle between different gendered subject positions. Masculinity is seen as the special located in a naturalized ambiguity. It is constructed between two poles, either men are glamorized as the so-called 'modern men' who are important for children as paternal role models or they are problematized as potential abusers. Furthermore gender boundaries are shifted. A 'modernised' masculinity is constructed in delimitation to the constructed femininity of the vocational field and an old no longer appropriate masculinity. It is discussed how masculinity respectively men can be constructed as something 'normal' in childcare. How can social gender patterns be challenged not only on practical, but also on political and scientific level?

Keywords: men in childcare, gender, masculinities, discourse analysis, subject positions

SYMPOSIUM SET B/ 4

MULTILINGUAL CHILDHOODS SIG: MULTILINGUAL PRACTICES FOR MULTILINGUAL CHILDREN

Self-organised Symposium

CHAIR: SANDIE MOURÃO
Nova University, Portugal

When children and multiple languages come together in pre-primary education it can bring professionals with different specialties together too. Depending on the context - second language, foreign language, or minority language development - different models and collaborative practices emerge to support language acquisition. This symposium aims to bring together research into collaborative practices, teacher characteristics and competencies and mentoring to support deep-level learning through multiple languages in pre-primary education.

How can multilingual preschool practitioners become good language models for the children?
ELENA TKACHENKO AND KARI BRATLAND, Oslo and Akershus University College of Applied Sciences, Norway

The aim of our research is to explore whether and in what ways non-native practitioners can be language models in multilingual and multicultural classrooms and how their competencies can enrich the linguistic environment. Previous research suggests that non-native speaker teachers play a positive role in teaching ESL (e.g. Medgyes 1994, Kramsch 1997). However, no research has been done in Norwegian preschool context, focusing on the non-native speakers as language models. Our research is grounded within theories of multilingual language practices and translanguaging (Garcia 2009, the study is based on action research methodology. The data are collected during implementation of an in-service language training programme for multilingual practitioners, with 8 teaching sessions on the campus, work-related assignments between the tuition sessions, as well as individual supervision at the participants' workplaces. The participants' consent has been received for documentation and research purposes. Our analysis provides examples of how non-native speaker practitioners create spaces for showing their linguistic competences which are different from their native speaking colleagues, and how they can be language models for the children, promoting deeper-level learning through their language learning strategies. This research has implications for practice and policy, since preschools in Norway are getting

more and more linguistically and culturally diverse, also among the practitioners. This has provoked much debate lately as to whether practitioners with minority backgrounds who are not native speakers of Norwegian can be good language models, and the government has recently suggested to introduce Norwegian proficiency requirement for all preschool staff.

Mentoring and professional development in linguistically diverse preschools

SOLVEIG FREDRIKSEN AASEN AND GUNHILD TVEIT RANDEN, Hedmark University of Applied Sciences, Norway

This study aims to acquire new knowledge about preschool teachers' beliefs about mentoring for staff without pedagogical background in linguistically diverse kindergartens. Several researchers have discussed mentoring as a method to develop reflection and competence in kindergarten (Lauvås & Handal, 2014, Steinnes, 2014). However, there has been less focus on how mentoring can improve the staffs research-based and innovative professional language teaching practices. The study is conducted within mentoring theory and reflection theory (Steinnes, 2014, Eik, 2014, McGuirk & Methi, 2015, Schön, 1983) i.e. teachers' understanding of how reflection might develop in kindergarten staff. The data in this action research study consist of in-depth interviews with four in-service teachers, their written exercises and video-recorded observations of teacher-child interactions. The study is conducted according to the Norwegian guidelines for research ethics. This involves free, informed consent from all participants. Our main finding shows that there is a need of constant and systematic mentoring in the staff to provide and develop knowledge and competence in how to create multilingual practices for multilingual children. The discussion focuses on developing reflection competence in staff without pedagogical background (McGuirk and Methi 2015), and in particular how preschool teachers create possibilities for developing reflection of multilingual practices through mentoring their staff members in kindergarten. Based on the findings we will discuss how reflection strategies in staff groups can provide understanding and new practices on conditions for linguistic diversity in early childhood education and early childhood teacher education.

Collaborative practices to support integrated foreign language projects

SANDIE MOURÃO, Nova University, Portugal

The aims of this study were to investigate the collaborative practices and approaches of pre-primary professionals and English teachers in the implementation of integrated foreign language (FL) projects in Portugal. In relation to FL learning, little has been investigated regarding collaborative practices, however Mourào & Robinson (2016) have highlighted the importance of collaboration for the successful integration of a FL in a low-exposure context. Essential to collaborative practice is the understanding that both professionals bring different expertise, which enables them to better meet children's needs (Cook & Friend, 1995). Taking a qualitative approach to data collection, pre-primary professionals and English teachers in ten institutions in mainland Portugal with FL projects were interviewed (semi-structured). Field notes were also made during school visits and observations of English sessions. Transcriptions were coded according to incidents and themes and cross referenced with field notes. Confidentiality was overcome by ensuring anonymity. All participants were informed of the research objectives and eventual dissemination and gave consent. Findings indicate that successful FL projects, which integrate the children's learning, depend upon mutual trust, good communication between professionals, a belief that a FL project is worthwhile and a common goal - the children's wellbeing. A variety of approaches to integration were collected. The implications highlight the need for pre-service and in-service training which alerts pre-primary professionals to their pro-active role in a FL project, as well as the need for a set of national guidelines for integrating a FL project in pre-primary education.

SYMPOSIUM SET B/ 5

LITERACY

Individual Papers

CHAIR: TARA CONCANNON-GIBNEY
Marino Institute of Education, Ireland

An Irish perspective on emergent writing in an American Reggio Emilia inspired preschool
TARA CONCANNON-GIBNEY, Marino Institute of Education, Ireland

This study aimed to investigate emergent writing in a small kindergarten class in a Reggio Emilia inspired setting in New York. While young children's emergent writing has been studied extensively over the years (Dyson, 1995, Sulzby, 1996), this study was unique in that the researcher had a background in Irish infant education, which still struggles to emerge from traditional teaching and learning methods, and the setting was an American pre-school attempting to create their version of Reggio Emilia in New York. It is now generally agreed that a holistic, 'skills in context' approach to early literacy is appropriate for young children, but the marriage between emergent curricula such as that found in Reggio Emilia and a more prescriptive curriculum such as that found in New York State and in Ireland is a topic which warrants further investigation. This research was based in the anti-positivist paradigm, drawing on the qualitative research methods involving participant observation of seven children. Data was collected during regular classroom instruction and the researcher played the role of a friendly, reactive adult (Corsaro, 1989). Findings revealed an important link between imaginative play and the development of texts. It was also apparent that the children's social interactions brought meaning to their texts and texts were often used as a means of accomplishing social goals among peers. These findings are relevant to the Irish context at a time where policy makers and practitioners are seeking to move away from traditional methods of teaching literacy towards a more emergent approach.

Keywords: emergent writing, reggio emilia, social development, oral language, play

Vygotsky and Mrs. Paley discuss the promise of early childhood education for school literacy learning
GILLIAN MCNAMEE, Erikson Institute, United States

An issue for early childhood educators in many countries is: how can classroom teachers develop young children's oral language skills toward anticipating school literacy goals? The thinking of two scholars, Russian psychologist Lev Vygotsky (1978) and American early childhood teacher and writer Vivian G. Paley (1981, 1986, 2004), frames the discussion of teachers working with three and four year-old children growing up in neighbourhoods experiencing economic and social challenges. Using Vygotsky's concept, zone of proximal development, discussion explores the teacher's role in providing group interactions that afford resources for every child to become proficient in school language and literacy skills. Case studies are presented of teachers implementing Paley's teaching practices whereby young children dictate stories that are then acted out with peers. Observations were completed through a university professional development agreement with many schools, and with teacher consent. Observations did not enter into teacher performance evaluations, or influence subsequent teacher professional development opportunities. In all reports, pseudonyms were used for teachers and children, no identifying information on schools or families was disclosed. The study helps address the question: What curricular approach can initiate young children from different language, cultural, and dialect backgrounds, to align with educational opportunities and expectations of school? How can teachers further academic goals while enhancing the social emotional well-being of children in creative and inclusive classroom communities?

Keywords: Vygotsky, Paley, story dictation, story dramatization, school literacy

Practical strategies for parents and educators to support early literacy development
SARAH NILSEN, Griffith University, Australia

This study aimed to investigate what behaviours parents use to scaffold their child's knowledge through story reading. This study builds on the concluding questions posed in the research conducted by Brown, Byrnes,

Watson and Raban (2013) which investigated the relationship between children's home literacy environment and their early hypotheses about printed words. The study and findings were analysed through an ecological model framework. Data were collected via a qualitative case study method, including semi-structured interviews and participant footage of reading experiences using a GoPro camera. The use of the GoPro proved to be a non-invasive data collection tool. A case study methodology was used, consent was gained from participants and multiple data collection methods were implemented to strengthen research findings. Videos and voice recordings were used ethically with parental consent. It is acknowledged that this study is of a small scale, however it gives a basis for further research. The main aim was to collect 'deep data' about the reading episodes of the families who participated in my study. Parents used a wide variety of behaviours in order to scaffold their child's knowledge through story reading. In particular, the parents scaffolded the links between the literature and children's experiences. This presentation will conclude with recommendations to consider regarding strategies to use when parents and educators are story reading with children. The findings have implications for a diverse range of stakeholders in the early childhood sector including policy makers and facilitators of parent education programs as well as educators and parents.

Keywords: early literacy development, story reading, parent/child interaction, relationships/attachment theory, children's books

SYMPOSIUM SET B/ 6

IMPROVING MATHS PEDAGOGY IN THE EARLY YEARS

Individual Papers

CHAIR: MARIA FIGUEIREDO
School of Education and CI&DETS, Polytechnic of Viseu, Portugal

Mathematical pedagogical content knowledge in early childhood education: A study in initial teacher education in Portugal
MARIA FIGUEIREDO HELENA GOMES AND CATIA RODRIGUES, Polytechnic of Viseu, Portugal

The study aims to explore the specificity of mathematics Pedagogical Content Knowledge in Early Childhood Education Pedagogy. The pedagogy of ECE (Siraj-Blatchford, 2010) and the didactics of ECE (Pramling & Pramling-Samuelsson, 2011) suggest dimensions of knowledge that require strong content and PC knowledge of teachers. Recent studies about PCK of ECE teachers highlight similar specific dimensions: organization of educational environment and interactions with children (Lee, 2010, McCray, 2008, Rojas, 2008). The current framework for ECE Teacher Education in Portugal (since 2007) focuses both content knowledge and subject didactics. PCK has been labelled the 'great unknown' in ECE (Rojas, 2008) in traditions where the child's development is considered as the main knowledge base for ECE (Chen & McNamee, 2006, Cullen, 2005, Hedges & Cullen, 2005). We studied the perspectives of 27 initial teacher education students about knowledge for teaching and about ECE Pedagogy. We used one open-ended questionnaire and students' analysis of episodes focusing children's answers or discourse relevant for mathematics (about high numbers and square root). The questionnaire was anonymous and students' permission to use the answers was obtained. In the questionnaire, interactions with children (62%) and organization of the educational environment (38%) are highlighted as the most important focus for the teacher. Students suggested tasks that were adult planned and oriented to further the situations presented in the episodes. Very few references to children's exploratory actions (Bonawitz et al., 2011) were made. The specificity of ECE (child initiated activities, e.g.) needs to be further developed in initial teacher education.

Keywords: early childhood education pedagogy, mathematics, pedagogical content knowledge, initial teacher education, early childhood education

Teaching Mathematics - Pedagogical content knowledge for preschool teachers' in the Swedish preschool
KERSTIN BÄCKMAN, University of Gävle, Sweden

This study aimed to investigate Swedish preschool teachers' pedagogical knowledge when they have a play-based approach in their teaching of a mathematical content like shapes Research by Shulman (1986) about

pedagogical content knowledge (PCK), content knowledge (CK) and pedagogical knowledge (PK) and later research by Grossman (2008) and Ball, Thames & Phelps (2008) and Ginsburg (2006) show the needs to study the PCK of preschool teachers in relation to mathematics and to children's play Socicultural-historical theory (Vygotskij 1978) is a frame for this study. The social interactions and acting with others during play is the basis for pedagogical preschool activities in the Swedish preschool teaching. The roles of artefacts like concrete material together with social interactions are essential in the teaching/learning process. Preschool teachers' math teaching based on play in six Swedish preschools constitutes the study's research object and includes analysis of interviews with 19 preschool teachers. The study follow the national ethical guidelines on anonymity and confidentially from the Swedish Research Council (2011). The analysis of the teachers' opinions of the needed knowledge in teaching mathematics shows teachers' content knowledge (CK) and pedagogical content knowledge (PCK). A suggesting is that preschool teacher's PCK include knowledge about how to design teaching with the use of play as a frame for learning.

Keywords: preschool teacher, early childhood mathematics, play, teaching mathematics, pedagogical content knowledge

Building capacity and promoting numeracy awareness - Dublin Docklands and East Inner City early numeracy project
EMMA WHEATLEY, MAIRÉAD CONROY, GRÁINNE KENT AND JOSEPHINE BLEACH, National College of Ireland, Ireland

The Early Numeracy Project influences early years' practice, provision and policy, in the Dublin Docklands and East Inner City. Research will indicate that Continuous Professional Development for early years' educators provides an effective means of increasing the quality of teaching and learning. This research builds upon previous presentations and papers (Bleach 2011, 2013, 2014) where initial professional development opportunities within a structured 'learning community' were established, to support early childhood education workforce. Acknowledging the numerous factors that impact on learning, the programme follows the social learning and ecological systems theories of Vygotsky (1978) and Bronfenbrenner (1979). The action reflection cycle of observe, reflect, act, evaluate and modify (McNiff and Whitehead 2006) has also informed project development. A community action research model, focusing on changing practice, understanding of practice and conditions of practice (Kemmis 2009), was used in conjunction with a community of practice (Lave & Wenger 1991) approach. The National College of Ireland's Code of Conduct for Researchers was observed. Good practice in relation to action research and professional development was followed. Discussions will examine the project's effectiveness for increasing professional understanding and capacity in promoting numeracy awareness for children in their early years. Research will demonstrate that improving outcomes for children is most successful when cross-organisational learning communities are involved in a way that enhances participants' capabilities (Bleach 2014), to produce results they truly care about (Senge and Scharmer 2001). The project's continued expansion will indicate the value of shared community-wide planning.

Keywords: early numeracy, quality in early years, continuous professional development, action research, communities of practice

SYMPOSIUM SET B/ 7

MUSICAL INTERACTION WITH UNDER 3S

Individual Papers

CHAIR: KARI-ANNE JØRGENSEN
University College of South-East Norway, Norway

Music as a facilitator of positive interactions between a nursery teacher and his group of babies between 0-18 months in a Brazilian context.
FABIANA MARIANO, Instituto Federal de Educação, Ciência e Tecnologia de São Paulo, Brazil

Observe, describe and analyse the inter-subjective behaviour between a teacher of early childhood education, which experienced an initial musical training process, and their grouping, during a school year. Based on the data collected for the thesis of the author on the relationship between music training and change of pedagogical practice, this work focuses on aspects of the processes of affective interactions and dialogued with researches of the education, neurosciences and education musical area. The analyses and discussions relied mainly on studies of the early interactions of babies by Colwin Trevarthen (1996, 1999, 2000) and Daniel Stern (1992). The Theory of Musical Learning Edwin Gordon oriented aspects of musical development. This case study lasted for one school year. Direct observation, films, recordings, field diaries and reflective monitoring were used to collect data and enabled the triangulation of these. The survey, which project was submitted to the Ethics Committee of the University of Sào Paulo offered no risk to participants who signed terms of free enlightenment. The results showed that the presence of music systematically way contributed to the transformation of affective context of grouping. The teacher showed more affection towards children and changes in vocal intonation among others. The presence of music in the Early Childhood Education is important as a promoter of musical development of children and facilitator of interpersonal relationships. It is expected that the higher education teacher training expand the space of music in their curriculum and are widely embedded in contexts of Brazilian Childhood Education.

Keywords: early childhood education, music education, teacher training, babies, early interactions

The contribution of early musical interactions to child development: Evidence from a mixed-method research
ORIT MUALEM, Levinsky College of Education, Israel

Aims: (1) To examine the correlations between musical interaction's characteristics at 12 months and child's developmental variables (language, emotional connection, attention and spatial perception) at 12 and 30 months, (2) To examine mother's beliefs regarding the contribution of music to child development. The contribution of early musical experiences to child development has been studied in relation to various aspects such as language, emotion, attention and spatial perception. The theoretical framework draws upon current developmental theories: caregivers - child early interactions (Klein, 2008), early musical experiences and their impact on the child's development (Mualem and Klein, 2013), and parental beliefs (Custodero & Johnson-Green, 2008). Using mixed-method paradigm, 93 dyads of mothers and one-year old infants were videotaped in their homes during a 10-minute musical interaction. Mothers submitted a questionnaire regarding their musical interactions with their child. Four child developmental variables were assessed at the age of 12 and 30 months. A consent form and information sheet was provided to all participants. Participants were given the opportunity to withdraw from the study at any time. The participant's anonymity was strictly kept. At 12 months, characteristics of musical interactions significantly correlated to mother-child emotional communication, and to child's language comprehension. At 30 months, they correlated only to mother-child emotional communication. Analyses of mother's beliefs indicated that their main attention focused on the interpersonal and emotional aspects. Findings emphasize the dominance of the emotional aspect in early music experiences, thus nurturing the infant's sense of well-being and development in the short and long term.

Keywords: mother-child interaction, music interaction, emotion communication, language development, early music experiences

The sound of the children - Social life among toddlers in kindergarten as a song and a dance
DAG NOME, Universitetet i Agder, Norway

In this paper I will show and discuss what role the variety of sounds play in the way toddlers connect or disconnect with each other, and the way they either expos themselves or blend in, in kindergarten-groups. Among studies in this field I would like to highlight Benjamin Bradley and Gunvor Løkken. Bradly has conducted experimental studies with small groups of infants to see how they communicated and interacted. He found in their attempt to connect and respond to their peers, a repertoire of different musical elements. Løkken interprets events in her fieldwork where voices and other sounds are used, as ''making music together'', which gave possibilities for the experience of togetherness among toddlers This study is based on Merleau-Ponty`s phenomenological reflections on movements and sounds and theories of communicative musicality, as expressed by Colwyn Trevarten: 'It is our common musicality that makes it possible for us to share time meaningfully together' The study is based on participating observations, recordings and analyses of sounds during play in two Norwegian kindergartens for toddlers. The ethical considerations have been scrutinized and

approved by the Norwegian Data Protection Official for Research (NSD).The study shows how toddlers are able to develop and use a large repertoire of sounds to deal with the challenges it entails to interact with peers. Through sounds, they can balance between the need for both connections and dis-connections, the need to blend in and to be exposed. The study shows the need to reconsider noise as phenomenon in kindergarten.

Keywords: phenomenology, communicative musicality, toddlers, play, sound

SYMPOSIUM SET B/ 8
USE OF ECERS AND ITERS AS A MEASURE OF QUALITY

Individual Papers

CHAIR: ELISABETH BJØRNESTAD
Oslo and Akershus University College of Applied Science, Norway

Russian preschool teachers' acceptance of ECERS' criteria of quality education
OLGA SHIYAN, IGOR SHIYAN, TATIANA LE-VAN, TATIANA MOROZOVA AND ELENA VOROBYOVA, Moscow City University, Russia

The research aim is to understand how the Russian teachers are ready to be guided by ECERS criteria in ECE quality assessment. ECERS was used in different countries for quality assessment and cross-cultural researches (Sonja Sheridan, 2001; Wolfgang Tietze et al., 2005). The study is based on Vygotsky's theory. According to this approach teacher has to take into consideration child's individuality and help a child to acquire cultural means. Pre-school teachers and head-teachers were proposed to answer the questions about criteria of ECE quality assessment. The criteria were stated as they are in ECERS. Teaches had to answer 3 types of questions about each criterion: does the situation in their pre-school meets these criteria, is it possible to meet these criteria under the existing conditions, are these criteria necessary for a high ECE quality. The answers were compared to the results of assessment by ECERS (2015-2016). Research was carried out in accordance with Code of Ethics of Russian Psychological Society. 1. Majority of teachers accept the value of ECE quality criteria stated in ECERS. 2. A comparison to expert estimations shows that teachers overestimate the quality of the educational environment in their kindergartens and ability to bring it into line with ECERS criteria. 3. Head-teachers evaluate the quality of the educational environment more critical than teachers. 4. Deficiencies in the detail-spatial environment are reflected by teachers better than the deficits in child-adult cooperation. ECERS can be used as a tool of assessment and teachers professional development in Russian pre-school system.

Keywords: ECERS, assessment, cultural-historical psychology, zone of proximal development, quality of education

How ITERS-R and ECERS-R relate to The Norwegian Framework Plan
ELISABETH BJØRNESTAD (1), MARIT ALVESTAD (2) AND ANNE GRETHE BAUSTAD (3), (1) Oslo and Akershus University College of Applied Science, Norway; (2) UiS, Norway; (3) Nord University, Norway

The overall aim with this presentation is to discuss how ITERS-R and ECERS-R can be used to address guidelines given in the Norwegian Framework Plan related to the content and the tasks for kindergartens. In this article, we present results from an ongoing national study named 'Better Provision for Norway's Children in Early Childhood Education and Care' (BePro). The study builds upon previous research related to the EPPE (study. The theoretical and conceptual approach is framed within a Norwegian cultural and social context. Our theories are based on both curriculum theory, learning and developmentally theories as well as Bronfenbrenner's ecological perspectives. This presentation is grounded in a critical realism paradigm, including both quantitative and qualitative methods. Methods used are systematic observations and document review. The study follow ethical standards and privacy policies approved by the Norwegian Social Science Data Service and The Norwegian Data Protection Authority. The Framework Plan states that the kindergartens' programmes should build on a holistic pedagogical philosophy, where care, play, learning and formation being a core of activities. Toys and materials, should be available in a well-arranged environment forming the basis for children's play and activities. Norway scoring 3, 5 on subscale activities in ITERS-R. It is of interest to discuss what ITERS-R can give us of information related to meeting the requirement in the Framework Plan. High quality in Norwegian ECEC is put on the political

agenda and there is a need for more research-based knowledge about the quality and the content in Norwegian ECEC.

Keywords: ITERS-R, ECERS-R, curriculum, activities, toys

Assessing global quality in Norwegian ECEC by applying alternate scoring option to the ITERS-R
MAREN MEYER HEGNA AND ELISABETH BJØRNESTAD, Oslo and Akershus University College, Norway

The aim of this presentation is to discuss the increased benefit of the ITERS-R gained by applying an alternate scoring option, beyond the quality level assigned by the original scoring system. We will discuss how this way of using ITERS-R can give broader insight into global ECEC quality in Norwegian ECEC-centres, and how well this compares to the original scoring system. The results in this presentation is from an ongoing national Norwegian study, ''Better Provision for Norway's Children in ECEC'' (BePro). The work builds on similar studies, EPPE & NCKO. Statistical methods are used to explore psychometric concepts, with assessment theory as foundation. The work is within the critical realism paradigm. 206 classrooms was assessed using the ITERS-R. Measuring global quality in Norwegian ECEC. In the original scoring system of the ITERS-R the scoring ends as soon as a requirement is not met. The BePro project have scored all classrooms on all indicators. Here we explore multiple calculations of scores based on adding all indicators and applying weights. The study follows the ethical standards and privacy policies approved by the Norwegian Social Science Data Service and the Norwegian Data Protection Authority. Initial analysis tells us that scoring beyond the original ITERS-R system gives us valuable information about the quality in both high and low scoring ECEC-centres. An alternate scoring system reveals a more complex diversity in Norwegian ECEC-centres. This will contribute with new insights into assessing quality in ECEC-centres using the ITERS-R, exploring an alternate scoring system to the scale.

Keywords: child-care quality, ITERS-R, measurement, assessment, standardised instruments

SYMPOSIUM SET B/ 9

OUTDOOR PLAY AND LEARNING: CULTURAL PERSPECTIVES - 2

Self-organised Symposium

CHAIR: CHRISTINE COLLINS
University of Hertfordshire, United Kingdom

This symposium explores international cultural perspectives of outdoor play and learning, with research into outdoor learning in Greek kindergartens through teachers' perspectives, and an evaluation of Australian outdoor learning in early childhood provision

Outdoor learning in Greek kindergartens, through teachers' perspectives
GEORGIA GESSIOU, AND MARIA SAKELLARIOU, University of Ioannina, Greece

This paper provides an insight of the frequency and nature of outdoor learning provision in Greek kindergartens, with specific attention paid to teachers' approaches to learning outdoors. The research builds on the findings of a previous comparative research of ours (Gessiou & Sakelalriou, 2015) presented at EECERA 2014 and published as a chapter in a Greek book (Gourgiotou & Ouggrinis)- a collaborative work between architects and educators. The research design and analysis draws upon sociocultural perspectives, aiming to a transactional or dialectical view of person-environment, combined to a critical theoretical approach of Greek policy documents, associated to ECE. 10 semi- structured interviews with kindergarten teachers will be examined in conjunction with 10 monthly calendars that each teacher completed, focusing on their practices in the school outdoor environments and the local neighbourhood communities. Our sample corresponds to four different Greek regions, both urban and suburban. A ''Declaration of anonymity'' document, including the research's contexts and aims, was distributed to the teachers before they consent, voluntarily, to the research. Our early findings reveal that teachers detect a significant relation between outdoor environments, children's development, well-being and rich social exchange. It is also being revealed that even if there are ties of affection regarding outdoor environments, they cannot be comfortably embraced by school's everyday life since the dominant culture

devalues these environments. Consideration will be given to ways in which outdoor learning can be embraced by Greek ECE based on teachers' recommendations and views.

Where is the outdoor learning in Greek early years settings?

GEORGIA GESSIOU (1) AND ANGELIKI BITOU (2), (1) University of Ioannina, Greece; (2) Day Care Centre of OAED in Ioannina, Greece

This paper explores the related concerns about outdoor learning in Early Years settings in Greece. While there is a growing international research interest in outdoor learning, surprisingly, in Greece there is a huge gap both in literature review and in research field. The relationship between the outside environment and the young children has not been articulated or explored in the same way as inside spaces. Additionally, outdoor activities appear to be perceived as a feature of environmental education. Given the lack of researches and concerns, the discussion starts looking first at the Governmental Gazettes and Early Years Curriculum in the Greek Day Care Centres and Kindergartens, respectively, investigating possible mentioned traces of learning outdoors. Hence, the theoretical framework is drawn upon Sociology of childhood (James and Prout, 1997) and Socio-cultural theory (Rogoff, 2003, Wenger, 1998). Subsequently, this discussion is framed with effort to explore where the research on outdoor learning is in the Greek context and how the child and childhood is perceived, respectively. Factors such as family's construction and expectations are examined, and how the meaning of place and space is understood. This paper, based on review of literature, presents a number of dilemmas around outdoor learning in the Greek context. As such, the need of further research to be done in this field emerges, in order to identify those parameters that possibly influence the absence of outdoor learning in the Greek early years settings. This paper presents a number of dilemmas around outdoor learning in the Greek context.

Playing with safety: Contradictions in Australian outdoor learning

SHIRLEY WYVER (1), ANITA BUNDY (2), MICHELLE VILLENEUVE (3), KASSIA BEETHAM (3), GRACE SPENCER (3), GERALDINE NAUGHTON (4), PAUL TRANTER (5), JO RAGEN (3), JULIA STERMAN (4), (1) Institute of Early Childhood, Australia; (2) Colorado State University, United States; (3) University of Sydney, Australia; (4) Australian Catholic University, Australia; (5) ADFA, University of New South Wales, Australia

We aim to examine the synergies and disconnects between public discourses about risk and safety in Australian play, and the everyday practices on school playgrounds. By doing so, we aim to underscore the relationship between children's play experiences and opportunities for their learning. Particular attention will be given to the ways in which dominant discourses (inconsistently) support two positions: first, by promoting risk-taking in play, yet negatively portraying parents and educators as being 'overprotective', and second, that parents and teachers indicate varying levels of awareness of the difficulties of being risk averse yet demonstrate high levels of overprotective, risk-averse behaviours. The project builds on work previously presented at EECERA by members of the Sydney Playground Project (SPP) – see http://bmcpublichealth.biomedcentral.com/articles/10.1186/1471-2458-11-680 . Relevant materials will be examined using Fairclough's (1995) critical discourse analysis. Media discussions will be examined in conjunction with practices occurring during outdoor play on the school playground using Fairclough's procedure for analysis of both the text and the context of the text. Data collection individuals has been approved by the University of Sydney human ethics committee. No individuals will be identified during the presentation. There are no significant ethical issues raised in the conduct of this research. It is anticipated that the findings will indicate that a disparity between what is promoted through media and what happens on the playground. Consideration will be given to ways in which the disparity can be reduced, including programs that provide opportunities for cognitive restructuring such as the Sydney Playground Project risk-reframing workshops.

SYMPOSIUM SET B/ 10

ADULT PERCEPTION OF AND PARTICIPATION IN PLAY

Individual Papers

CHAIR: JACQUELINE FALLON
Church of Ireland College of Education, Ireland

Teachers' perspectives on children's experiences of play
JACQUELINE FALLON, Church of Ireland College of Education, Ireland

The research explored teachers' perspectives on play provision in the early years of primary school in the Republic of Ireland. The extensive literature on teachers' educational beliefs (e.g. Pajares, 1992, Sakellariou and Rentzou 2012), and play in schools (e.g. Kuschner, 2012, Walsh et al, 2010) contextualised the research. The literature indicates that teachers' beliefs and perspectives have a significant impact on practice (Fives and Buehl, 2012, Riojas-Cortez et al, 2013) and that teachers' experience difficulties and disquiet regarding play provision in the classroom (Wood, 2010, Hunter and Walsh, 2014). The study was conducted within a qualitative interpretative paradigm. Data was gathered through a series of multi-layered focus groups, and analysed within a framework derived from Guest et al., (2012), Braun and Clarke (2006) and Saldana (2009). Participants were a non-vulnerable group and informed consent was the basis for their participation. Anonymity and confidentiality was observed throughout. Findings suggest that teachers value play as a site of children's agency, contextualised by concern for children for whom play is not a positive experience. The data reveal concerns that constructions of childhood, e.g. gendered expectations, are alienating children from play experiences. Play is very closely identified with children's enhanced language development in the teachers' perspectives. The Department of Education and Skills needs to exercise leadership by articulating a vision for play in practice in infant classes consistent with the international research and knowledge base. Such a vision needs to be inclusive of the child's perspective rather than privileging the needs of the school.

Keywords: play, child, teacher, school, perspective

Adults' engagement in toddler's playworld
LIANG LI, Monash University, Australia

This paper focuses on how adults take child's perspective to actively engage in toddlers' playworld to capture the transitory moments for learning. Previous studies have investigated the effects of joint play between toddlers and adults, but less study focuses on how adults take child's perspective to engage in toddlers' playworld and capture the transitory moments for learning. Vygotsky's concept of play and Fleer's concept of collective and individual imagining form the foundation of this research project. The analysis is based on a cultural historical case study conducted in six 2-3 years old children's families' contexts through the video observation and interview with the parents. An informed consent has been obtained from children's parents. Pseudonyms have replaced the names of participants. Participants were given the opportunity to withdraw from the study at any time. This paper analyses a play episode where a 20 month- old boy and his father playing trucks to identify how parents and the toddler engage in collective play and how parents take child's perspective to capture their toddlers' transitory moments for learning in the imagined play world and ends with a discussion of the effectiveness of parents' active engagement in toddler's play world. It is argued that it is an effective pedagogical strategy that adults take toddler's perspective to actively engage in collective play, and make awareness of transitory moments for learning to achieve conceptual reciprocity. The findings regarding family pedagogical strategies can be extended to apply to engagement between educators and toddlers in general school settings.

Keywords: collective play, transitory moments for learning, take child's perspective, imagination, conceptual reciprocity

The lived experience of adult participating in make-believe play of young children

MILDA BREDIKYTE, GIEDRE SUJETAITE-VOLUNGEVICIENE, AND MONIKA SKERYTE-KAZLAUSKIENE, Lithuanian University of Educational Sciences, Lithuania

Research aims at revealing adult experiences of participating in young children's make believe play. The main question is: 'What is the experience like of playing with young children?' Our previous research was focusing on the development of children's self-regulation skills in play activities, and on adult play interventions and strategies supporting the development of children's imaginative play. Data from our research revealed that participation in joint play with children developed new skills in adults. At this stage we are interested to explore how does it feel to be accepted by the child. Hermeneutic Phenomenology is our theoretical and analytical framework in this research. Written narratives from three adult researchers participating in the activities of Play research lab are collected. Interpretative phenomenological analysis (IPA) is used to analyse the data. Informed consent is obtained from the participants. The main themes and personal meanings of lived experience of participating in young children's play will be revealed. Together with M. van Manen we believe, that phenomenological reflections of lived experience have pedagogical consequence for professional and everyday practical life.

Keywords: make-believe play, lived experience, interpretative phenomenology, phenomenology of practice, phenomenological reflections

SYMPOSIUM SET B/ 11

PROFESSIONAL ROLE, IDENTITY AND PATHWAYS

Individual Papers

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

Supporting the professional identity development of early childhood educators: An induction support pilot project

LAURA DOAN, Thompson Rivers University, Canada

The purpose of this research is to inform what is best practice in the induction of early childhood educators, with an aim to supporting educators in their development of professional identity (Katz, 1972). Much research has been done on mentoring and support programs (McCormick & Brennan, 2001, Murray, 2006) and while there are successful programs, there is no 'one size fits all' approach (Doan, 2014). It is for this reason that this pilot project is set up to be multi-faceted, with several ways of participating that are open to participants to determine for themselves. The theoretical framework for this pilot project is based on current theories of learning in professional workplaces as well as general theories of learning, such as professional identity development (Katz, Vander Ven), teacher efficacy (Bandura), adult learning theory (Knowles), and learning within communities of practice (Lave and Wenger). This research will involve mixed methods. Participants will have the opportunity to participate through online surveys, one-on-one semi-structured interviews, and focus groups. Before beginning the study, the research was scrutinized by a research ethics body, to ensure that ethical procedures were followed, including ensuring informed consent of all participants. At the time of this submission, the pilot induction project is beginning. It is hoped that initial findings will be shared at the conference. This work will make an original contribution to the research on the induction of early childhood educators as the pilot project is based on findings from a recent research study.

Keywords: induction, peer-mentoring, mixed-methods, support, professional identity

Professionalism and teacher's role in changing society: Estonian case

MARIKA VEISSON AND MAIRE TUUL, Tallinn University, Estonia

The aim of the study was to find out, what changes have taken place in preschool teachers' professional development during the transition from the Soviet educational system to an independent European educational

system (1987-2016). In Estonia, teachers' professional development has been studied relatively seldom (Peterson, T, Veisson, M, Hujala, E, Härkönen, U, Sandberg, A, Johansson, I, Kovacsne Bakosi, E (2016), Tuul, M, Mikser, R, Neudorf, E, Ugaste, A (2015). Changes in preschool teachers' professionalism have not been studied before. The theoretical framework is based on the ideas of the representatives of the critical ecology paradigm (Dalli and Urban, 2010), according to which professionalism could link macro and micro systems, allowing for local and diverse practices and experiences to inform the professional knowledge in democratic practice-based evidence. Altogether 653 preschool teachers participated in the current study. As the research method a semi-structured questionnaire was used. The questionnaire was anonymous and its administration procedure corresponded to the Code of Ethics of the Estonian Academy of Sciences. The results of the study indicate that during the professional career of most teachers, demands have increased and teaching has become more difficult. In the opinion of the respondents this is caused by changes in educational life as well as in the society as a whole. However, most teachers also think that teacher's freedom to make decisions about the content and the results of one's work have also increased. The results of the current study will be applied for improving teacher training at the university.

Keywords: teachers, professionalism, changes, preschool, Estonian

Professional pathways - Up-skilling the early years workforce
MARION BRENNAN, ELAINE HYNES, LORRAINE O'CONNOR AND EMMA REILLY, Early Childhood Ireland, Ireland

This study aims to explore the context, processes and experiences of learners, trainers and the provider involved in the teaching and learning of an accredited ECCE programme within a specific timeframe. Research indicates that qualifications are synonymous with quality (Nutbrown (2012), Siraj Blatchford et al (2004), Eurydice (2014) and the Workforce Development Plan (2010). The professionalisation of the ECCE sector in Ireland has long been the focus of dialogue and debate. The CoRe Report (2011) provides a conceptual framework for the up-skilling of the early years workforce. This study is located within a specific emergent policy initiative (DCYA, 2013) which set the minimum qualifications required for those working in ECCE. This study adopted a qualitative research approach and explored multiple perspectives of learners, trainers and the trainer provider. The random sample included all stakeholders across a number of programmes both online and classroom based.. Ethical considerations included confidentiality and anonymity of the participants throughout the research. Findings to date indicate a positive impact on practice whilst acknowledging the complexities of up-skilling a large number of learners. The lack of suitably qualified and experienced trainers was a significant factor in the overall project. Furthermore the quality of the training was very much dependent on the capacity of the trainer. Government/policy makers need to be mindful of processes and time frames put in place that impact on learners and the sector as a whole. Trainers require sector specific trainer of trainer programmes to deliver quality teaching and learning outcomes for learners.

Keywords: qualifications, professionalism, training, policy, adult learning

SYMPOSIUM SET B/ 12

PLAY, LEARN AND REFLECT! AND ALL AT THE AGE OF THREE...

Self-organised Symposium

CHAIR: LEEN ROSIERS
Erasmus University College, Belgium

In this symposium we will explore ways to stimulate creative play and capture it in pedagogical documentation. This will form the basis for interaction and reflection. Both practitioners and young children will be challenged to reflect on situations and to optimise future actions.

Coaching creative play
ANNICK BIESMANS, Erasmus University College Brussels, Belgium

The research studies the role of the early childhood teacher in organising and stimulating creative play in the kindergartens. To enhance creative play, criteria are needed for both playing material and organisation of activities. The research is part of the professional bachelor thesis of the programme 'Teacher Education for Kindergarten'. Students study the specific criteria of the playing material and reflect with their promoter during their internship, using the technique of pedagogical documentation (L. Malaguzzi, Reggio Emilia). Creative play stimulates the research skills and the creativity of each child. (H. Van Houtte, K. Devlieger en J. Schaffler, 2012). The teacher becomes a coach and applies pedagogical documentation as a research method based on reflection. It is the 'visible memory'' for all involved in the play. It facilitates analysing the process and enhances communication. The teacher needs the right skills to become a coach (Rinaldi, 2003). Pedagogical documentation and reflection are a substantial part of the Reggio Emilia pedagogy (Malaguzzi). Using documentation supports children's memory and enables reflection (Fleck, 2009). Data are collected in schools in Brussels. Literature study and interviews with the promoters (n= 10), the student teachers (n= 22) and their mentors (n= 22) provide information to develop a framework for creative play, coaching and pedagogical documentation. Informed consent is obtained and the privacy of all participants is respected. The research is in progress. The teacher chooses specific materials and organises an stimulating environment in function of the play It will result in teacher training and recommendations everyday teaching.

Keywords: creative play, coaching, pedagogical documentation, materials, space

Learning hidden in plain sight! Towards seeing and improving pedagogical practice
LEEN ROSIERS, Erasmus University College Brussels, Belgium

The study examines the effect of pedagogical documentation on students' didactical approach in the kindergarten. To this aim students keep a portfolio. Based on observation by supervisors and these portfolios, students are coached to improve their practice and evolve as reflective practitioner. They are triggered to reflect on their basic attitude, view on children and vision on preschool education. Results of this study will serve curriculum optimisation. This practice based research builds on the work on the role of the teacher as a mediator of the learning activity, sharing experiences through social interaction (Vygotsky). The use of documentation enhances memory and facilitates reflection (Fleck, 2009). DiversAttude (Verhaeghe & Rosiers, 2014) is crucial to promote reflection and to enhance pedagogical practice. Pedagogical documentation and reflection are crucial elements in the Reggio Emilia Pedagogy (Malaguzzi, Rinaldi). The 'visible memory' triggers reflection on action. Lecturers and students in teacher training collect data, based on students (n=18) portfolios on their findings, reflections and interventions. These portfolios are phenomenologically analysed and students are observed in real time and on video. Subsequently students are coached to improve their pedagogical practice based on their research documentation. Informed consent is obtained and the privacy of all participants is respected. The research is in progress and findings are only preliminary. Discussion focusses on the impact of the pedagogical documentation on the DiversAttude (Verhaeghe & Rosiers, 2014) and practice of students. Findings and results will be implemented and will result in recommendations for the curriculum.

Keywords: pedagogical documentation, reflective practitioner, improving practice, visible memory, pedagogical and didactical approach

Talking and thinking: Improving teacher's strategies to reason and reflect with young children
ANOUK VANHERF AND VEERLE VAN RAEMDONCK, Erasmus University College Brussels, Belgium

This research studies the impact of early childhood teachers' abilities to engage in conversations with young children, which focus on language growth and cognitive development. Pedagogical documentation serves as the 'visible memory' to facilitate the link between language and reasoning. We consider this strategy an important language learning tool for children in schools in Brussels, whose native language often differs from the language of instruction (Dutch). The research is part of the bachelor thesis of the 'Teacher Education for Kindergarten'. Students reflect with children during their internship, using pedagogical documentation (Reggio Emilia). Starting form Marion Blank's four levels of dialogue complexity (2002, 1980) we focus on level IV: Reasoning/reflecting about the experience. Pedagogical documentation and reflection are a substantial part of the Reggio Emilia pedagogy (Malaguzzi, Rinaldi). Documentation supports children's memory and enables reflection (Fleck, 2009). To standardize the data collection and analysis students are trained in using responsive interaction strategies which enhance children's language growth along with their reasoning development. Data are collected in schools in Brussels. Literature study and interviews with teachers provide for a framework to evaluate the quality

of the (student) teacher - child interaction (n=10). Recordings and transcriptions of conversations will provide us with data of the evolution of interaction strategies. On a second level, the children's language growth will be evaluated. Informed consent is obtained and the privacy of all participants is respected. The results of the pilot study will be presented. It will result in teacher training and recommendations for everyday teaching.

Keywords: language acquisition, cognitive development, interaction strategies, pedagogical documentation, early childhood

SYMPOSIUM SET B/ 13

PROFESSIONAL DIALOGUES

Individual Papers

CHAIR: MARIA FREDRIKSSON SJÖBERG
Högskolan Dalarna, Sweden

Perspectives on how to challenge children's learning
ELISABETH LINDGREN ENEFLO, Falu Kommun, Sweden

This presentation will discuss findings from an earlier study that aimed to gain insight into what is being expressed when preschool teachers discuss pedagogical documentation. Earlier studies show that the work of documentation gives raise to many questions among preschool teachers (Bjervås, 2011, Elfström, 2014) and that pedagogical documentation is being formed in close ties with ideologies, learning theories and practices (Lenz Taguchi, 2013). The theoretical framework draws upon Social Constructionism and Discursive Psychology in order to focus human action of discourse (Edwards, 2012, Edley, 2001). The concepts of Ideological Dilemmas (Billig, 1996) and Interpretative Repertoires (Potter & Wetherell, 1987) were used as analytical tools to sight positions and expressions used by the participants. The data was comprised of transcriptions from audio recordings of discussions conducted in a Research Circle, (Andersson, 2007). The participants were eight preschool teachers that met during one year. Ethical aspects such as confidentiality, consent, information, autonomy and assurance of voluntariness were taken into consideration (Swedish Research Council, 2011). The results show that one main theme of the discussions was concerned with children's learning in relation to the teacher's role. In this theme two standpoints were disclosed. Based on how the standpoints were expressed they are described as 'predetermined learning' versus 'non-predetermined learning'. How to challenge children's learning was a question that frequently was at stake. The presentation intends to discuss implications of the concept of challenge in regard to the contrasting standpoints of learning that were expressed in the study.

Keywords: preschool, teaching, children's learning, interpretative repertoires, early childhood education

Building relationships through dialogues in preschool
MARIA FREDRIKSSON SJÖBERG, Högskolan Dalarna, Sweden

This presentation aims to illustrate how dialogues between pedagogues and children in the preschool context can help build a meaningful relationship. The kind of relationship between pedagogues and children that significant research has found to be one of the more important aspects of children's learning in preschool (Aspelin & Persson 2009, Bae 2009, Johansson 2011). The presentation builds upon a combination of Bubers' philosophy of dialogue, terms borrowed from interaction analysis and a specific definition of the concept of dialogue. The study from which the presentation draws its result is made in a practice close research paradigm and 32 video observations were made in one preschool. In total 10 pedagogues and 50 children between the ages of one and six participated in the study. The videos were analysed by using terms from the theoretical frameworks. A consent and information form was provided to pedagogues and parents. Informed consent was negotiated with the children during the whole study. Pseudonyms have replaced the names of participants. All participants were given the opportunity to withdraw from the study at any time. The result shows how the pedagogues can act to initiate and maintain dialogues in the preschool and by that also create possibilities to establish a meaningful relationship with the children. Even though it is important to emphasize that there are

no general or universal way for pedagogues to build relationships with children in the preschool this presentation shows one possible way to do it which is an important implication for the practice.

Keywords: dialogues, relationship, interacting, Martin Buber, video observation

The crying child. The (im)possibility to meet children's needs
PETER CLOOS, FRAUKE GERSTENBERG, ANIKA GÖBEL AND ISABELL KRÄHNERT, Universität Hildesheim, Germany

The research examines, how professionals in team meetings are able to negotiate on professional responsibilities, tasks and (disparate) interpretations considering ambiguous institutional norms / practices and habitual orientations and how perspectives on children's learning can be developed. Preceding project: early educational reflexivity and professional habitus in multi-professional teams A profession-theoretical perspective is adopted. The processes of speech in team meetings are seen as being at the very core of professional behaviour which is embedded in institutional logics. The project follows a qualitative research approach. Team meetings of kindergarten teams are reconstructed based on the principles of the discourse analysis of the documentary method. Referring to this, the project is able to underline within a case study how professionals address themselves and their relation to children while they are talking about their daily work processes. Following our University's ethical guidelines a consent form and information sheet was provided to all participants. Pseudonyms have replaced the names of participants. Participants were given the opportunity to withdraw from the study at any time. While professionals in team meetings talk about (crying) children, differences in their implicit and explicit mandates become obvious. According to that, they reject that explicitly named mandate to care for the child while speaking about it. It can thus be shown on empirical example, how the professionals problematize the (im)possibility of fulfilment of mandates in their team meetings. The findings can contribute to professionalizing team processes and to empirically supporting educational policy debates surrounding the qualification standards in higher education.

Keywords: professionalism, team meetings, analysis of talk, documentary method, inter-professional practices

SYMPOSIUM SET B/ 14

TEACHER DEVELOPMENT AND READING

Individual Papers

CHAIR: MONICA NILSSON
Jönköping University, Sweden

Professional development through participation in playworld
MONICA NILSSON (1), BETH FERHOLT (2), ROBERT LECUSAY (1), (1) Jönköping University, Sweden; (2) Brooklyn College, United States

The aim of the paper is to develop knowledge about preschool teacher's professional development in activities based on a play pedagogical approach known as playworlds (Lindqvist, 1995). There is scant literature on teacher development that focuses on the teacher understood as a whole self - that is as a professional and a person. One exception is Ferholt and Lecusay's (2010) case study of adult-child mutual development in a playworld activity which highlights the potential of the playworld pedagogy for promoting qualitative changes in preschool teacher's pedagogical practices. We will apply the framework of relational pedagogy and particularly the concept of co-existence (Aspelin, 2011). The research presented draws on narrative analyses of transcripts of preschool teacher reflection meetings. These meetings were documented as part of an ethnography of three preschool units that incorporated a playworld approach during one school year in their Reggio-inspired classrooms. Informed consent was obtained from all the teacher participants in this study. Participating preschool teachers described experiencing changes in their engagement at the preschool that were based on the integration of their professional and personal selves. This included a greater understanding of children's perspectives leading to a deepened connection with the children, and concomitant positive effects on collaboration between children and teachers. The teacher's attributed these changes to the ways in which in role-play with the children helped

them step outside of their traditional role as teachers This research describes features of the playworld that promote this kind of holistic teacher development.

'But I don't like to read': Teacher candidates' attitudes toward reading and teaching reading
KATHLEEN OLMSTEAD AND SUE NOVINGER ROBB, The State University of New York, United States

Our aim is to qualitatively investigate Childhood Inclusive teacher candidates' attitudes toward reading and teaching reading, and uncover factors which may influence their attitudes, therefore influencing future Early Years teaching. Multiple studies (e.g., Davis, 2010, Lassonde et al., 2005) indicate that teachers' enthusiasm for reading and their reading habits have a profound impact on their own students' attitudes toward reading and their reading habits. Additional studies (e.g., Applegate, et al., 2014, Applegate & Applegate, 2004, Benevides & Peterson, 2010) have indicated that approximately half of all teacher candidates are not enthusiastic readers, and seldom read for pleasure. Reading is more than isolated skills, it is rich social practice (Street, 1984). This theoretical stance informs our research design, leading us to consider what literacy practices might shape candidates' attitudes about reading. To explore teacher candidates' attitudes about reading, two types of qualitative data were collected including Literacy Autobiographies and semi-structured interviews. Informed by grounded theory, data were coded and themes emerged. Participants enrolled in a course with Dr. Olmstead were able to interview with Dr. Robb, a researcher other than the class instructor. Data analysis occurred after submission of grades. We discuss the ways which candidates' attitudes have been shaped by their prior literacy experiences and what this means for candidates' developing pedagogical practices of teaching reading. This research informs efforts to revise learning experiences in ways that foster teacher candidates' positive attitudes toward reading, ultimately influencing the attitudes and reading habits of the children (Birth- Grade 6) they will teach.

Does the floor book approach facilitate learning and engagement for students in Early Childhood?
JOANNE MCHALE AND DEIRDRE MCGRATH, Institute of Technology Blanchardstown, Ireland

Floor books provide a relatively unstructured and open ended interactive method for students to develop and document reflexive practice, professional competence and personal development, facilitating the development of pedagogical documentation while allowing students to provide greater prominence to the voice of the child within their work. The research explored students' experiences of the 'floor book' for documenting learning in early childhood practice placements. The research drew on literature exploring experiential learning and reflection through the use of portfolios (Endacott, 2004, Walsh 2013) to develop early childhood professional competence. The research was underpinned by the CoRe report (2011) which sees the enhancement of competence as a continuous process encompassing the dimensions of knowledge, practices and values with an emphasis on engagement in critical reflection. A mixed methods methodology was employed to conduct this research with questionnaires and qualitative interviews completed with graduates of the ECCE programme, and qualitative interviews completed with academic staff teaching on the programme. Informed consent was obtained prior to participation in each aspect of the research and the voluntary nature of participation was emphasised, care was taken to protect the anonymity and confidentially of research participants and all data was securely stored in line with Data Protection legislation. Findings highlight students' experiences of documenting their learning on practice, and the extent to which they found the introduction of the floor books beneficial to their engagement learning and reflection on placement. This piece of research has implications for those interested in student placement learning and professional development.

PROFESSIONALISATION AND PROFESSIONAL IDENTITY

Individual Papers

CHAIR: MIRIAM O'REGAN
Dublin Institute of Technology, Ireland

Devoted to my children: Vocation at the core of professionalism in early childhood education in Chile
XIMENA POBLETE, UCL Institute of Education, United Kingdom

This research seeks to explore the discursive practices that shape early childhood practitioners' identity in Chile. In this paper I aim to show how the notion of vocation in Chile is not only gendered but also deeply rooted in a religious discourse, which sets the focus of being a 'good woman' more than a competent professional. Previous research has focused on the strong association between vocation in nursing and caring occupations (White, 2002), while others have discussed the gendered and classed identities of nursery workers (for instance Osgood, 2012, Osgood, Francis, & Archer, 2006). A postmodern theoretical framework is used, in particular Foucault's concepts of discourse, power/knowledge and Butler's notion of performativity are applied. This research is inserted in a critical theory paradigm. It uses a qualitative methodology - grounded theory. Data collection involved semi-structured interviews and focus groups to 28 early childhood practitioners and 15 head teachers. Voluntary informed consent were asked in this research. Also, measures were taken to assure the confidentiality of the information shared by the participants. I conclude that vocation is a useful concept as it implies attributes such as being committed to their students, sensitive and nurturing, and allows to construct significant relationships with students and families. However, vocation must be disentangled from religious and gendered attributes that target the practitioner Vocation should be considered as an important feature of the occupation rather than the individual, which could contribute to create policies that improve the appropriate conditions to enhance their workforce and professional relationships

Keywords: professionalism, early childhood practitioners, vocation, professional identities, performativity

Mainstreaming childminding in Ireland
MIRIAM O'REGAN, Dublin Institute of Technology, Ireland

This research investigates the views of childminders and parents regarding childminding in Ireland. Despite the fact that childminding is the most frequently used form of childcare, there is little research exploring its role in childcare provision nationally. The study gives voice to this hidden group's views on the professionalisation of childminders in the national childcare system past, present and future. It relates to the following literature themes: 1) Research into childminding: Family Day Care in Europe (Karlsson, 1995) and Family Day Care: International Perspectives on Policy, Practice and Quality, (Mooney, Statham et al 2003). 2) Professionalisation of childcare: CoRe (EU, 2011), Urban (2008, 2012) and Moss (2003, 2005). 3) Irish longitudinal research Growing up in Ireland, McGinnity et al (2013). This study utilises Bronfenbrenner's Bio-Ecological Model of Development to examine childminding from multi-levelled perspectives. The study also draws on and is informed by Attachment Theory. It is mixed method research, using an initial anonymous on-line survey to reach a 'hidden' population, followed by focus groups with self-selecting respondents. The research ensured confidentiality, anonymity and informed consent for participants in the focus group. Although neglected since the end of the National Childminding Initiative (2002-2012), Irish childminders are surprisingly well qualified with a strong sense of professional worth. While critical of inspections and training focussed on centre based regulations, they appreciate advisory supports. As the most widespread form of childcare, childminding should be included in national childcare strategies in order to develop national professional standards in training and regulations customised for childminding settings.

Keywords: childminding, professionalisation, national, training, regulations

Trying to catch a shadow

AOIFE COONEY, SILVIA GURSINSKI, ANNA FEWER-HAMILTON, TAMSIN CAVALIERO, JESSICA MANNION AND CHRIS SPARKS, IT Sligo, Ireland

To explore if engagement with the inner child through active learning methods is important for professional identity formation in Early Childhood Care & Education (ECCE) students. Accessing our inner child â€¦ means getting in touch with that part of ourselves which fits comfortably with a child's world' (Geldard, Yin Foo, 2013). Coates (2006) argued that engagement in active learning was a necessary core quality of campus-based students' studies. In this study we explore how engaging in active learning activities supports students in the formation of their professional identity. Consistent with the approaches applied during our collective experience teaching a single module using active-learning methods, we draw from identity formation according to Erikson (1959), the bioecological system set out by Bronfenbrenner (1979) and Goffmanesque (1959) dramaturgy. We employ a reflexive exploration of our 'Learning through doing' as teachers who are learners. This research is paradigmatically framed by the principles of Deweyesque Pragmatism and employs a multi method approach including creative methods e.g lego, puppetry and body mapping. The ethical guidelines of IT Sligo and SAI will be adhered to and participant's consent will be obtained prior to engagement and throughout the study. This is a working paper arising from research with students which indicated positive experiences of the module. There is potential for this research to impact on practitioners' pedagogies in the field of ECCE as well as those who educate them during their training.

Keywords: professional identity, active learning, inner child, early years educator training, pedagogy

SYMPOSIUM SET B/ 16

PROFESSIONALISATION IN EARLY CHILDHOOD: DIFFERENT PATHS DIFFERENT/SAME GOALS

Individual Papers

CHAIR: MARGARET SIMS
University of New England, Australia

Beginning an international comparison: Similarities and differences
MARGARET SIMS, University of New England, Australia

The research aims to discuss the ways in which EC workers in Bhutan, the Pacific, Australia, Finland and the UK understand the development of their profession. The study is part of a large international study examining the paths to professionalisation of EC in different nations. The research is underpinned by an interpretivist ontology and a social constructivist epistemology. We asked those working in EC services in each of the participating nations to share with us their ideas about professionalisation of EC. In doing this they will draw on their own experiences and their own understandings and share these ideas with us through language. An overarching ethics approval was obtained from the host university for the project, and separate approvals were obtained for the research in each country both from the host university and, where relevant, from the university in the target country. This presentation examines the ways in which EC professionals perceive the work they do, and the elements of that work that they think are most important. There is an analysis of the impact of neoliberalism on the way in which quality assurance in the profession is perceived. Nations around the world are developing policies aimed at supporting the development of EC services. The way in which these services develop and are governed is crucial in creating a platform from which quality services are offered to young children and families.

Keywords: professionalisation, international comparison, quality, understandings, social constructivist

Professionalisation of early childhood: Rhetoric and reality of being an educational leader in Australian ECEC settings
MANJULA WANIGANAYAKE AND FAY HADLEY, Macquarie University, Australia

In this presentation we aim to explore the role of the Educational Leader in promoting the professional learning and development of colleagues in ECEC settings, in relation to the professional identity and status of the

profession. This study builds on our previous work on professional learning and leadership within the EC sector. The research is underpinned by an interpretivist ontology and a social constructivist epistemology. The findings that we will be presenting are based on online surveys completed by ECEC practitioners employed across Australia. We focus on the rhetoric and reality of their perceptions about what is expected of educational leaders in contemporary ECEC settings. This project was co-hosted by two universities in Australia, and ethical approval was obtained from both universities to conduct this research. We examine the ways in which EC professionals perceive the work they do as educational leaders. We will reflect on the problematic nature of compliance driven systems shaping leadership roles within the sector. This will include an analysis of the impact of neoliberalism on the way in which professional learning and leadership is perceived. Professional learning is a crucial element of professionalisation. Learning and leadership are also inextricably linked. The extent to which contemporary ECEC leaders can successfully provide leadership for learning, and thereby contribute towards enhancing the identity and status of the profession, has implications for both policy and practice.

Keywords: professionalisation, international comparison, quality, understandings, social constructivist

Leading the way to professionalism: leadership in early childhood education
GERALDINE NOLAN, Trinity College Dublin, Ireland

The quest to professionalise Irish early childhood education (ECE) appears to have neglected the role of leadership in this endeavour. It could be argued that leadership is a prerequisite to ensuring that the quality of education, care and relationships/happiness of ECE stakeholders (children, families, practitioners) is paramount, protected and placed at the forefront of policy and politics (professionalism). This study sought to reveal Irish teachers'/children's perceptions, practice and possibilities for leadership, beginning the process of connecting the ECE community with leadership. While Julian Rodd proposes that ECE practitioners do not connect with leadership (1997, 2006, 2015), Fenech, Waniganayake and Fleer suggest the ECE is a 'pessimistic profession… on the margins (2009, p.199). Similarly, the welfare and education of Irish children may now be 'entrusted to a disheartened… and disenfranchised ECCE workforce' (Moloney & Pope, 2013, p.10). There is limited evidence available concerning Irish ECE leadership, this study looked to international research and feminist theory, giving voice to the margins. A constructivist perspective and a qualitative multiple case study approach were chosen to address this gap in knowledge. Leadership data was collected from semi-structured interviews with five ECE leaders, a focus group/spider map with 12 practitioners and a focus group/drawing activity with 26 children. To counteract the possibility that the practitioners were nominated to participate in the study, a spider map provided a private means of expressing their views. The stakeholders identified the influences on, and possibilities for leadership. They requested assistance to develop leadership skills/knowledge within their context.

Keywords: ECE leadership, professionalism, perceptions, possibilities, ECE teachers

SYMPOSIUM SET B/ 17

YOUNG CHILDREN ENGAGING WITH DIGITAL TECHNOLOGY

Individual Papers

CHAIR: MARI ANN LETNES
Mari Ann Letnes, Norway

Young children (0-8) and digital technology - A qualitative exploratory study
MARI ANN LETNES (1), SVEIN SANDO (1) AND BARBRO HARDERSEN (2), (1) Queen Maud University College of Early Childhood Education, Norway; (2) The Norwegian Media Authority, Norway

The goal of this study is to collect information on how children between 0 to 8 years old engage with (online) technologies, and to identify potential benefits and risks associated with their (online) interactions with new technologies. Research focusing on the benefits and challenges associated with children's use of the Internet has, so far, mainly targeted 9-16 years old. However, Stephens and Plowman (2012), Willett R, Richards C, Marsh J, Burn A and Bishop, J. (2013) among others has conducted studies that are of important for the present study.

A qualitative thematic analysis is used, this allows for social, pedagogic as well as psychological interpretations of data (Braun & Clarke, 2006). A socio-cultural theory is also used. Lack of investigations in the age group of 0 to 8 years, required family-centred qualitative approach with the use of Interviews and observation. The European Data Protection Supervisor and the NSD (Norwegian Centre for Research Data) has reviewed this research project and found it to be acceptable. We are now in the proses of analysing the data but the preliminary findings seems to be that children grow up in media-rich homes. Digital technologies are an important (but not dominant) part of children's lives. Children use digital technology mostly individually and sometimes socially. Tablets are favourite device. The research results will serve as a basis for policy recommendations and what should be looked at when launching larger EU studies on the benefits and challenges associated to young children`s use of new (online) technologies.

Keywords: digital technology, ICT, online technology, play, risk and benefits

Struggling to learn or learning to struggle - Children's use of iPad apps as constraints or scaffolds for social interaction in Swedish preschool
BJÖRN SJÖDÉN, ANNIQA LAGERGRE, AND JEANETTE SJÖBERG, Halmstad University, Sweden

We aimed to investigate how young children's interactions with computer tablets (iPads) in preschool may constrain or scaffold collaborative and individualistic behaviour. Drawing from a contextual perspective on play (Edwards, 2013), our study combined perspectives on joint participation (Lave & Wenger, 1991, Wenger, 1998) and content analysis of apps based on learning science (Hirsh-Pasek et al., 2015) in order to analyse how certain app characteristics (e.g. 'playful' vs 'learning' apps, apps supporting 'social interaction' vs 'minds-on activity') related to children's peer interactions. In our view, apps differ from other tools and toys primarily by providing 'pre-packaged activities', such as mathematical tasks, puzzle-solving or rule-based games, which constrain and direct meaningful actions through interactive functions and feedback. Two Swedish preschools (35 children, 3-5 years old) participated. We openly filmed children's tablet use during free play sessions, totalling 19h of film. Ethical standards were assured through written informed consent by parents and personnel, and oral consent from participating children. Preliminary results indicate that children's activities were constrained and influenced not only by the use of tablets generally, but specifically by different types of apps. For example, apps with 'creative' learning goals, such as Gangnam Style, afforded collaboration, whereas more performance-oriented apps such as Hungry Fish afforded individualistic play and struggles for ownership of the tablet. Our results have important implications for how 'play time' with tablets is assigned in preschool and call for greater attention to varieties in app content for how children engage in social and cognitive activities.

Keywords: collaboration, ownership, learning, play, computer tablets

'Please can I go on screens now?'- Parental management and co-use of young children's use of digital media in the home learning environment
ALEXANDRA MORGAN, Cardiff University, United Kingdom

This study explores how parents/carers are managing usage and encouraging co-use of digital media with young children aged 3-5 years in Wales. There is a strong case for limiting usage and encouraging co-use of digital media with young children as reflected in recent international policy recommendations (American Pediatric Association, 2011). When children are given opportunities to engage in discussion and collaboration (Bruner 1996, Mercer 2000) to ask questions, to develop and extend ideas to engage in 'Sustained Shared thinking' Siraj-Blatchford et al (2007) we increase their capacity to learn. The mixed method approach draws upon interviews with parents (n = 46), case studies of children's use of digital media in the home learning environment (n= 46) and survey data (n= 354) of parents of children aged 3-5 years regarding their co-use of different media. BERA guidance (2011) and the Data Protection Act was adhered to when collecting and using any information gathered about any participant. Findings indicated that the most frequent after-school activity for young children was playing computer games. Children generally played these alone. Analysis of the dialogues recorded during adult-child co-use of digital media found that these had the potential to provide instances of interactions where children's thinking was developed and vocabulary extended however examples illustrating this were only observed in a minority of cases. Results from this study may have implications for the development of interventions to encourage active management and co-use of young children's use of digital media in the home learning environment.

SYMPOSIUM SET B/ 18

INNOVATIVE METHODS IN RESEARCH AND DOCUMENTATION

Individual Papers

CHAIR: NANCY BARBOUR
James Madison University, United States

Mapping babies' connections and disconnections over the childcare day: Using go-pro cameras in research
LINDA HARRISON AND MATTHEW STAPLETON, Charles Sturt University, Australia

This study aimed to build situated understandings about babies' interactions and experiences with educators and peers in infant-toddler education and care centres by collecting continuous observations of four focus children in a case study site in metropolitan Sydney. Studies of babies' use of space in infant-toddler centres (Rutanen, 2012) and day care homes (Sumsion et al., 2014), and their engagement with the affordances of space and resources (Brooker, 2014) and the 'teacher's lap' (Hannikainen, 2015), informed the research. Rather than applying labour intensive methods of observation and analysis, we turned to geo-spatial approaches to tracking children's movements within the child care environment. Observations were collected using a Go-pro camera in a fixed location to record children's locations within the babies' room. Still photographs were taken every 10 seconds. Each photograph was reviewed and 'mapped' to a 1m square grid location in the playroom, by allocating a grid coordinate to locate each of the study children, the educators and other children. Go-Pro cameras were only turned on when all the children in the room had provided parental consent for digital recording or photographic observations. Spatial mapping analyses provide summary information on each child's location in the room over time, to show time spent in the vicinity of an educator and/or other children, and paired coordination of movement over time. Graphical analyses also estimate total activity levels based on participants' location changes within the space. The possibilities and challenges of using go-pro cameras in research and to inform practice will be discussed.

Keywords: still photography, infant-toddler environments, relationships, mapping, space and time

Applied development science as a framework for collaborative child development research that matters
NANCY BARBOUR (1), NANCY FILE (2) AND DIANE HORM (3), (1) James Madison University, United States; (2) University of Wisconsin Milwaukee, United States; (3) University of Oklahoma, United States

Our aim is to apply the framework of Applied Development Science (ADS) (Lerner, et al., 2005) to research in university settings. In tight economic times, university child development laboratory settings can be vehicles for 21st century scholarship. For almost a century in the US, university lab schools have been sites for studying child and family phenomena to improve lives of (Frank, 1962). Our previous work explored the history and viability of lab schools (Elicker & Barbour, 2015). We now examine how using ADS in multi-site collaborations can expand and maximise limited resources for university scholarship. ADS involves research that addresses real problems in real communities (e.g., poverty, nutrition, infant well-being), acknowledging that issues are developmental and have lifespan implications, and that we must use scientific rigor to assess the issues (Lerner, et al., 2005). We conceptualize a consortium of universities working together to study issues using ADS, maximizing the range of methods, paradigms, number of participants, power of statistical analysis, and depth of qualitative inquiry, offering multiple perspectives on real life issues, as well as the potential for practical implications, with many different methodologies coexisting. All university sites involved in these collaborations submit to ethical review process set by their respective Institutional review boards. Presenters offer several examples of research done using the ADS framework at different universities, examining the power of ADS and cross-site inquiry. An ADS consortium moves away from research for research sake and towards a way of engaging in meaningful, socially responsible scholarship in universities.

Keywords: child development, families, collaboration, social issues, research

Video methodology: Crashing through an invisible wall in an early childhood outdoor setting
CHRIS SPELDEWINDE AND CORAL CAMPBELL, Deakin University, Australia

This paper seeks to understand the challenges associated with using video to capture data in research with young children. The paper considers the notion of the fluid and invisible wall between participants and camera operator (Shrum, Duque, & Brown 2005) to outline how video is employed in research in outdoor settings of children's learning. It outlines the methodological challenges associated with research with children (Einarsdottir 2007). Drawing upon the notion of the fluid wall in video data capture and its application in outdoor settings such as the Australian bush kinder, we seek to understand how behaviour and observation occur in front and behind the camera. This research has employed ethnography to develop a rich description (Geertz 1973) of the field. It employs interview, participant observation, audio recording, still photography and video capture as data collection methodology. Through discussion and interaction, children were invited, to participate in our observation sessions. Researcher Observational Journals was used and incorporated video recording initially to enrich our notes. This video material could not be used as 'data' and was deleted once journal notes were completed. The technology associated with capturing video data does not necessarily lead to the creation of an invisible wall separating those doing the videoing from those being videoed. A fluid wall allows interaction between participants and those videoing. The use of video as a data collection tool needs to be considered as an option but raises ethical considerations around its place within a research methodology employing varied methods to capture data.

Keywords: video methodology, bush kinder, Australia, fluid wall, outdoor early childhood education

SYMPOSIUM SET B/ 19

CAPTURING CHILDREN'S AND CHILD PERSPECTIVES IN PRE-SCHOOL SETTINGS

Individual Papers

CHAIR: KATHY SYLVA
University of Oxford, United Kingdom

How can the child's voice be effectively heard to facilitate change within a locality of children's centres in the UK?
ALISON MOORE, University of Wolverhampton, United Kingdom

My PhD, explores practitioners' understanding of child voice, in a context of Children's Centres in the UK. Examining how child voice can be effectively heard to facilitate change and improve practice and provision. The study builds upon the work of Clark, Kjorholt & Moss (2001, 2005), eliciting child voice to facilitate change. It reflects on and draws inspiration from the praxeological and participatory work of Oliverira-Formosinho and Formosinho (2012, 2015) and Pascal & Bertram (2012, 2015). The theoretical framework draws on ideas of pedagogy in participation (Formosinho and Formosinho 2011, 2012). The RAMPS Framework (Lancaster 2003) forms a basis of reflection alongside the shared process of reflectivity through Communities of Practice. (Wenger 1998) This paradigm is interpretive taking the form of a qualitative case study. Using multi methods to collect data working alongside children, practitioners and parents. Constructing narratives of 'thick' descriptions (Geertz 1973), for reporting findings, drawing on participatory methods of Clark & Moss (2001,2005), Carr (2001) Elden (2012) The research has ethical approval from the Institution, drawing on EECERA Ethical Code (2014) and the UNCRC (1989), considering the power relationships between participants and the researcher and the ethical praxis when researching with children. Stimulating a discussion around how practitioners and children construct the research process and a wider debate on developing praxeological research to ensure young children have a voice. The dialogue will facilitate a sharing of narratives of effective strategies for eliciting the voice of young children, to inform change, providing opportunity to advance understanding and influence both policy and practice.

Keywords: child voice, praxeological research, pedagogy in participation, communities of practice, reflectivity

Child perspectives and children's perspectives - a concern for teachers in preschool
SUSANNE THULIN AND AGNETA JONSSON, Kristianstad University, Sweden

The aim of this article is to exemplify and problematize the importance of teachers' communicative approaches related to the concepts of child perspectives and children's perspectives and the meaning for children's learning and development. One theoretical basis is that teachers should not only observe the understanding children bear. Children need to be given the opportunity to be aware of and experience how their own understanding can be linked to new experiences (Pramling Samuelsson & Asplund Carlsson, 2008). The theoretical framework has its point of departure in a sociocultural perspective which state that learning and human actions are situated in social practices (Rogoff, 2003, Säljö, 2000). Child perspectives and children's perspectives are concepts in focus (Halldén, 2007). The empirical basis in this study consists of material collected in two Swedish preschools with children aged 1 to 6. Focus of the analysis is teachers' qualitatively distinct communicative approaches in the respective conversational situation (Bryman, 2002). Ethical guidelines of the Swedish Research Council (2011) have been taken into account. Teachers, children and caregivers are informed and have agreed to participate. Participation is anonymous with a right to abandon. The results reveal qualitatively distinct communicative approaches with regard to how teachers verbally engage and observe the perspective of children. The discussion relates this to teacher's child perspectives as a didactic basis combined with children's perspectives. We argue that the prevailing child perspective of teachers constitutes the basis for how children's perspectives are expressed and taken into account in pedagogical activities.

Keywords: child perspectives, children's perspectives, early childhood education, learning, preschool teacher

An exploratory study into children's views and experiences of preschool settings in the Republic of Ireland
KAREN PATTON, Queens University Belfast, United Kingdom

This study sought to explore 3 - 4 year old children's views and experiences of three different curriculum types - namely Montessori, play based and outdoors. The paper builds upon the work of: The Mosaic Approach (Clarke 2004, Clarke and Moss, 2001); Reggio Emilia 100 Languages of Childhood (Malaguzzi, 1998); Carla Rinaldi's theory of the 'Pedagogy of Listening' (Rinaldi, 2001); The New Sociology of childhood and associated interpretations of children's rights within this construct. A qualitative, interpretive approach to the research has generated data through photographs, sticker counts, child led tours, staff questionnaires and child group interviews with n =90 children in seven preschool settings. The wellbeing of children participating in this research was a core consideration - children's assent, child protection, confidentiality and dealing with sensitive issues. Children's likes /dislikes (clear areas). Children's experiences are being largely shaped and controlled by adults whose values appear to be in line with discourses which promote academic learning and the developmental model of childcare. Children are experiencing sanitised and risk free environments which are denying them opportunities to develop important skills including risk mastery. Outdoor experiences are limited and children could be at risk of developing nature deficit disorder and other adverse outcomes. Findings of the present study will be a useful tool for reflection and discussion for educationalists and policy makers about current and best practices in childcare. The research has implications for the involvement of children in the evaluation (both formally and informally) of their preschool to contribute to developing quality

Keywords: mosaic approach, curriculum, children's rights, new sociology of childhood, ECCE scheme

SYMPOSIUM SET B/ 20

EXECUTIVE FUNCTIONS

Individual Papers

CHAIR: MARLENE MCCORMACK
Dublin City University, Ireland

Teacher-child relationships, executive functions, social-emotional skills, and academic achievement in three preschool programmes in Western Canada
HANAKO SHIMAMURA, University of Oxford, United Kingdom

The current study aims to 1) determine the benefits of three preschool programmes in Canada on children's developmental outcomes, and 2) examine the role of the teacher-child relationship, children's executive functions and social-emotional skills in promoting academic skills. Research indicates the significant role of executive functions and social-emotional skills, along with the quality of teacher-child relationships, in promoting young children's optimal development. The Contextual Systems Model was employed. The CSM posits that the child's developmental process occurs over time within the family and school environments and that the quality of relational dynamics plays a central role in assisting this process. A longitudinal pre-test/post-test quasi-experimental design was employed. A sample of 124 four-year-old children (51 Montessori, 44 Reggio Emilia-inspired, and 29 conventional children) living in Western Canada participated. Teachers and parents of the participating children completed questionnaires regarding the teacher-child/parent-child relationship quality and children's everyday behaviours. The researcher assessed individual children on their general cognitive ability, executive functions, and early academic skills in the fall 2015. The classrooms from each participating school were also observed and assessed using global ratings in the fall 2015. The study was reviewed by, and received ethical clearance through the University of Oxford Central University Research Ethics Committee. The final results will be obtained after the second round of data collection in the spring 2016. This research will be an important step forward in understanding different teaching theories along with the broader dimensions of the factors that may have an impact on child development.

Keywords: executive functions, social-emotional development, teacher-child relationships, Montessori, early childhood education

The role of executive functions in cognitive and social development in senior preschool age
DARIA A. BUKHALENKOVA, ALEKSANDER VERAKSA, VERA A. YAKUPOVA AND OLGA V. ALMAZOVA, Lomonosov Moscow State University, Russia

The research aim is to identify the role of executive functions in the cognitive and social development of senior preschoolers. There have been a number of studies which prove convincingly that the development of executive functions foretells the further development of children's social competence (Denham et. al, 2010) and their academic progress (Willoughby et. al, 2012). Development of executive functions is one of the key components of school readiness that has been identified under the CHAT. We are interested in finding out what role executive functions play in developing senior preschool age children before they begin to receive school education. The study used NEPSY II diagnostic complex subtests aimed at diagnosing the level of regulatory functions and cognitive and social development. We also used the DCCS methodology and the test for emotion comprehension (TEC). The parents of the preschool children gave their written informed consent for their children's participation in the study. In the senior preschool age the level of executive functioning is a decisive factor in determining the successful realization of cognitive abilities tasks. The social situation of the kindergarten provides a uniform level of social skills development. At the senior preschool age executive functioning is in the process of being formed whereas the main period of its development falls on the start of schooling. The development of social skills is influenced not only by the system of family education, but also by the social situation of a kindergarten.

Keywords: preschool age, executive functions, cognitive development, social development, school readiness

SYMPOSIUM SET B/ 21

CORPORAL PUNISHMENT, BEHAVIOURAL PROBLEMS AND A COMPASSIONATE ETHOS

Individual Papers

CHAIR: JIM DOBSON
Manchester Metropolitan University, United Kingdom

Developing teachers' capabilities to deal with behavioural problems in the early childhood classroom
AVIGAIL FRIEDMAN, Efrata College of Education, Israel

The study examines influences of a one year in-service training for kindergarten teachers to promote capabilities to deal with children labelled with behavioural problems. It integrated theory with practice. The study measures

changes in what they understand, manage, and respond to such problems. The kindergarten teacher is a major influence on children's behaviours (Gibbs, 2003) and teacher attitudes towards behavioural problems can be affected through appropriate professional development (Kozminsky, 1996). Teachers' self-efficacy relates to their belief in children's capabilities. This trait can be enhanced through case studies and acquiring strategies to gain control of the classroom situation (Evers, 2009). Fifteen teachers who participated in a course on behaviour issues answered an open ended questionnaire about their attitudes. The data were analysed with qualitative tools using grounded theory to generate themes. Approval of the Ministry of Education was obtained. Teachers agree to answer the questionnaire anonymously. After participation in the course, teachers' focus on children's behaviours shifted from focus on behaviours of individuals to viewing the issue from a holistic systems perspective. Their responses to children shifted from their relation with the child to a focus on their own capabilities such as: positive self-appraisal, self-control, and ability to listen and reflect. Their verbal responses shifted from talking about their own feelings to reflecting on the child's emotions. It is possible to change teachers' ability to deal with children with problem behaviours through professional learning that includes both theory and practice, and seeks to promote the teachers' self-efficacy and self-control.

Keywords: self-efficacy, self-control, behavioural problems, professional development, in-service training

Promoting a compassionate ethos within the early years workforce

JIM DOBSON, JOSIE GABI, JAYNE MUGGLESTONE, AND LINDSAY SCHOFIELD, Manchester Metropolitan University, United Kingdom

This research explores the virtues of creating compassionate spaces: it asks if compassion can/should be taught, emulated and prioritised within the Early Years sector and explores how compassionate spaces can be scaffolded and sustained. The idea of compassion and its relevance to personal, professional and academic life has acquired increasing recognition a number of fields in recent years, most notably in nursing, medicine and social care. The research extends this focus to Early Childhood. Literature around relationships, morals, ethics and learning (Dewey, 1963, Noddings, 2012, Taggart, 2015) has informed the research. The conceptual framework is rooted in andragogical practice: the researchers identified that two main elements were necessary for the creation of compassionate spaces: firstly, the establishment of trusting, dialogic relationships, and secondly, the willingness of practice to accommodate such spaces. Research methods included focus groups and semi-structured interviews with undergraduate students and teaching staff on the Early Years and Childhood Studies programme at Manchester Metropolitan University over the duration of an academic year. The results were evaluated through thematic analysis. Individuals were initially invited to attend a detailed briefing session about taking part in the research. During this session, participants signed a consent form, which addressed ethical concerns. The research identified compassion as a vital ingredient in learning, building relationships and securing caring environments. Developing compassionate spaces was identified as a way of empowering and informing future Early Years practitioners about the importance of care, the building of trusting relationships and ultimately the harnessing and enhancing of children's learning.

Keywords: compassion, andragogy, relationships, trust, learning

Training ECEC professionals to prevent corporal punishment in the home

ELISABETTA BIFFI, University of Milano-Bicocca, Italy

This paper aims at offering a reflection on the role of ECEC professionals training in order to prevent and face the phenomenon of corporal punishment of minors in the home, which is linked to cultural, social and even political ideas that vary from country to country. Moreover, it is a highly salient theme for ECEC, given their role as institutions bridging the private dimension of the family and the public dimension of society and its laws. Despite many ongoing battles on the subject at an international level (General Comment No. 8, 2006), impacting on the practice of corporal punishment in the home remains a challenge. Following a pedagogical-psychoanalytic perspective (Miller, 1980, 1996), the paper will analyse which kind of training could be necessary in order to support ECEC professionals in facing this theme. Based on the analysis of European experiences in teacher training on the topic, the paper will present a methodological reflection on training methods useful for improving ECEC professional skills and competences. During the analysis of the literature and training practices, a high attention has been given to the role of ethical aspects within the experiences considered. The study shows the complexity of this topic: while the European Commission demonstrated a focused attention on the physical punishment against children, it is hardly to say that there is a common position

within the European Countries. At the same time, it is possible to identify some common lines which can be used in order to design an European specific curriculum.

Keywords: corporal punishment, childhood protection, ECEC professionals, teacher training, education

SYMPOSIUM SET B/ 22

SUSTAINABILITY AND SUFFICIENCY

Individual Papers

CHAIR: ELENI TYMPA
Mpillios Preschool Centre, Greece

Don't waste food before you think - Reducing food waste through social innovation
ELENI TYMPA (1), DORA PASCHALI (2), CLEOPATRA PAGIAVLI (1) AND SOFIA STEFANIDOU (1),
(1) Mpillios Preschool Centre, Greece; (2) Development Agency of Eastern Thessaloniki Local Authority, Greece

The aim of the study was to raise awareness on food waste (FW) in households with preschool children and in kindergartens, connect the environmental conscience with lifelong educational procedures and increase the social and emotional skills through active participation. Households with children tend to waste more food than families with no children. Teachers in collaboration with parents have key role in establishing eating and environmental friendly behaviours. The study involved 6 Kindergartens in Thessaloniki - Greece, 480 children, 480 families and 25 teachers and lasted 7 months. Also, 30 pilot parents (PP) participated in food waste measures (FWM) at home. Were applied: seminars for teachers, project's presentation to parents and selection of PP sample, FWM at home through weekly food waste diaries (FWD) completed by PP, production and implementation of educational activities, behavioural change assessment through interviews addressed to PP and workshops for parents and children. Informed consent was obtained from all parents. The first qualitative result was that children started pressuring their parents not to throw away food. The main reason of disposal is the over-prepared cooked and served quantity of food. The food group thrown away is mostly pastries, dairy and eggs. The reduction of FW at Greek households was mainly achieved due to behavioural change. Children responded perfectly to the issue of FW. Parents could support children at home and reinforce messages. The methodological procedure turned out to be effective so it can be replicated in other preschool centres.

Keywords: waste food, preschool children, environment, behavioural change, food waste measures

A provision of experiences based on sufficiency economy philosophy of early childhood teacher
THOEN SEENUAN, Pibulsongkram Rajabhat University, Thailand

This research aim to study the state of provision of experience based on sufficiency economy philosophy of early childhood teachers. The previous study based on sufficiency economy philosophy of early childhood education in Thailand focused on provision of activities based on sufficiency economy for preschool children (Prakasvudhisarn, 2008, In-ngam, 2009). They studied the effect of adopting the sufficiency economy philosophy to develop early childhood. The conceptual framework of research is to explore the state of provision of experiences based on sufficiency economy philosophy of early childhood teacher on 1) the learning unit 2) the learning activities 3) materials and resources and 4) measurement and assessment. This study is a survey research. The sampling group was 345 early childhood teachers in Phetchabun Province of Thailand in 2014. The instrument used to collect data was a Likert's type rating 1-5 scale questionnaires. Statistics used were percentage, mean and standard deviation. The research conducted according to research ethics of the National Research council of Thailand. The state of provision of experiences based on sufficiency economy philosophy of early childhood teacher was at the 'moderate level'. When considering each aspect found that 1) the learning unit was at the 'moderate level' 2) the learning activities was at the 'high level' 3) materials and resources was at the ' high level' and 4) measurement and assessment was at the 'moderate level'. The result indicate that the practice is in moderate level. This call for more guidelines to promote early childhood teacher.

Keywords: sufficiency economy philosophy, early childhood education, provision of experience, early childhood teacher, educational practice

Mapping knowledge for intervention development: Parents connecting healthy eating, active play and sustainability concepts
HEATHER MORRIS, Deakin University, Australia

This research aims to map parents' knowledge of healthy eating, active play and sustainability awareness to develop a parent component to support the Ben 10 intervention. The development of the parent component is directly linked to the Ben 10 intervention: an early childhood curriculum intervention seeking to increase preschool children's knowledge of healthy eating, active play and sustainability awareness. Supported by The research has its theoretical foundations in the sociocultural perspective using the funds of knowledge approach. In addition the developmental perspective rooted in the ecological model is used to support the intervention's development. Qualitative interviews with parents were undertaken and their transcripts were analysed. Concept maps were developed which reflected their actual connections. Additional connections were made reflecting the gaps in parents' knowledge and a parent intervention was developed to increase the capacity of parents to connect these concepts together There were no ethical concerns about the interviews. They were conducted safely and the data was anonymised. Parents found it difficult to connect these concepts together. Therefore the intervention was developed to increase parents' capacity to do this for their children. A children's storybook and five activities to complete at home were developed. These were completed at the same time as the kindergarten curriculum intervention. The developed intervention has the chance to impact on the lives of parents and children through knowledge development.

Keywords: early childhood, curriculum, intervention development, concept mapping, increasing knowledge

SYMPOSIUM SET B/ 23

WORKING WITH CHILDREN AND FAMILIES IN POVERTY

Individual Papers

CHAIR: COLETTE GRAY
Stranmillis University College, United Kingdom

The voice of children living on the margins
COLETTE GRAY, Stranmillis University College, United Kingdom

The physical health and well-being of children living in Belarus, an impoverished area in Eastern Europe, was severely affected by the Chernobyl nuclear disaster in 1986. More than a quarter of the population have incomes well below the poverty line and children's rights are yet to be established. Consequently their views and experiences remain unheard. For that reason the present study sought to give voice to 19 children visiting Northern Ireland on a respite holiday break, with the aim of collating their thoughts and experiences of cultural differences. There remains a dearth of evidence reporting children's views of their life in Belarus or their experience of a new culture. The research is informed by a right's based, participatory approach nested in a socio-cultural framework. A multi-method qualitative approach was utilized including drawings, scrapbook making, small group and one to one interviews using Google translate and interpreters. Prior to the study, permission was sought from the children's parents, the group organisers, the translators and the children. Trust was established over several weeks to ensure the children felt comfortable and confident when voicing their views. Children found NI both strange and exciting. They were suspicious of food, especially dairy produce, believing it was contaminated by nuclear emissions. Gender differences were noted: with girls more timid than boys when voicing their views and more likely to defer to boys than to other girls. Time and a multi-method approach is required to establish trust when collaborating with children whose voice is rarely sought.

Keywords: belarus, participatory, voice, mixed methods, multi-method qualitative approach

Poverty, values and emotions in early childhood education: a case study in Galicia (Spain)

CONCEPCIÓN SÁNCHEZ-BLANCO, University of A Coruña, Spain

This research took place in a public school in Galicia. The focus was the classrooms of four-years old. Families had serious economic problems. We explore the exclusion, the emotions and the values in teaching practices and the behaviour of young children. We are member of a critical research group (Gie) at University of Coruña. Our research criticizes the triumph of a west globalized hyper-capitalism (Lipovetsky, 2010) and the invasion of models imported from the United States and Western Europe through a few corporations and/or multinationals of leisure and entertainment which compete for the control of children's desires, emotions and tastes (Linn, 2008 and Barber, 2007). Critical paradigms, action research (Elliott, 2007, Someck 2005, Kemmis, 2008) and qualitative research methods (Denzin & Lincoln, 2011) are relevant. We are interested in maintaining the appropriate level of anonymity, confidentiality for the participants. The participants are research subjects. Playing with young children whilst proposing actual daily situations where they are subject to critical reflection on such crucial and real matters (such as family economic problems, the value of money, near or distant poverty, emotions, fears, troubles and solutions) should occupy a preeminent place in early childhood education. In an economic crisis it is necessary for schools to pull together from the beginning to protest against the construction of economic subjectivities from the earliest of childhood. The policy about education and the teaching at the school have an important role of change in that situation which reduce the other to the terrible condition of enemy.

Keywords: early childhood education, poverty, social justice, emotions, values

School views and strategies to confront social inequalities within the Greek socio-economic crisis
SOFIA AVGITIDOU, University of Western Macedonia, Greece

This study investigated issues faced in early childhood and primary education (4-8 years old) because of the socio-economic crisis in Greece and schools' strategies to confront them. While international and national reports have documented the effects of economic crisis in education (Unesco, 2014; KANEP-GSEE, 2015) there is little research regarding schools' views and strategies. Effects of socio-economic crisis have been reported regarding children, parents and teachers (Damme & Karkkainen, 2010; Andrews & Wilding, 2004). Various strategies have been reported to overcome social inequalities (Ruth & Lister, 2004). This is a qualitative study, part of a research programme (TOCSIN) funded by EEA grants and operated by GSRT. 45 semi-structured in-depth interviews with school principals were conducted in Thessaloniki, Athens and Volos to study the issues arose from the crisis and the strategies to confront social-inequalities. Data were analysed qualitatively (Miles & Huberman, 1994). All participants were informed about the purpose of the study and took part voluntarily. No reference is made to names or schools regarding the results of the study. Commonalities as well as differentiations were recorded regarding issues and strategies within and across the three regions. These largely depended upon beliefs about the role of school and education in overcoming the crisis. Some schools gave emphasis to respond to families' basic everyday needs while others also gave emphasis to compensatory educational programmes and parental support. Discussion of 'good practices' gathered from the interviews and proposals for supporting schools though different institutions will be addressed.

Keywords: social inequalities, socio-economic crisis, school views, school practices, qualitative research

SYMPOSIUM SET B/ 24

CONDUCTING ETHICAL AND APPRECIATIVE RESEARCH WITH YOUNG CHILDREN AND THEIR FAMILIES: PRAXEOLOGY IN ACTION

Self-organised Symposium

CHAIR: CHRISTINE PASCAL
Centre for Research in Early Childhood, United Kingdom

This symposium exemplifies a new form of action research which we call praxeological research. It focuses on ethics, power and values and intends to work collaboratively, respectfully and inclusively to co-construct knowledge which can bring about the transformation of practice (Formosinho and Formosinho, 2012, Pascal and

Bertram, 2012). All three presentations report on research which aims to understand better, and then improve, the quality of pedagogic practice as it happens in 'real world' contexts (Robson, 2008) at home and in school. This research is co-led by children, parents and practitioners interacting through appreciative dialogues with a researcher/pedagogic mediator (Cooperrider, 2008). The aim is to create a dynamic and shared 'community of practice' (Lave and Wenger, 1991) where the research and the knowledge generation processes are co-constructed though equitable partnerships created with a sharp awareness of the interplay of power, ethics and values on these relationships.

A praxeological case study on transitions from pre to primary school: listening to children's voices

JOAO FORMOSINHO (1) AND MARIA GRACIETE MONGE (2), (1) Childhood Association, Portuguese Catholic University, Portugal; (2) Fundaçào Aga Khan Associaçào Criança, Portugal

This case study intends to listen to children's voices before, during and after transition to primary school The study was carried out in the realm of Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2016), the pedagogical perspective of Childhood Association, and relates to intervention and research that has been developed around transitions in ECEC contexts in the last five years. Pedagogy-in-Participation's proposal for early childhood education along with research on transitions constitutes the theoretical and methodological underpinning of this study. (Early Years Special Issue 2014, EECERA Journal Special Issue 2003). The methodological nature of this case study is praxeological, i.e., it is centred on the evolving nature of praxis, densely documented and analysed (Formosinho & Oliveira-Formosinho, 2012, Pascal & Bertram, 2012). The study was conducted listening to 59 children in two pre-school contexts. Ethical concerns included informed consent of children, parents and professionals, and confidentiality assurance, following EECERA code of ethics. Data analysis and interpretation allows first and foremost to highlight children' competence about a process of transition which concerns their lives. It permits to understand children meaning making about early childhood pedagogy and primary school pedagogies - teachers and children' roles, different educational environments, different evaluation processes, different norms for classroom regulation. Implications for practice are addressed, focusing the relevance of listening to children' voices as a way to better understand their concerns and better support the transitions process. Policy implications are addressed by challenging existing processes of teacher education.

Keywords: pedagogic transitions, children's voices, praxeological research, pedagogy-in-participation, children' competence

Pedagogical documentation of toddlers' learning: A praxeological case study

JÚLIA FORMOSINHO (1), SARA BARROS ARAÚJO (2) AND HÉLIA COSTA (3), (1) Childhood Association Portuguese Catholic University, Portugal; (2) Polytechnic Institute of Porto and Childhood Association, Portugal; (3) Albano Coelho de Lima Kindergarten, Portugal

This case study intends to research the assessment of toddlers' learning through processes of pedagogical documentation. The study was carried out in the realm of Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2016), the pedagogical perspective of Childhood Association, and relates to intervention and research that has been developed around assessment and evaluation in ECEC contexts for almost two decades. Pedagogy-in-Participation's proposal of holistic evaluation constitutes the theoretical and methodological underpinning of this study. Moreover, it addresses participatory principles and techniques of pedagogical documentation and its association to solidary learning (Oliveira-Formosinho & Pascal, 2016). The methodological nature of this case study is praxeological, i.e., it is centred on the evolving nature of praxis, densely documented in order to create novel ways of conducting holistic evaluation. Analysis of pedagogical documentation was carried out, around situations that involved a group of six toddlers and an early childhood teacher. Ethical concerns included informed consent of parents and professionals, and confidentiality assurance, following EECERA code of ethics. Analysis allowed to describe and make meaning about the way principles and practices work together in a coherent synergy, creating opportunities for children's wellbeing, involvement and learning. Three principles of assessment and evaluation in Pedagogy-in-Participation are closely analysed in order to create understanding around the documented situations: (1) Assessment and evaluation should be referred to contexts, processes and outcomes, (2) Assessment and evaluation should support learning journeys for children and professionals, (3) Assessment and evaluation should be (inter)culturally relevant (Oliveira-Formosinho & Formosinho, Pascal, Bertram 2016). Implications for practice are addressed,

High achieving white working class boys: Parents making a difference
TONY BERTRAM AND CHRISTINE PASCAL, Centre for Research in Early Childhood, United Kingdom

The project aims to work with high-achieving, young, white working class boys and their families as positive role models within local communities to identify and disseminate home and setting behaviours and interactions that enable less advantaged 2 year old children to better achieve social mobility. Feinstein et al's, (2004) research suggests complex interactions between contexts, behaviours and interactions with parents, carers, settings and practitioners and the dispositions of these young children lead to different outcomes, but currently there is very little qualitative evidence in the literature, as Springate et al (2008) confirm. Adopting Cooperrider's (1999) strategy of appreciative inquiry, it looks at those who succeed despite the known negative predictive factors. We have chosen an affirmative and appreciative stance in our project design which focuses on white working class communities in Birmingham (city) Oxfordshire (rural) and North Yorkshire (Coastal). 30 case studies form the study data, each of which were constructed through interviews with parents, children and nursery/preschool practitioners using life story techniques (Miller 1999). Issues of informed consent, confidentiality, anonymity and participatory knowledge generation have been addressed. This presentation will focus on the emerging findings, highlighting factors within the child, the home and the nursery or preschool setting which lead to positive outcomes for the child. The study should create knowledge to support the early learning of young boys and enhance the quality of practice and support for parents to create the best possible home-learning environment with the aim to close the attainment gap.

SYMPOSIUM SET B/ 25

OVERCOMING THE ODDS: ELUCIDATING URBAN RISK AND PROTECTIVE FACTORS AMONG YOUNG CHILDREN IN POVERTY

Self-organised Symposium

CHAIR: LORI SEVERINO
Drexel University, United States

Bronfenbrenner's bioecological systems theory of child development will serve as the conceptual and theoretical framework for identifying potential sources of risk and protective factors for children in poverty who reside in urban areas. Early literacy screening data will illustrate how risk and protective factors impede or facilitate changes in early literacy development and growth across the primary grades. Teacher preparation must evolve to consider the barriers and facilitators encountered in high poverty, urban settings. This symposium will begin with a discussion of the theoretical and conceptual framework guiding assessments, interventions and teacher preparation.

Bioecological systems theory: Building a conceptual and theoretical framework for risk and resiliency in young children
DOMINIC GULLO, Drexel University, United States

The presentation aims are to (1) describe the bioecological systems theory developed by Bronfenbrenner as a conceptual and theoretical framework within the context of risk and resiliency, (2) describe the relationships that exist among risk, resiliency and protective factors for children in poverty. Understanding risk, resiliency, and protective factors in the context of systems affecting child development and learning is important for developing educational and intervention experiences for high-risk children. Studies on resilience and protective factors have shown that even those children from highly stressed families or resource-deprived communities can become academically and socially competent (Richardson, 2008). The bioecological model of human development serves as the theoretical and conceptual framework for this symposium. It demonstrates that biological dispositions

converge with external forces, shaping child development (Bronfenbrenner, 1979). The conceptual and theoretical framework was developed using extant literature on system theories of child development and the impact of protective factors on enhancing resiliency in high-risk children. Peer reviewed and current research was used to develop the theoretical and conceptual framework for understanding risk and resiliency. The conceptual and theoretical frameworks developed demonstrate that a multifaceted examination of factors is necessary to understand risk, resiliency and protective factors. These factors are necessary for the development of intervention and programs for children as well as for training professionals who work with high-risk children. When developing interventions for young high-risk children or training programs for professionals working with these children, policy makers must account for the complexities of factors affecting child and professional development.

Keywords: bioecological systems theory, at-risk children, resiliency and protective factors, child development, early intervention

Why can't I catch up? A story of the academically and economically disadvantaged
JAMES CONNELL AND BRIDGET BLAKELY, Drexel University, United States

The purpose of this study was to examine the academic performance levels and year-long growth rates of third and fourth grade students. That is, this study investigated whether curriculum based measures (CBM) can expose differences in demographic characteristics including gender, race/ethnicity, and socioeconomic-status (SES). To date the only known study that investigates whether CBM level and slope demographic differences is Yeo, Fearrington & Christ, (2011). Using Bronfenbrenner's model, we will discuss systems that may inhibit and facilitate growth and level of performance, and how their intersection impacts learning and performance. Approximately 250, 7-9 year old students participated. To investigate growth and level by group and across time, we first controlled all variables except ethnicity, followed by controlling for economic status, and finally ethnicity and economic status. Informed consent was not obtained from each student as data-collection was part of the school's yearly bench-marking. To ensure privacy, data was de-identified. The results indicate that all students grow at similar rates, regardless of gender, race/ethnicity, or SES. However, students in higher SES categories had higher performance levels than their lower SES counterparts at every interval. This suggests that student performance is affected by SES, and not by gender or race/ethnicity. While growth occurs at similar rates for all students, it is possible that students in lower SES groups begin the academic year far behind their peers, making it seemingly impossible to 'catch up.' Moreover, minority students may be adversely affected, if the minority population is overwhelmingly represented in the lower SES group.

Keywords: economic status, gender, ethnicity, curriculum based measures, slope

Using the bioecological systems theory (BEST) analysis in pre-service teacher preparation
SARAH REYNOLDS-ULRICH AND LORI SEVERINO, Drexel University, United States

Drexel University incorporates the BEST Analysis into education pedagogy courses, and pre-service teachers apply this systems theory in interactions with school children. During Student Teaching Residency, candidates use this practice to track student growth and progress for six months. Pre-service candidates look beyond quantitative data and look toward opportunities to assess the whole child. Drexel students who are part of the Philadelphia Teacher Residency Programme used the BEST Analysis in secondary classrooms. Rooted in a comprehensive curriculum which integrates typical and atypical development, students with varying disabilities, resiliency, urban education and family/community partnerships, the Drexel School of Education seeks to apply this method to the Residency Model for undergraduate candidates in PK-4 settings. Bronfenbrenner's bio-ecological systems theory of child development will serve as the conceptual and theoretical framework for identifying potential sources of risk and protective factors for children in poverty who reside in urban areas. Pre-service teachers chose three students to follow for a six-month period. The pre-service teachers wrote case studies which were analysed for themes related to BEST. The themes of these case studies will be discussed. Assent and Consent forms will be used. Student information will be de-identified. The work was IRB approved. The presentation reflects the candidates' ideas about the strategies or ideas they will act upon in order to nurture resilience and promote student achievement. The implementation of this analysis allows the pre-service candidate to look beyond quantitative data when assessing the children in PK-4 settings, and offers opportunities to assess the whole child.

Keywords: child development, teacher preparation, bioecological systems theory, assessment, early childhood

SYMPOSIUM SET B/ 26

SUPPORTING HEATHLY EATING AND CHILD HEALTH

Individual Papers

CHAIR: EMER RING
Mary Immaculate College, Ireland

How to support food literacy and aesthetic food experiences in Norwegian ECEC
ELLY HERIKSTAD TUSET, Oslo and Akershus University College of Applied Sciences, Norway

My objective was to support food literacy awareness in ECEC institutions developing a tool to promote children to learn to eat novel foods, get aesthetic food experiences and to verbalize their food and sensory experiences. Sansolios & Mikkelsen (2010). Report on the interventions in Danish kindergartens. PERISCOPE. Aalborg University Copenhagen. Children must learn how to eat a variety of novel foods. To encourage food acceptance, employees must sit and eat the same food as the children and talk enthusiastic about the food. Eating together are occasions for aesthetic experience, joy and playfulness and for food literacy learning. Hausner, Olsen & Møller (2012). Mere exposure and flavour learning increase 2-3 year-old children's acceptance of a novel vegetable. Appetite 58, 1152-1159 Addessi, Galloway, Visalberghi & Birch (2005). Specific social influences on the acceptance of novel foods in 2-5-year-old children. Appetite 45, 264-271. The study is a part of an ongoing research. Part-time ECTE students tested three times an innovative tool, called a savoury plate, with the children. The tool: One plate of both novel and familiar food, selected with regard to the participating children. Data: Narratives and evaluations from the students' experience with the tool. Narratives in this presentation have relevance to be exemplarily for employees in ECEC NSD (Norwegian Social Science Data Services) has approved of the study. Opportunities were created for children accepting novel food and learning words about food and sensory experiences. The use of this tool may support food literacy awareness and aesthetic food experiences in ECEC institutions.

Keywords: food literacy, sensory food experiences, novel food, innovative tool, ECTE students

The development of a scored evaluation tool to promote a healthy food environment in the preschool setting
CHARMAINE MCGOWAN (1), JOANA CALDEIRA DA SILVA (1), CLIODHNA FOLEY-NOLAN (1) AND CHARLOTTE JOHNSTON MOLLOY (2), (1) Safefood, Ireland; (2) Health Service Executive, Ireland

Develop a validated nutrition and health evaluation tool for pre-school settings. Food habits learned in early life impact on health and nutrition through the life-cycle. Those involved in the management and inspection of pre-schools must prioritise healthy food habit development, this is as necessary as the education of the child in other areas. Methods included development, pilot and validation of a pre-school targeted scored evaluation form (SEF) which evaluates four aspects of pre-school practice: environment, food service, meals and snacks. An Education Resource Pack was developed to accompany the SEF. A pre-intervention audit of 62 pre-schools providing full day care (children 3-months to 5 years for >5 hours/day) was completed using the SEF. The intervention comprised training on use of the SEF and Resource Pack to two groups: 'minimal intervention' ('manager only' training) and 'intervention' ('manager and staff' training). A measurement of change in practice took place 6-9months post-intervention using the SEF. Written informed consent was obtained pre-intervention from all pre-school managers. Pre-intervention data collection demonstrated that it would be unethical to fail to provide any information to a control group, resulting in randomisation of preschools to two parallel intervention delivery groups. Poor nutrition and health habits were observed at baseline for all criteria (n=24). Post-intervention data collected demonstrated a significant improvement in overall food and health-related practice. To build on the outcomes of this project, the SEF and accompanying Education Resource Pack are being adapted by Safefood and ECI to share them with pre-schools on the island of Ireland.

Keywords: food, health, scored evaluation form, nutrition, pre-school

Enhancing the capacity of early years educators to promote child health, development and learning: Emerging evidence from a national initiative

AISLING SHEEHAN, SARAH ROCHFORD AND CLAIRE HICKEY, Centre for Effective Services, Ireland

This paper outlines learning emerging from an Irish government initiative, the Area Based Childhood Programme ('ABC'), comprising interventions to strengthen the capacity of parents and early years educators to promote child health, development and learning. Research findings support approaches involving good play and verbal exchanges in infancy, early positive parental and professional input (e.g. warmth, responsiveness, supporting autonomy, early participation in learning), and regular routines during toddlerhood. Interventions within 'ABC' are underpinned by research on effective approaches for positive developmental outcomes for children, with a particular emphasis on language and social and emotional development. They are also underpinned by multiple theoretical and conceptual frameworks, including attachment, cognitive, psychosocial and ecological theories. Various methods are employed under 'ABC' including: professional development for early years practitioners, onsite mentoring for quality improvement, delivery of evidence-based programmes such as The Incredible Years, and facilitation of referral pathways for children with additional needs. A national evaluation is assessing outcomes for children and families, early years practitioners have been upskilled to collect data using standardised and validated measures such as the Strengths and Difficulties Questionnaire (SDQ). Ethical procedures, processes and documentation have been put in place to protect participants, these have been agreed with an Expert Advisory Group. Emerging evidence from 'ABC' highlights the importance of supporting parents and early years educators to promote early childhood development using evidence-informed approaches throughout the activities of children's daily lives. The evidence provides insights relevant to wider service delivery, including effective practices and capacity-building approaches with early years educators.

Keywords: professional development, capacity building, prevention and early intervention, quality improvement, child development

SYMPOSIUM SET B/ 27

HAPPINESS, HUMOUR AND LAUGHTER IN EARLY YEARS

Individual Papers

CHAIR: JULI-ANNA AERILA
University of Turku, Finland

Humour as a source of children's creative activities
JULI-ANNA AERILA, University of Turku, Finland

The aim of this study is to clarify the relationship of children's humour and different creative activities. In our studies we have investigated the usefulness of storytelling and craft products in different holistic learning processes. It seems that these activities could reveal something about children's experiences and inner thoughts. The research design of this study is based on Piret's (1941) model of humorous features. In addition, the theoretical framework consist of perspectives to children's humour and creative activities like stories and holistic craft process. The data is analysed by qualitative content analysis and the data consist of children's drawings, stories and soft toys as well as the activity hours which has been videotaped. The main framework for the content analysis is the framework of Piret's. The research project is guided in strict confidence and no real names will be used in this study or in any subsequent publications. The data is kept private. The children and their parents were given an opportunity to withdraw from the study at any point. It seems that the activities prior storytelling and making a craft product give children ideas to their stories and soft toys as well as help them get their voices to be heard. It also seems that children's creative products reveal something about children's sense of humour and the differences of between genders. Exploring the humorous features in children's stories and soft toys are important in holistic processes and child-centred learning. Connecting child-initiative humour to learning may also enhance children's well-being.

Keywords: children's humour, storytelling, holistic craft, creativity, child-centeredness

When peers and preschool teachers treat children's smiling and laughter as undesirable

ASTA CEKAITE (1) AND MATS ANDRÉN (2), (1) Linköping University, Sweden; (2) Department of Thematic Studies, Sweden

How do children learn to express emotion appropriately for the preschool context? Laughter and smiling are generally considered in positive terms, but this is not always the case. We have analysed situations where children's smiling and laughter are treated as undesirable by teachers and peers in preschool settings. This stands in contrast to prior studies where attention has mainly been drawn to teacher reproaches and disciplining of negative emotions such as anger and crying (Margutti 2011, Tainio 2011, Kyratzis 2001). Language and other semiotic resources mediate emotion socialization, involving a cluster of rights, duties, and obligations that are partly specific to particular sociocultural settings (Buttny 1993) like the preschool. Peer groups are important agents of socialization (Danby & Baker 1998, Evaldsson 2005, Goodwin 2006, Goodwin & Kyratzis 2012). Rooted in a sociocultural paradigm and a qualitative naturalistic methodology, we use interaction analysis to analyse 80 hours of recordings from two Swedish preschools (2-5yrs). Guidelines of Swedish research council was followed, written consent obtained from parents/teachers, study approved by ethical board and children's willingness to participate was respected. We identify types of situations where smiles and laughter are treated as undesirable and peers and teachers make this visible in their responses, through talk, gesture, gaze and touch. The explicitness of the affective norms expressed through the responses varies substantially, ranging from explicit mention to subtler and more indirect responses. The study brings explicit awareness to how otherwise often taken for granted everyday communicative practices serve to regulate emotional expression and learning.

Keywords: emotion, socialization, norms, interaction, learning

Happiness: A primary goal or a co-incidental outcome of competent caring?

GERRY MULHEARN (1) AND MARIE BRENNAN (2), (1) Charles Sturt University and Research Institute for Professional Practice Learning and Education, Australia; (2) University of Victoria, Australia

This paper examines the practices of competent caring in an intergenerational program, and their effects on parent participants and educators working with families to achieve their aspirations for themselves and their children. The program is informed by research showing strong connections between consistent, predictable and nurturing early experiences and longer-term health, happiness, productivity and creativity (Winter 2010), and the association between family psychosocial environments and mental wellbeing and happiness in later life (Stafford et al 2015) Joan Tronto (1993, p.103) argues that caring is an essential moral activity required to 'live in our world so that we can live in it as well as possible', enabling people to flourish. Her concept of care as 'both a practice and a disposition' applies beyond the intimate to program development and institutional cultures. In this project Tronto's concepts about an ethic of care informed the development of six broad principles that framed analysis of qualitative data from semi-structured individual and group interviews. Ethical challenges, such as familiarity between participants, were addressed through maintaining confidentiality and gaining informed consent. Data analysis indicated that consistent processes of caring for both parents and educators enabled them to care effectively for others and to initiate self-care strategies. Reassurance, encouragement and recognition assisted adults to participate in shared responsibility and distributed decision-making. While the pursuit of happiness was not the primary aim, insights are revealed about how competent caring can assist parents to support their children's learning and well -being, and follow new life pathways for themselves.

Keywords: competent caring, families' aspirations, early experiences, wellbeing, participation

RESEARCH INNOVATIONS IN EXPLORING WELLBEING

Self-organised Symposium

CHAIR: ZOI NIKIFORIDOU
Liverpool Hope University, United Kingdom

This symposium brings together three papers on evaluating children's wellbeing through diverse tools and methods. The first paper by Wilma Robles-Melendez and Wayne Driscoll concerns findings and recommendations on issues of culturally-respectful practices gathered from a sample of programs in USA serving immigrant children and their families. The second paper, by Antoanneta Potsi, contributes to a nuanced and situated understanding of well-being and provides insights in the Children's Worlds, the International Survey of Children's Well-Being (ISCWeB) focusing on the case study of Greece. ISCWeB is a worldwide survey on children's subjective well-being related to their lives, daily activities, time use and own perceptions. The third paper is a naturalistic, qualitative study exploring the use of drama and story-related props in promoting children's empathy. Role play, enactment and the physical movement of props revealed a deeper understanding of 3-year olds' empathetic actions and linguistic expressions.

Working with immigrant families and children: A primer of experiences, voices and lessons on what works to meet the social and cultural needs of immigrant preschoolers
WILMA ROBLES-MELENDEZ AND WAYNE DRISCOLL, Nova Southeastern University, United States

Conceptualize nature of culturally-responsive practices serving immigrant children. Identify what works in programs successfully meeting needs of immigrant children and their families. Determine role of culture in providing responsive program practices supporting holistic needs of immigrant children. Immigration is global human rights issue calling for equitable ways to appropriately address needs of young immigrant preschool children and families. Critical need exists to determine best practices for programs and services for culturally diverse child as pointed out by multiculturalists and immigrant children advocates. Framework grounded on ecological theory and concept funds of knowledge and their impact on children development. Examination of experiences from programs serving immigrant pre-schoolers in USA focuses analysis targeted by this project. Project follows paradigm of culture as intervening element in program practices and of right to equitable services. Issues on services for immigrant pre-schoolers and culturally-respectful practices gathered through interviews and observations of a sample of programs in USA serving immigrant children and families. Checklist created by researchers used to conduct classroom observations and meetings with families. Qualitative analysis of interviews and observations was conducted. Participants were invited to participate in project and researchers included those who consented. Analysis yielded action model centred on culturally-based considerations as fulcrum for successful programs. Dyad of educators-families central to address children needs and promote engagement in collaborative respectful ways. Results provided profile of practices and recommendations for action for early childhood educators and child advocates. Model provides framework for practices in programs serving immigrant children and families, identifies what works.

Keywords: diversity, immigrant children, culturally responsive practices, best practices, equitable services

Children's worlds study: the case of Greece
ANTOANNETA POTSI, University of Bielefeld, Germany

This paper contributes to a nuanced and located understanding of well-being and provides insights in the Children's Worlds, the International Survey of Children's Well-Being (ISCWeB) focusing on the case study of Greece. The study aims to collect solid and representative data on children's lives and daily activities, their time use and in particular on their own perceptions and evaluations of their well-being. Well-being incorporates the question of the quality of life of a person. The question of the conditions and the meaning of the 'good life' is since Aristotle on the agenda of social theory, social policy and research. A child's current wellbeing has direct and indirect influence on the wellbeing of future society. Thus, investigating wellbeing among children is relevant not only because of the importance of the problem itself, but also because it can lead to life-long adverse effects. Children's worlds' survey in Greece will be used to improve children's well-being by creating awareness among

children, parents and communities to the everyday lives of children, their environment, their relationships with others, their beliefs and satisfaction. One of the most important factors in assessing whether a particular environment is conducive to children attaining their best potential is the perception of their own subjective sense of well-being. This is best done by asking children directly and by allowing them to give an assessment of their own well-being. This is best done by asking children directly and by allowing them to give an assessment of their own well-being.

Keywords: subjective well-being, Greece, quantitative survey, quality of life, children

Using story-related props to explore young children's empathy
BABS ANDERSON, Liverpool Hope University, United Kingdom

The Drastee project explores whether a drama intervention can influence young children's pro-social behaviour. This part examines young children's use of story-based props to investigate the children's manifestation of empathy. Previous studies have indicated that the development of empathy is important in early childhood, as this forms the basis of social relationships, including friendships (Dunn, 2004). Vygotsky (1978) highlights the crisis of the internalisation of social relations at age three, which requires resolution. This project investigates whether a specific drama-with-empathy intervention can support children to understand a range of intentions for a character's behaviour. It examines whether they reveal their understanding of this in free play on an intrapersonal plane of psychological function The research is naturalistic, qualitative, using observations and video-recording of children's play with story-related props in a nursery school setting. The physical manipulation by the children of these and their interactions are analysed using discourse and thematic analysis. 35 participants aged 3 years old took part in the study. Ethics were guided by EECERA (2015). Gatekeeper and parental informed consent was gained in writing. The children's consent was monitored throughout the project, attention given to non-verbal gestures and expressions as well as verbal cues, resulting one participant withdrawing Role play and enactment encourages a deeper understanding of others' perspectives, thoughts and feelings and children replicated these with the props through physical manipulation, interactions with others and verbal articulations. Young children can develop empathy through physical enactment and this needs to be embedded in everyday practice.

Keywords: empathy, enactment, drama, social development, props

SYMPOSIUM SET B/ 29

DEFINING AND EXPLORING LEADERSHIP

Individual Papers

CHAIR: GERALDINE DAVIS
Anglia Ruskin University, United Kingdom

Resilience and leadership for the early childhood practitioner: Mechanisms and examples from practice
GERALDINE DAVIS (1) AND GEMMA RYDER (2), (1) Anglia Ruskin University, United Kingdom; (2) University of East London, United Kingdom

Exploratory research aimed to identify opportunities for leadership within the range of roles which encompass early childhood practice. One element to emerge from this research is considered in this paper: the development of resilience in role, to support enactment of leadership. The research draws from the literature about emotional engagement, self-efficacy, professional development and leadership, including the work of Bandura, Noddings, Elfer, Howard and Johnson. Using notions of personal empowerment and the professional practitioner leading practice, the concept of resilience and its development within a range of roles is considered. Working within an interpretive paradigm, an exploratory design enabled the voices of practitioners to be heard. Semi-structured interviews were conducted with 25 UK practitioners working in a range of roles and settings. Thematic analysis was used to identify the main findings. The theme of resilience is reported here. Vignettes are used as examples of practice. Ethical Guidelines of the British Educational Research Association (2011) were followed. Of particular importance was the assurance of confidentiality and anonymity to participants, who

shared sometimes difficult and personal experiences. No participant names, settings or other identifying features are used in reporting the findings. For the early childhood practitioners within this study, emotional resilience developed through: development of personal attributes, use of appropriate mechanisms for professional learning, provision of opportunities for informal and formal reflection, organisations which valued and supported employees. The development of the professional attribute of emotional resilience enables early childhood practitioners to enact leadership in sometimes challenging situations.

Keywords: leadership, emotional resilience, professional role, practitioner attributes, early childhood

Influence of culture and religion on leadership and pedagogy in Saudi preschools
LUBNA ALAMEEN, Canterbury Christ Church University, United Kingdom

This research aims to explore the factors influence pedagogy and leadership in the early childhood context, focusing on cultural and religious aspects. This research builds on contemporary research on culture, religion and pedagogy and is based on the work of Alexander (2009) Al-Issa (2010) and Al-Ahmadi (2011). The concept pedagogical leadership is now re-examined and my research make references on the following: Cecchin and Johansen (2009), Wilkinson et al., (2010), Heikka and Waniganayake, (2011), Male and Palaiologou, (2013), and Alameen et al., (2015). Leadership is perceived as a praxis (Wilkinson et al., 2010) and pedagogy is seen as a triangulated concept, including theory, practice and a set of social axes (Male and Palaiologou, 2013). Culture is perceived as the shared thoughts, values, customs and relationships which inform and shape a society's view of itself, of the world and of education. The study employs an interpretive inductive approach and qualitative methodology. Twenty four leaders were interviewed. Field notes were taken and all interviews were audio recorded. NVivo software was used to manage the data. The university ethical procedures were followed and ethical approval was obtained through the Saudi Ministry of Education. In terms of participants, informed consent, the right to withdraw, confidentiality anonymity and access to their interviews were considered. Results shows that a strong ideology underpinned by culture influences pedagogy and leadership. Offers a non-Western perspective of culture, pedagogy and leadership.

Keywords: pedagogy, leadership, culture, religion, early childhood education

What are the qualities of an effective early education leader?
MICHAEL REED, University of Worcester, United Kingdom

To inform the design of training materials for a programme of professional development and a publication exploring effective leadership in early education practice. To do this by engaging with early educators at a series of seminars and pose the question: what are the essential qualities of an effective early education leader? Research literature related to leadership in early education in England and internationally. In particular the relationship between leading practice and quality early education. The approaches and theories which surround the subject of leadership and its relationship to quality early education. In particular how theory is aligned with practice. Action research with early educators via a series of seminars in order to obtain their views about effective practice and test the design of training materials. University Ethics Committee approval for data gathering related to materials to explore pedagogic leadership. Participants aware their views would contribute to the development of a publication. A leader can use reflective questioning to understand what effective practice looks like when people work together. The intention is to reveal as well as promote the capability of everyone, including children. This is a transformational process for all those closely involved. The regulatory requirements and changes in policy in England mean a leader has a highly important role. It requires an understanding of pedagogic leadership and the ability to forge close working relationships with others. There appear to be limited training opportunities available to support the leader in practice. Why is this the case?

Keywords: leadership, effective early education, continuing professional development, reflective questioning, regulatory requirements

VALUES IN ECE

Individual Papers

CHAIR: FEDERICO FARINI
University Campus Suffolk, United Kingdom

Articulated values in preschool evaluations
MARITA DAVIDSSON, Linnéuniversitetet, Sweden

The study aims to examine and critical reflect on desirable values constructed in the evaluations of the preschool practice. The research questions are: What values to be developed by children are emphasized in the evaluations? How are the values articulated? Values are regarded as desirable and of importance for children to develop and learn, and are often emphasized in children's developing and learning in the preschool practice. Previous research about values in a preschool context outline care, democracy, discipline, and competence. The research is often directed to preschool practice or policy. The conceptual framework of this study is taken from Fairclough, regarding the world as socially constructed and constituted by language. A discourse analysis is carried out, methodologically based on Fairclough's critical discourse analysis (Fairclough, 1992, 2003). Fairclough's three-dimensional conception of discourse is used to detect value assumptions marked by linguistic features of a text. The data consists of seventeen digital evaluations of preschool practice for children 1-5 years old. The principle of public access to official records is applicable to municipal preschool evaluations. The evaluations are made anonymous. The involved preschools are however informed of the ongoing study. Tentative findings show that articulated values in the evaluations are competence, efficiency, relations, care, democracy, and discipline. The articulated values are produced in a process interrelated between policy documents and local practice, and includes measurement methods, manuals and a scientific base. In preschool the practitioners have to reflect on and discuss what values are desirable for children to learn and develop.

Keywords: preschool, preschool evaluation, values, Fairclough, critical discourse analysis

A day in the life of...Using video as a tool to ascertain practitioners' values in an English and Swedish setting
FAYE STANLEY, Wolverhampton University, United Kingdom

This research aims to report on the findings of video footage of the day in the life of a Swedish and English practitioner and their role when working with three and four year olds. Previous studies in this area include literature on values education and the work of Brostrom et al. (2014), Thornberg (2010) and Habermas (1995). This research design is also based on the work of Tobin et al. (2012) and Arnold & Brennan (2013). A sociocultural approach (Hedeegaard and Fleer, 2008) was used, and acknowledges that every word that people use in telling their stories is a microcosm of their consciousness. (Vygotsky, 1987, in Seidman, 2006). This is an interpretative and qualitative study based on phenomonological principles and focusses on how life is experienced and it also deals with the way people interpret events and make sense of their personal experiences (Seidman, 2006). Video was used as a stimulant to ascertain practitioners' values and a 'method which fits best' or what aspects of methodology fit best has been adopted (Robson, 2002). Hearing peoples' feelings and their stories is a key feature of 'thick description' (Geertz, 1973). Working with preschool children the ethical considerations remain paramount. BERA and EECERA ethical guidelines have been implemented and informed consent, confidentiality and valuing all opinions within a praxeological framework. The video will be the data collection tool which will be used for focus group discussions with Swedish and English early years settings/clusters/groups PhD data collection tool

Keywords: practitioners values, comparative education, polyvocal ethnography, role of the adult, children's experiences

'I told you to be free'. A critical assessment of Education to British Values in the EYFS 2015
FEDERICO FARINI, University Campus Suffolk, United Kingdom

This presentation argues that the 'education to core British values' included in the 2015 Early Years Foundation Stage statutory framework (EYFS) is underpinned by a technical concept of citizenship education, where emphasis is placed upon citizenship as a learning outcome. The research considers the ongoing debate (Beck, 2013) on the concept of citizenship that underpins citizenship education itself, recognizing the enduring influence of Marshall's tripartite model (1950): 1) rights and responsibility; 2) political literacy; 3) community involvement. It is argued that Marshall's model also frames the newly introduced 'education to British values' in the EYFS. The presentation argues that Marshall's model frames citizenship as the outcome of a learning process, monitored by a responsible 'knowledgeable other' (see also Parsons, 1955). A qualitative content analysis of the EYFS and accessory legislation developed into an archaeological exercise to bring to a critical examination the ideological and conceptual categories underpinning the concept of education to British values. The research subscribes the principle of beneficence, aiming to enhance reflection around the implication of the hegemonic concept of citizenship for the socialisation of young children The content analysis suggests that 'education to British values' in the EYFS sees cooperation, freedom, responsibility as learning outcomes. It is asked how tenable this approach is in light of democratic, and participatory pedagogies, relying on the child, the teacher and the environment as active participants Education to values should be challenged by a participatory approach where values are not notions to be learnt but are co-constructed by children and adults in everyday interactions (Citizenship-as-practice, Lawy & Biesta, 2006).

Keywords: citizenship education, democratic pedagogies, British values, EYFS 2015, citizenship-as-practice

SYMPOSIUM SET B/ 31

PARENTS' VIEWS AND ENGAGEMENT

Individual Papers

CHAIR: TUULA VUORINEN
Mälardalens Univrsity, Sweden

My kid goes to preschool! Exploring parents' main concern(s) when collaborating with preschool teachers
TUULA VUORINEN, Mälardalens Univrsity, Sweden

This study aims to explore how parents experience home and preschool collaboration. The initial question addressed is: What are parents' main concerns when collaborating with preschool teachers? Parents' experiences and the interaction between parents and staff is seen as a part of quality in ECE by Urban, Vandenbroeck, Lazzari & Peeters (2012) and in Sweden parents influence and involvement is emphasized in the curriculum for preschool education (The Swedish National Agency for Education, 2010). Research however seldom focus on parents' views on home and preschool collaboration or how they experience being a parent to a child attending preschool. The importance of including parents as participants in early childhood research is emphasized in research reviews (e.g. Larsen, Kampmann, Persson, Moser, Ploug, Kousholt, Bjørnøy Sommersel & Steenberg, 2013). The research presented in this study is inspired by constructivist grounded theory and explores the possibility to develop a substantive theory about the subject. The results are based on theoretical sampling and consists of qualitative interviews with parents who have one or several children attending preschool activities. Data has been analysed through procedures characteristic for constructivist grounded theory (Charmaz, 2014). The main ethical concerns in this study is to ensure informed consent for all participants and maintain confidentiality. Preliminary results will be presented and discussed. The result will be useful in teacher education and preschool practice when strengthening the relationship and collaboration between preschool and home.

Keywords: preschool, parents, collaboration, grounded theory, teacher

Views on parental engagement in Icelandic preschools

JÓHANNA EINARSDÓTTIR AND ARNA JÓNSDÓTTIR, University of Iceland, Iceland

The aim of the study is to gain knowledge on the views of different stakeholders in Iceland on parental engagement in preschools. Parental engagement in ECEC is seen as important for enhancing children's wellbeing and learning. Furthermore, parents are entitled to be involved in their children's education. Research has shown that parental engagement is associated with children's later academic success, high school completion, socio-emotional development, and adaptation in society (OECD, 2006, 2012). The study draws on reconceptualisation of parent-staff relations presented by Hughes and Mac Naughton. An emphasis is placed on empowering of parents and to make use of their particular expertise (1999, 2011). Data was gathered in two steps. First, 30 parents in two preschools were interviewed in groups about their experiences and views on collaboration with the preschools. The second step took place after the interviews had been transcribed and analysed. The findings were used as a foundation for discussion in focus groups with different stakeholders, parents, preschool teachers, and preschool consultants. Participants were informed of the purposes of the study, the confidentiality of their responses, and their consents were obtained. The findings of the study will be discussed in light of the national curriculum guidelines and international policy documents. Pre-service training of ECEC in Europe lack attention to parent-staff relations, and future professionals are ill prepared to establish such relations (Urban, Vandenbroeck, Lazzari, Peeters, & Van Laere, 2011). The findings will be important for Icelandic preschool policy as well as for preschool teacher education in Iceland.

Keywords: parents, Nordic, preschool, democracy, collaboration

Parents' opinions on nursery care in Hungary

SÁNDOR PÁLFI, University of Debrecen, Hungary

The aim of the research is to reveal parents' views about the early childhood educators' role in child-centred and individual care system. The research builds on emerging understandings of the parents' opinion on nursery care and education (Nyitrai-Darvay-Kontra 2015), so the framework of our theory was built on this previous survey. There are few researches of this kind and we do not know a lot about parents' views in details. The Hungarian nursery basic program requires child-centred practice (2008), which supports children's development through the personal perspective of the educator and their use of the environment. We took a multi-perspective approach as the basis for the views on the service providers and family centres. (Bernice Weissbourd (1981) Tricia David (1994) Jennie Lindon (2003) This study gathered data using questionnaire survey (125 parents in 5 counties) about the practical judgement of the parental cooperation. The empirical analysis and inference statistics aimed to know more about parents' reflection about the settings' way of education. The Ethics Code of the Hungarian Academy of Sciences was followed in relation to participants' protection, voluntary informed consent, confidentiality, anonymity and scientific validity. It is important that parents are satisfied with their children's nursery upbringing. The measure of the satisfaction differs among lone-parents. Parents hold identical values with the profession: affection, care and shaping of children's habits. The presentation has implications for the early childhood educators' training content, for the development of partnerships, making individual development plans and the development of new service content.

Keywords: parents' partnership, early childhood care, child-centred, values, nursery

SYMPOSIUM SET B/ 32

EMERGENT CURRICULUM FROM VARIOUS PERSPECTIVES IN PREPARATION OF ECE STUDENT TEACHERS IN ISRAEL

Self-organised Symposium

CHAIR: ALISON CLARK
UCL Institute of Education, United Kingdom

This symposium explores the introduction of emergent curriculum in the training of ECE student teachers in Israel. The theoretical rationale, approaches and implementation (2009-2015) will be discussed with

perspectives of children, student teachers and mentors at Levinsky College of Education. This builds on previous research on mentoring of student teachers, enhancement of an emergent curriculum in a traditional setting (Tal, 2014) and teachers' preparation programs. This study is grounded in Vygotsky's (1978) social cognitive approach to learning, Reggio Emilia educational philosophy (Rinaldi, 2001) and Emergent curriculum approach (Jones and Nimmo, 1994, Yu-Le, 2004). Self-study including case studies were employed using a multi-method and polyvocal approach (adapting a Mosaic approach, Clark, 2011). Findings show enhancement of student teachers' understandings of teachers' roles as mentors of children's dialogic learning. Mentoring preparation programs need to include emotional, motivational, cognitive and epistemology components and this impacts on the learning and wellbeing of children.

Emergent curriculum in the preparation of ECE student teachers in Israel: rational approaches, Implementations and children's perspectives
CLODIE TAL, Levinsky College of Education, Israel

The aim of this study is to present the theoretical foundation of the ECE preparation student teacher program at Levinsky College of Education in Israel and to offer the college mentors' main understandings related to its implementation over six years (2009-2015). This study is related to previous research on mentoring of student teachers (Feiman Nemser, 1992), enhancement of an emergent curriculum in a traditional setting (Tal, 2014) and teachers' preparation programs (Feiman Nemser, 2008, Margolin, 2010). This study is grounded in Vygotsky's (1978) social cognitive approach to learning and it is based on the Reggio Emilia educational philosophy (Rinaldi, 2001) and on an Emergent curriculum approach (Jones and Nimmo, 1994, Yu-Le, 2004). Self-study including case studies was employed and data included transcripts of face to face and digital staff encounters- discourses with students and children, observations and photos of emergent curriculum implementation in kindergartens (an adaptation of the Mosaic approach, Clark, 2011). Participants were four college mentors (researchers). Students and children involved in the discourses agreed to participate in the study and their identities remained confidential by using pseudonym. Parents and kindergarten teachers permission was given for children's participation. Findings show enhancement of student teachers' understandings related to teachers' roles as mentors of children's learning that allow for a more dialogic learning. Another finding was that the mentoring preparation programs need to include emotional, motivational, and cognitive and epistemology component as stated by Feinman- Menser (1992). This understanding impacted the learning and wellbeing of the ECE children.

Keywords: mentoring of student teachers, constructivism, Reggio Emilia, teachers' preparation programs, emergent curriculum

Emergent curriculum in the preparation of ECE student teachers in Israel: The students' perspectives - Transformation and challenges
IRIS LEVY, SIVAN SHATIL, AND MICHAELLA KADURY-SLEZAK, Levinsky College of Education, Israel

The aim of this study is to show transformation in ECE student teachers' perceptions related to the link between learning and teaching: from a traditional to a socio-constructivist approach and to pinpoint facilitators and challenges in the process experiencing these transformations. This study is related to previous research on mentoring of student teachers (Feiman Nemser, 1992) enhancement of an emergent curriculum in a traditional setting (Tal, 2014) and teachers' preparation programs (Bransford, Darling-Hammond and LePage, 2005, Feiman Nemser, 2008, Margolin, 2010). This study is grounded in Vygotsky's (1978) social cognitive approach to learning and it is based on the Reggio Emilia educational philosophy (Rinaldi, 2001) on Emergent curriculum approach (Jones and Nimmo, 1994, Yu-Le, 2004) and on transformative learning (Mezirow 1990, 1997). The methodology used is multiple case studies based on a mosaic approach (Clark, 2011). Participants in this study were eight student teachers in their third year in the ECE program at Levinsky College. All student teachers agreed to participate in the study and their identities remained confidential by using pseudonym. The main findings of this study indicate that student teachers transformation from a traditional -positivist to a social constructivist perception occurred as a sustained process which included emotional, cognitive and epistemology components. In many cases the transformation process included intermediate stages from: teaching as preaching via mainly listening to the child without intervening to mediation using thoughtful guidance in the discourse.

Keywords: mentoring of student teachers, emergent curriculum, teachers' preparation programs, Reggio Emilia, transformative learning

Emergent curriculum in the preparation of ECE student teachers in Israel: the perspectives of the pedagogical and the science mentors - consulting and support system

MICHAELLA KADURY-SLEZAK, IRIS LEVY, CLODIE TAL AND SIVAN SHATIL, Levinsky College of Education, Israel

The aim of this study is to show the cyclical process of improvement in mentoring and guidance for student teachers which supported the transformation in their perceptions and learning presented in the previous presentations. This study is related to previous research on mentoring student teachers (Feiman Nemser, 1992) and on teachers' preparation programme (Feiman Nemser, 2008, Margolin, 2010). It is grounded in Vygotsky's (1978) social cognitive approach to learning and it is based on Roggoff's (2003) perception of mentoring as a guided participation enterprise. This study used action research methodology. Participants were four college mentors (researchers) - three from the ECE department and one from the Science department. Both face-to-face and digital encounters between mentors and students were planned and documented as part of the consulting and support system in the transformation process, these allowed for systematic follow-up. All student teachers agreed to participate in the study and their identities remained confidential by using pseudonym. The main findings of this study indicate the need of student teachers self-inquiry process in parallel to implementing learning projects involving children, this includes moving from content-based inquiry to process-based inquiry, which transformed students' perception of children's main role in learning. In addition, there is a need for sustainability and continuity of the mentoring process to integrate between pedagogical and emotional competence. Furthermore, student teachers as well as mentors were all involved in processes of learning which emphasis that learning as a long life process.

Keywords: mentoring student teachers, emergent curriculum, teachers' preparation programs, constructivism, transformative learning

SYMPOSIUM SET C
FRIDAY 2ND SEPTEMBER
9:00 – 10:30

SYMPOSIUM SET C/ 1

GENDER ISSUES IN CHILDREN'S BOOKS AND PLAYGROUNDS

Individual Papers

CHAIR: CLARE O'DONOGHUE
Middlesex University, United Kingdom

Reflections on gender representation in children's books: perspectives of early childhood educators
KATARINA FILIPOVIC, Dublin Institute of Technology, Ireland

The aims of this research are to: identify and analyse key patterns in terms of gender representation in children's books in one early childhood setting; and to understand the perspectives of early childhood educators on gender representation in children's books, and the role of critical reflection in developing gender sensitive pedagogy and practice. Weitzman et al (1972) found that gender in children's books was depicted in stereotyped ways and that female characters were underrepresented. Recent studies (Hamilton et al., 2006, Nair & Talif, 2010, Paytner, 2011) show that even in the 21st century, despite equality and diversity becoming central in education, children's books continue to be stereotypical. Everyday experiences have a significant impact on the child's construction of gender. This underlines the important role of early childhood educators. Reflective practice allows teachers to make more well-informed decisions. A small- scale qualitative research approach was used, employing a single case study design. Data was collected in three phases, using multiple research methods, including content analysis, reflective diary entries and reflective focus group discussions. Purpose was to give voice to ECEs, allowing them to express their views and values, and to share practical experiences and ideas regarding the development of gender sensitive pedagogy and practice. All responsibilities to participants are fulfilled, including voluntary informed consent, openness and disclosure, right to withdraw and privacy. In progress. This research could help ECEs in becoming aware of possible stereotyping in children's books, enhancing observation and reflective skills with regard to children's books, and creating a more inclusive learning environment.

Keywords: diversity and equality, gender representation, children's books, reflective practice, early childhood educators

Issues of diversity and inclusion in children's books: results from the UK, Spain and Germany
CLARE O'DONOGHUE (1) AND TIM ROHRMANN (2), (1) Middlesex University, United Kingdom; (2) Dresden University of Applied Sciences, Germany

This paper compares and contrasts undergraduate EYs students' attitudes to children's picture books promoting inclusion and diversity in the EYs setting in England, Spain and Germany. Drawing on Pinsent (2013), Villegas & Lucas (2002), this develops work presented at EECERA, O'Donoghue (2015), on British EYs students' attitudes, widening the scope of this research by cross-cultural comparison. White, monolingual, middleclass, able-bodied, heterosexual culture is dominant in EYs professionals and children's literature, necessitating awareness raising for pro-active inclusion. The EU Equal Treatment Directives, reinforced by the Paris Declaration (2015), oblige member states to actively promote diversity and inclusion in educational contexts. However, recognition in the legal code does not always mean social acceptance or inclusion in everyday practice. Furthermore, EU countries interpret equality differently. This quantitative, questionnaire based study looks at how EYs students in three countries respond to representations of diversity in children's picture books. Students analysed children's picture books promoting aspects of inclusion and diversity, rating them in terms of acceptability and usability. The individual/pair response was followed by group discussion where further attitudinal notes were taken.

Further data was collected from children and parents in Germany. All respondents were informed of the purpose of the activity, gave their consent, questionnaires were submitted anonymously. Respondents were positive about books that promoted some aspects of diversity and inclusion but not others. There was some slight variation between countries. The method can be used in research and teaching to raise staff awareness to actively promote inclusive attitudes.

Keywords: inclusion, diversity, children's books, literacy, students' attitudes

Young children's fathers and public children's playgrounds in Germany - A neglected dimension
MIRIAM K DAMROW, University of Gottingen, Germany

Aim of the study is to find out how fathers support their young children. Up to now, mostly mothers are present on public playgrounds and are considered as being the significant parental part to monitor their children on a public playground. Nurturing fathers as a phenomenon is rarely considered and seldom discussed in Germany. A first approach in 2015 started to interrogate this new perspective. This study presents first results. A changing understanding of fathers' roles can be observed worldwide (Montoya 2014, 2015, Damrow 2015). In Germany, ambiguous ways can be found thus causing interfering childhood public policies. An observational approach has been taken. Interactions between fathers and their young children were recorded on several public playgrounds in a German urban city. A consent form and participation sheet for the video recording was provided for all local authorities (e.g. Youth Welfare Office) and for all participants. Informed consent was negotiated with the families involved ahead of time and re-negotiated during the time the study was carried out. All participants including the children were given the opportunity to withdraw from the study at any time. Anonymous pseudonyms replaced the participants' name. The main finding of the study show some differences in the recorded interactions compared with mothers' interactions depending on the age and gender of the child. Young children's fathers' needs appear different from that of mothers of young children while being ignored.

Keywords: nurturing fathers, public playgrounds, young children, gender, childhood social policy

SYMPOSIUM SET C/ 2

MULTILINGUAL CHALLENGES AND OPPORTUNITIES

Individual Papers

CHAIR: ANN-CHRISTIN TORPSTEN
Linnaeusuniversity, Sweden

One class - fifteen languages
ANN-CHRISTIN TORPSTEN, Linnaeusuniversity, Sweden

My research is directed towards newly arrived children's perceptions of participation in preschool and in a so called International class. The aim of this article is to highlight experiences of involvement in preschool and the creation of identity: Which deals are given; How to create social life in preschool. Wigg (2008), who has studied the consequences of being forced to break up and restart, shows three identities called alienation, ambivalence and activity. She discusses students' participation, schooling and the creation of identity. Benhabib (2004), who is reasoning about education, citizenship and obligations, writes that 'democratic citizenship requires obligations, obligations requires responsibility and deepening loyalty'. A life story approach, narrative analyse and an idea analyse of steering document is used. Empirical data is collected in terms of interviews of newly arrived children's, teachers and steering documents concerning their education. Parental permission to interview their children is received. The sampled life individual stories are read and re-told by me as new stories why all informants remain anonymous. Steering document shows that the school has a democratic educational task which means teaching and establishing respect for human rights and fundamental democratic values that the Swedish society is based on (Ministry of Education, 2011). It is important for the education to support and prepare young people to live and function in society (Ministry of Education, 2011). Future preschool and community is facing a challenge that is about to achieve a fusion of democratic equality and cultural diversity (Benhabib, 2004), participation and the creation of identity.

The effect of dialogic reading and numeracy learning in preschool on the vocabulary of bilingual children's second language learning

SIGRID BØYUM (1), HILDE HOFSLUNDSENGEN (1), AND KJERSTI SANDNES HAUKEDAL (2), (1) Sogn og Fjordane University College, Norway; (2) NLA University College, Norway

The aim of the current study was to investigate and compare the benefits of two interventions on bilingual children's second language acquisition in preschool. We investigated the following research question, what effect would an intervention with dialogic shared book reading have when compared to an intervention with numeracy learning experience on children's second language skills? Several studies have found shared book reading to have positive effects on bilingual children's vocabulary skills (Pollard-Durodola et al., 2011, Silverman & Hines, 2009) and early numeracy skills have been found to predict later performance in mathematics (Aunio & Niemivirta, 2010). Purpura et al. (2011) found that young children's numeracy knowledge was predicted by vocabulary and print knowledge, suggesting that numeracy and vocabulary are related. The intervention is built upon a socio-cultural framework of mediation. The 72 participating children (mean age = 5.3 years, 33 boys, 39 girls) were recruited from 16 preschools. The preschools were randomly assigned to dialogic reading or numeracy learning. The children's language skills were evaluated with a pre-test post-test design, and data were analysed with ANOVA. Written informed consent was provided by all parents and preschools prior to their participation including oral consent from the children. The analyses showed that the dialogic reading intervention had a significant effect on the children's expressive vocabulary compared to the numeracy learning intervention. The numeracy learning intervention did better on a numeracy task. The results suggest that both intervention programs could have a positive effect on second language vocabulary learning.

Home languages and language awareness in the early years in Ireland

MÁIRE MHIC MHATHÚNA, Dublin Institute of Technology, Ireland

Many early years settings in Ireland have diverse groups of children with many languages and cultures. This paper will discuss what early years educators need to know about supporting and acknowledging children's home languages and how children and their families can be encouraged to share their linguistic and cultural heritage with all children and staff. Lack of support for children's home language can prove detrimental to children's social, emotional and cognitive development (Cummins 2015, Baker 2011 and to their identity and family connections in particular (Tannenbaum and Howie 2002). Based on the theoretical underpinning of Aistear, the Irish national curriculum framework and second language acquisition socio-cultural theories, the rational for acknowledging the diverse linguistic and cultural richness of children and their families will be explored. This paper will be mainly literature-based and will also draw on finding of recent research on school-readiness, which included educators' perceptions on children's communication skills (Ring, Mhic Mhathúna et al. 2016). Full ethical procedures were followed in that study and no new ethical considerations need to be taken into account in this paper. The issues raised in the literature will be discussed in relation to Aistear and Siolta frameworks for the early years, in particular to the themes of Identity and Belonging, and to the availability of training in the field. Strategies to support home language maintenance, to acknowledge children's languages and to promote family participation in classroom activities and cultural activities will be outlined. Proposals for pre-service and in-service training will also outlined.

PEDAGOGICAL DOCUMENTATION

Individual Papers

CHAIR: ROSIE WALKER
University of Worcester, United Kingdom

ProuD! of pedagogical documentation as a tool for professional development in the ECEC-field: Views from Belgium and Finland

INE HOSTYN (1), SYLVIA TAST (2), ANNA-RIITTA MÄKITALO (2), AND LISELOTTE VANDENBUSSCHE (3),
(1) Artevelde University College, Belgium; (2), Metropolia University of Applied Sciences in Helsinki, Finland; (3) Artevelde University College, Belgium

The advantage of pedagogical documentation has been widely documented (Burrington & Sortino, 2004, Giudici et al., 2001). However, few research points out from the staff's perspective itself how and why they are using this method. Therefore, this research's aim was to explore the pedagogical and professional use of documentation by professionals working with young children. Professionalization of ECEC staff is an important European objective (European Commission, 2014, Urban et al., 2011). There is need for research that describes professionalization practices to advance the understanding of professional development in ECEC (Sheridan et al., 2009). The Reggio Emilia pedagogy and development of reflective practice were taken as a starting point. From an interpretive research paradigm, we collaborated with ECEC organizations from Belgium and Finland (split and integrated system) working with pedagogical documentation. Data from focus groups with 24 staff members, 20 interviews with organisations' heads and researchers' field notes, were qualitatively analysed (grounded theory). An informative movie and document together with a visit, guaranteed accurate informed consent. Pedagogical documentation has three key functions for professionals, similarly interpreted for children, parents, professionals as well as the neighbourhood. First, to demonstrate facts and growth. Second, to provoke further thinking. Third, to facilitate interaction from one with the child and between one another. These functions were. The demonstration of pedagogical practice, and the use between professionals and within the neighbourhood were less stressed. Pedagogical documentation yields major potential for further professional development. ProuD!, a tool for reflective collegial learning will be preliminary presented with its implications.

Keywords: pedagogical documentation, state of the art, ECEC and preschool, pedagogical approach, reflective practice

Pedagogical documentation's (PD) connections to early childhood education and care (ECEC) practice and policy making in Finland
KATI RINTAKORPI, University of Helsinki, Finland

This research explores the connections between PD and ECEC practice: the effect PD possibly has on practical work with children. Also the validity and ethics of PD as a tool to assess and develop ECEC are discussed. The tools and methods to carry out PD have been explored diversely. It has also been discovered that PD's implications to the practice remain easily weak and that PD is an instrument of positive and negative power. This study is based on Ferraris's theory of documentality (2011, 2013) and on social cultural theory of learning (Vygotsky 1973). Quantitative and qualitative methods and diverse and large data are combined to find the perspectives of children, parents, and educators. Respecting children's rights and increasing children's participation in ECEC are included strongly in the researched theme as well as our research practices. Permissions for children's participation to the study are collected from their guardians and personal details are not collected or preserved. PD works well in supporting and developing children's and educators' transitions and communication. PD is also in connection with careful, child involving planning and with children's positive emotions. Problems occur in the area of ECEC policy making. Because PD seems to be connected with ECEC with good quality in practice, ECEC educators and officials should get more vocational and continuing training about PD to embed and use PD in a sustainable way in practice and policy making.

Keywords: pedagogical documentation, assessment, development, ECEC practice, ECEC policy making

Knowledge and practice of pedagogical documentation: Professional development for educators
ROSIE WALKER, University of Worcester, United Kingdom

Making values and principles of pedagogic documentation visible within professional development is an important part of equipping potential leaders to invest in pedagogical documentation. The research investigates key features of introducing pedagogic documentation to educators. It places the principles and values of pedagogic documentation within children's learning, and throughout the construction of professional development activities. Literature referenced in this study inclues: Dubiel, J. (2015) 'Maps, Territories, Illumination and Distraction - The role(s) of documentation in Early Years pedagogy'. Presentation at British Early Childhood Education Research Association, Birmingham, UK (February 2015); Identified issues faced by practitioners about pedagogic documentation, Quinn, S F, Parker, L and Palser, M (2015) Teaching and learning through pedagogic documentation in initial teacher education. Paper presented at the British Early Childhood Education Research Association, Birmingham, UK (February 2015). This paper discusses orientation of a course of professional development towards pedagogic documentation. Practical application of Pedagogic documentation 85 students participated in action research inquiry. They tested out learning activities for integration into a course of study. Responses were evaluated via questionnaires and open interviews. Ethical approval given by University ethics committee Ethicality, leadership shared communication, community, reflective analysis and valuing of children's learning featured within the findings. For students and potential leaders, the acquisition of higher order learning skills allows developing ability to contribute effectively to new approaches. Collectively asking questions helps to define what 'high expectations' means and ways to provide positive learning experiences.

Keywords: pedagogic documentation, pedagogic leadership, course design, collective questioning, reflection

SYMPOSIUM SET C/ 4

SUPPORTING TEACHERS TO OVERCOME PEDAGOGIC CHALLENGES

Individual Papers

CHAIR: MARGARET O DONOGHUE
Institute of Technology Blanchardstown, Ireland

Exploring how early childhood teachers might be supported to incorporate Aistear (NCCA 2009) within the primary school curriculum
MARGARET O DONOGHUE, Institute of Technology Blanchardstown, Ireland

This paper is guided by two key research questions: How do primary school teachers understand Aistear (NCCA 2009), Ireland's early childhood curriculum framework? A related sub-question is: How does their understanding of Aistear (NCCA 2009) influence their teaching practice? The forthcoming revised primary school curriculum for Junior and Senior Infants in Ireland will seek to ensure 'greater consistency' with Aistear (NCCA 2012, p14). Providing continuity for children in their learning experiences will require an exploration of how primary school teachers understand Aistear (2009). This pilot study builds on earlier studies by (O' Kane and Hayes 2007, O' Toole 2014, Einarsdottir et al. 2008). The research adopts a constructivist approach. A focus group discussion was chosen as the method of data collection. Ethical principles and procedures were followed including the participants being adequately informed about the purposes of the research, its outcomes and dissemination and confidentiality. Findings show that there was a general consensus amongst the teachers that Aistear (NCCA 2009), as a curriculum framework, involved children learning through play, however, the language used by the teachers to describe their practice described scenario's that were didactic in nature, and left little choice to the children in directing their own learning through play, an approach which is intrinsic to Aistear (NCCA 2009). Findings from the study highlighted issues that were both specific and individual to the teachers. The paper advocates a better understanding of the constraints on teachers in early childhood education and possible reasons for the maintenance of a didactic approach.

Early childhood education teachers as pedagogical leaders in their teams

JOHANNA HEIKKA, University of Eastern Finland, Finland

The aim of the research was to investigate the perceptions of ECE professionals, the ECE centre directors, ECE teachers and child care nurses, on teacher leadership and to examine how teacher leadership was enacted in ECE settings in Finland. Teacher leadership in ECE sector is a new research area, however, the role and significance of ECE teacher in pedagogical improvement has been noted in several studies. In addition, studying ECE teachers' work from the perspective of leadership has now gained momentum as contemporary discussion in Finland emphasises ECE teachers' role as pedagogical leaders within their multi-professional teams. The study was anchored on the distributed leadership (Spillane 2006, Harris 2009) and teacher leadership (Harris 2003, Muijs & Harris 2007) framework. The study applied semi-structured individual interviews and participant observation as research methods. The study participants were informed about the research objectives and procedures. Participants were also guaranteed anonymity and privacy in data collection, analysis and dissemination of findings. The findings showed that ECE teacher leadership was highly anticipated and apparent in all studied teams. The enactment of teacher leadership included mainly taking responsibility of pedagogy and leading pedagogical functions in the teams, assessment and planning as well as ensuring that pedagogy is based on the goals set for ECE. The role of teachers as pedagogical leaders in their teams should be noted better on policy and administrative levels in Finnish municipalities and steer and support ECE centre directors and teachers to plan and implement efficient practices of ECE teacher leadership.

Context-based education in the pedagogy-in-participation: A case study in three times

MÔNICA APPEZZATO PINAZZA, School of Education at the University of Sào Paulo, Brazil

This research results from the monitoring of educational processes held in the crèche and preschool Olivais Sul Childhood Centre (Lisbon) in 2010, 2011 and 2015. It aims to identify and discuss the links between context-based teacher's training and the educational practices developed by them. It draws on training and praxeological research (Formosinho, Oliveira-Formosinho, 2012) by the Childhood Association, Braga, which dialogues with another research group ''Integrated Contexts of Early Childhood Education'', Sào Paulo (Kishimoto, Oliveira-Formosinho, 2013). The conception of professional training is understood in the paradigm of contextualism (Oliveira-Formosinho, 2009) and the concept of quality development in early childhood education (Bertram and Pascal, 2004). This is a case study in the context of the praxeological investigation informed by Kemmis and Smith (2008). The study involved the use of scales of children's well-being and involvement and of adult's commitment and Target (Bertram, Pascal, 2009) as well sessions of observation registered during fieldwork. It was performed with the team's permission and the observation method met the criteria established by scientific investigation according to the data treatment and divulgation. The data indicate that training in context impacts positively on the educational practices at the Children's Centre, provided the quality of adult-child and child-child interactions and the resulting promotion of a learning environment This study presents recommendations, which defend childhood pedagogy based on the rights of children's and adults to participate and learn in supported and enriched educational settings. It indicates training in context as a possibility of training to be considered in public policies.

SYMPOSIUM SET C/ 5

PARENTS' AND CHILDREN'S PERSPECTIVES ON TRANSITIONS

Individual Papers

CHAIR: LINA LAGO
Department of Social and Welfare Studies, Sweden

Being with others but not with friends?: Pupil's everyday transitions in school as a condition for social relations in school-age educare

LINA LAGO (1) AND HELENE ELVSTRAND (2), (1) Department of Social and Welfare Studies, Sweden; (2) Linköping University, Sweden

The aim is to investigate pupils' everyday transitions as a condition for social relations and activities in Swedish school-age educare. Social relations are important for children's wellbeing and learning and are a prerequisite for other assignments of school-age educare. Previous research show that everyday transitions between school and school-age educare can limit the possibilities to be with friends in school-age educare (Elvstrand & Lago, forthcoming). This is explored further in this study. A grounded theory (GT) approach focuses upon interaction, meaning and social processes (Charmaz, 2014) and is the methodological standpoint for this study. In line with GT we use ethnographic methods (participant observations and interviews) participating with children in their everyday life in school and school-age educare. Ethical considerations are taken into account in relation to Swedish rules. Since the informants are children issues of power and adult-child relations have been important throughout the study. The groups alter between school and school-age educare and this affects the possibilities children have to be with their friends since friends from school might not be there in school-age educare. However, the changing groups also provide the possibility to be with other friends than during the schooldays. The transition between school and school-age educare also affects children's opportunities to choose and to continue with activities between school and school-age educare. Schools and school-age educare has the assignment to co-operate around pupils throughout the school day. Knowledge of children's transitions between school contexts are important to this assignment.

Keywords: school-age educare, social relations, grounded theory, ethnography, everyday transitions

Children's and teacher's perspectives during transitioning to school in Chile: Evidence of relational agency

DANIELA SOFIA JADUE ROA (1), GABRIELA BÁEZ BARGELLINI (1), ELISABET DÍAZ COSTA (2), MARLENE RIVAS MUENA (1), AND BENJAMÍN GARECA GUZMÁN(1), (1)University of Chile, Chile; (2) Universidad Católica de la Santísima Concepción, Chile

The present study aims to position children's and educator's perspectives in the discussion of early childhood policies in Chile. This research draws on a previous study carried out by the PI in Chile (Jadue-Roa, 2013) as well as on international research in the topic in diverse sociocultural settings (Dockett & Perry, 2007, Dunlop, 2003). The theoretical framework is the cultural-historical one (Hedegaard, 2012) focusing on the development of the learner's agency as they relate to one another. The design is qualitative and follows a visual narrative inquiry including participatory and observational methods to be coherent with the rights and listening approaches adopted by the study (Lundy & McEvoy, 2011, Clark & Moss 2005). Group interviews were carried out with children and educators in 6 different schools and a dialogic coding scheme, grounded in the data and in existing literature, was developed to interpret the data gathered. Ethical permissions were sought from all participants assuring privacy, protection, anonymity and the right to withdraw at any time. Main findings show how children's and educator's perspectives can offer different insights to the transition experience. Likewise, there was evidence of emerging relational agency development amongst educators. Implications to the context studied strongly suggest the need for the inclusion of children's and educator's perspectives in the educational reforms that are being currently carried out.

Keywords: early transitions, play & learning, relational agency, perspectives, children's rights

'Rules, rules, rules and we're not allowed to skip'
LYNN MCNAIR, University of Edinburgh, United Kingdom

Given the privileged nature of adults' views on the transition process I set out to gather children's multiple perspectives on transition, both verbal and gestural (Bakhtin, 1993). Building on the wealth of transition research from the Pedagogues of Educational Transitions (POET). The data yielded power as a potent concept in understanding transitions. This thesis is located within the field of Childhood Studies, which draws from anthropology, philosophy, psychology and sociology. I turned to Michel Foucault for inspiration. Foucault favours a fluid approach to power, which suggests that power is in constant flux in how it is enacted and interpreted, within and between individuals. As such, I was able to move beyond a fixed notion of power that resides within other power genres. Adopting Foucault's conception, I argued that where there was totalising power there was evidence of resistance. An ethnographic study of children (aged 4.5 - 5.5 years) and their families' experience of transition was conducted, using participatory methods, Data were gathered from empirical methods, e.g., participant observations, mind-mapping sessions, interviews and documentation. Children's voices can be unintentionally silenced by policy-makers and professionals during the transition process. The concept of power is under-theorised and under explored in transitions this study, therefore, adds to the growing body of transition research. Children's unique life journeys' involve differences and the ability to construct, share and make meaning of their lived experiences. Children's views, therefore add nuance to our understanding of the transition experience and can inform and shape policy and practice.

Keywords: children, silenced voices, power, totalisation, resistance

SYMPOSIUM SET C/ 6

ISSUES OF MATHS AND SCIENCE

Individual Papers

CHAIR: HEINO SCHONFELD
Barnardo's, Ireland

What can we know from length measure representations in Childhood Education?
MONTSERRAT PRAT (1) AND ANGELA NOLFA CASTRO INOSTROZA (2), (1) Blanquerna - URL, Spain; (2) Universitat Autònoma de Barcelona, Spain

The aim of this study is to promote the use of representations in Childhood Education, specifically in length measurement. As teachers, when we observe children's own mathematical marks on paper, then 'it is this 'child sense' that we see and that is vital to the child's thinking about mathematics' (Carruthers & Worthington, 2006, p14). We have already collected some length activities and the children representations, so we have examples that show the richness of the information that children's drawing gives to the teachers. Their drawing is about their thinking of mathematical ideas, but also about the connections about their mathematical experience and the world is around them. In the literature there are studies about length measure or mathematical representations, but is not easy to find research that connect them in childhood education. Our aim is to connect length measure and representation to show the importance of representation when children learn how to measure. This research has two strong theoretical frameworks to consider: (i) length measure (Clements & Sarama, 2009, among others), (ii) representations (NCTM, 2000, among others). It is qualitative research. A consent form and an information sheet were provided to the families of all the children participants in the research. Participants were given the opportunity to withdraw from the study at any time. Real names have been replaced by pseudonyms. The findings of this ongoing research provide evidence about the potential of the children's representation of mathematical ideas. The findings encourage researchers to continue working from this perspective.

Keywords: early childhood, mathematics, length measure, mathematical representations, practice

The emergence of mathematical abstraction in the nursery

MAULFRY WORTHINGTON AND BERT VAN OERS, VU University, Netherlands

This study aims to investigate the emergence of abstraction in young children's mathematical inscriptions, and their contribution to understanding the abstract symbolic (graphical) language of mathematics. Developing research into children's mathematical graphics, it builds on two recent studies into mathematics in pretend play, and children's social literacies in pretence. The evolution of language in ontogeny provides new understanding concerning some processes involved, and studies of very young children's symbolic principles and multimodality provide particular insights into the rich foundational knowledge on which the children in this study build their early mathematical inscriptions. The study conceives of children's mathematical representations as emergent and evolutionary, originating in their need to communicate within personally meaningful contexts. Ethnographic data comprise written documentations and the children's graphics, collected from seven children aged 3 - 4 years at home and in their nursery. Analysis follows an interpretive and social-semiotic paradigm. The children's signs and texts are analysed in order to determine how they make mathematical meanings with their marks, signs and symbols and how this supports their understandings. The research adheres to ethical research guidelines. Participants were consulted and informed at every stage and gave their informed consent and could withdraw if they chose. The findings illuminate the flexible strategies young children use as they communicate their mathematical thinking, indicating children's self-belief, enjoyment and confidence in mathematics as they progress towards increasingly mature mathematical inscriptions. Extending beyond a narrow 'skills based' view of mathematics, the findings have significant implications for early childhood teachers and policy makers.

Keywords: abstraction, language acquisition, children's mathematical graphics, meaning making, nursery

Representations in outdoor activities - Preparing for participation in science experiences

ANNE KRISTINE BYHRING, Oslo and Akershus University College of Applied Sciences, Norway

The aim is to increase early childhood teacher students' awareness of representations and awareness of their own linguistic practices related to science topics and environmental issues. On representations in early childhood education, see Elm Fristorp, A. (2012) Design för lärande - barns meningskapande i naturvetenskap (Design for learning - children's meaning making in science). (Unpublished doctoral thesis). Department of Education, Stockholm University. Representations and multimodality overlap as concepts in literature on science education. Representations develop as a tension between the wish to express, the textual competencies and the understanding of what it is to be 'scientific'. On representation and multimodality, see Knain, E. (2015). Scientific Literacy for Participation. A systemic Functional Approach to Analysis of School Science Discourses. Rotterdam: Sense Publishers. Kress, G., Jewitt, D., Ogborn, J., & Tsatsarelis, D. (2001). Multimodal Teaching and Learning. The rhetoric of the science classroom. London and New York: Continuum. The study concerns development of learning resources and tools for early childhood teacher students for facilitating their group discussions and writing tasks on campus and in practice. Data collection: audio and video recording of group activities and students written assignments. NSD (Norwegian Social Science Data Service) will be applied for permission regarding ethics, data handling and storage. The findings are the resulting design of learning resources. The main discussion is on the students' developing awareness on linguistic practices on science topics in outdoor activities. The developing learning resources are themselves representations, and will be interpreted and used by teacher educators in situated educational practices.

Keywords: learning resources, representations, argumentation, outdoor activities, ECE students

EXPLORING THE ROLE OF PEER COUNSELLING IN LEARNING ORGANISATIONS

Self-organised Symposium

CHAIR: LIV TORUNN EIK
University College of Southeast Norway, Norway

The importance of developing learning organisations is stressed in a variety of policy documents in Norway. Peer counselling may be a relevant strategy for mutual learning. We will present results from studies on peer counselling in two different organisations, kindergarten and university college. The aim of first study was to gain knowledge about how peer counselling eventually contributes to the development of learning kindergartens. The second study focused on peer counselling as a tool of professional development for professors from different faculties in a university college. In our presentations we want to discuss challenges and possibilities connected to implementation and systematic use of peer counselling in the process to develop learning organisations.

Knowledge in transition. The value of peer counselling in kindergartens as learning organisations
HEGE FIMREITE, Sogn og Fjordane University College, Norway

The importance of developing kindergartens as learning organizations is stressed in policy documents in Norway. Our research aim is to gain knowledge about how peer counselling contributes to the development of learning kindergartens. Our research objectives: 'In what ways can systematic peer counselling develop (mobilize) kindergartens as learning organizations? In what ways does counselling contribute in transforming individual experience to shared knowledge?'' Our research is related to Nonaka & Takeuchi (1995) and their concepts of how to mobilize tacit knowledge into organizational knowledge. The study was framed as action research (Tiller, 2006). Our study is based on theory related to learning organization (Nonaka & Takeuchi, 1995, Argyris & Schön, 1996, Senge, 2006). We have chosen a hermeneutic and interpretive approach. Our empirical material is based on retrospective reflections and focus group-interviews in two kindergartens, transcribed and examined through thematic content analyses. We identified significant units related to our research objectives. The institutional ethical procedures regarding informed consent and anonymity were accomplished. Participants have regularly been informed about the outcome and results. We identified signs of transition in the kindergartens existing knowledge after implementing systematic peer counselling, awareness and change in the way the participants' perform meetings and communicate, economizing the ways in which they deal with professional challenges. The process became gradually more theory informed, a transition of knowledge from being exclusively structural to acknowledging it as processual was maintained. A theoretical implication is related to the insider epistemology, understanding actions and situations from the inside of the organization (Kvernbekk, 2005).

Keywords: counselling, learning-organizations, mobilize, kindergarten, developing

One project - three cycles. Implementing the strategy 'Problem based counselling in groups' in professional teams in the kindergarten.
INGRID FOSSØY, Sogn og Fjordane University College, Norway

A peer counselling strategy was introduced in two groups of professionals in two kindergartens. Our research aim: gain knowledge about how systematic peer counselling contributes to professionalize kindergarten-teachers. Our research objectives: In what way does the strategy 'Problem based counselling in groups' develop professional teams and meetings in the kindergarten? Our research is related to Lycke, Handal & Lauvås (2016) and their research identifying counselling as a learning process and as an approach to develop professional teachers. The study is framed as action research (Tiller, 2004, McNiff, 2013) and theory related to counselling as a learning process for professionals, a way of developing individual experience into common knowledge (Gjems, 2007, Ertsås & Irgens, 2014). We have chosen a hermeneutic and interpretive approach. Our empirical material is based on the professionals' reflections in groups. The reflections was audio-recorded, transcribed and examined through thematic content analysis. We identified and categorized units, in what way can systematic peer counselling support the professionals in their daily work, what challenges do the participants meet through the process? The institutional ethical procedures regarding informed consent and anonymity were

accomplished. Participants have regularly been informed about the outcome/results. The results of the study indicate that the kindergartens have to deal with challenges when introducing systematic peer counselling, for instance structuring the peer counselling. The participants strive to define problems. Further, the value of clear leadership, being prepared, carrying out structured observations and giving feedback is recognized. Peer counselling as a strategy in developing professional teams in the kindergarten

Keywords: counselling, kindergarten, kindergarten-teachers, professional, teams

Peer counselling among educators in a university college - a tool for mutual learning and professional development?

LIV TORUNN EIK, University College of Southeast Norway, Norway

Research aim is to investigate peer counselling as a tool for mutual learning and professional development for educators in a university college educating kindergarten teachers. The study is related to my Ph.D. - study (Eik 2014) on the professional development of newly qualified kindergarten teachers and impacts of peer counselling on their professional development and learning. We want to investigate whether peer counselling contributes to mutual learning among teacher educators. Socio-cultural learning theory (Vygotskij 1978, Säljö 2001) and core concepts: Learning trajectories (Dreier, 1999), professional identity (Heggen, 2008) and professional judgement (Molander, 2008, 2013). We want to investigate processes in which people appropriate ways of acting, thinking and use of cultural tools in professional practices and how these experiences are interpreted, reconceptualised and transformed into resources for mutual learning. The study is grounded in a social constructivist paradigm and has a qualitative multi method approach including questionnaire, logs, video observations, focus group interviews and dialogue seminars. National ethical guidelines are followed. The informants applied to join the project and gave informed consents. Procedures for anonymity have been strictly followed. Results have regularly been discussed with the informants in dialogue seminars. Preliminary findings indicate that peer counselling develops structured approaches to collaborative problem solving. The members of the team help each other to analyse the problems, consider possible alternatives and try out new strategies. Peer counselling seems to support mutual learning processes. The study may contribute to a more in-depth understanding of educators' professional development and of university colleges as learning organisations.

Keywords: peer counselling, professional identity, professional judgment, mutual learning, cultural tools

SYMPOSIUM SET C/ 8

YOUNG CHILDREN'S DRAWING, ART AND PERFORMANCE

Individual Papers

CHAIR: NINA SCOTT FRISCH
Queen Maud University College of Early Childhood Education, Norway

Drawing dialogues - Visually controlled drawing in kindergarten

NINA SCOTT FRISCH, Queen Maud University College of Early Childhood Education, Norway

The aim of this presentation is to look at drawing processes among children in early childhood education age 1-4 through theoretical lenses within a socio-cultural theoretical framework. Children`s traces on paper in this age group are often interpreted with developmental biological understandings of the child. We need to look at these processes again to vitalize and verbalize the socio-cultural aspect of these processes. My PhD thesis 'To see the visually controlled' had the same focus on drawings made by students in the age group of 9 to 12 years. The aim was to look especially at the visually controlled drawing processes, that is, drawings made by visually being able to control the drawing against a model or modelling peers' or teachers' drawing strategies. Wilson and Wilson, Vygotsky and Bakhtin are used as main theoretical references, I want to transfer the research focus from my thesis to the youngest in kindergarten, to see what can be found. Within a paradigm of social constructivism, two case studies, using observation of drawing processes among 3-4 and 1-2 year old children are presented. The ethical aspects of recording small children, has been considered, the parents have approved the presentation. Concepts such as appropriated drawing and visually controlled drawing are identified and

discussed also looking at the Italian brain researcher Giacomo Rizzolatti`s findings on mirroring in a socio-cultural perspective. The implication of my research suggests that we look at group-work of small children as a collective creative dynamical process.

Keywords: drawing, narrative, visually controlled, appropriated drawing, socio-cultural

Drawing to communicate: Uncovering the layers of meaning-making in young children's drawings

JOSEPHINE DEGUARA (1) AND CATHY NUTBROWN (2), (1) University of Malta, Malta; (2) University of Sheffield, United Kingdom

The aim of this study is to understand the meanings young children create and communicate through their drawings. Building on the work of Anning and Ring (2004) and Coates and Coates (2011), and considering drawing as 'multisemiotic' (Kress, 1997, p.79), a language of communication and a tool for meaning-making, I explore what young children communicate through their drawings. This study embraces a social semiotics theoretical framework (Kress, 1997) where the focus is on the orchestration, interpretation and expression of signs across different modes, modalities and representations. This study follows a case-study approach inspired by ethnographic and participatory research. Taking the role of a participant observer, I conducted my study with three, four-year old children. My main tools of data collection included the children's drawings and narratives, my conversations with their parents and video-recorded observations of the drawing processes. Ethical approval has been sought from the respective gatekeepers, where children's provisional and continuous informed assent was sought. Referring to one of the cases, this presentation focuses on the main distinctive functions of meanings children communicate through their drawings, mainly, perceiving drawing as a construction of identity, as a communicator of the self, as a processor of knowledge and as a play process. This study implies that drawings can be used as a social semiotic tool to bring out the uniqueness of children as individuals, drawers and meaning-makers, while they learn about their interests, aptitudes and individualities, crucial information that facilitates the development of relationships and the learning process.

Keywords: drawings, meaning-making, young children, social semiotics, communication

Play and interactivity in a theatre performance

BARBRO DJUPVIK, Queen Maud University College of Early Childhood Education, Norway

My work of artistic development 'Kari Trestakk' is an interactive multimedia piece of theatre for children in age group 4-8 years (2011-2014). How the culture of children in the act of playing might inspire the form of transmission in an art project for children. How to create common and genuine encounters between participant and artist? In what way does the space affect the interplay between artist and child? My background is one of performance theatre and as an educator of drama. Lately, I have worked with multimedia projects for and including children. My work with Theatro Los Sentidos in Barcelona has been a great inspiration. The initial concept was originally devised together with the artists and children aged 4-6 year and then further developed with the artists. This performance is also open to interactivity. The theoretical concept is in performative theory and aesthetic (Ficher-Lichte) with communication roots (Wilmar Sauther), and what is happening between presentation and perception. The producers obtained the relevant play materials for the creative process through interaction, observation and interviews with participant children and pedagogues. The form of communication is crucial for the interplay that occurs in the relevant room. The participants are invited to open up and share experience, and if possible, by doing this, get their sense of ''who am I'' strengthened. The children are susceptible to the situation, and become particularly involved when they recognize the art form. They felt a sense of ownership to what they had experienced.

Keywords: performance and art, culture of children, devising process, interactivity, relationship

SYMPOSIUM SET C/ 9

PHYSICALITY AND THE OUTDOOR NATURAL ENVIRONMENT

Individual Papers

CHAIR: BARBARA MILLS
University of Saskatchewan, Canada

Relational connections: Place-based, arts-based, contemplative pedagogy and the development of young minds
BARBARA MILLS, University of Saskatchewan, Canada

The objective of my heuristic inquiry is to respond to Thomas Berry's (1988, 1999, 2006) call to Western educators to develop Earth-centred pedagogy that recognises the relational, empathic, contemplative, and imaginative aspects of human nature. This research integrates theoretical study with participatory explorations of human connections to the Earth. Theoretically, connections are derived from Berry and supported by Bohm (1996), Cozolino (2013), Hathaway & Boff (2009), Little Bear (2000, 2011), Louv (2008), Siegel (2011, 2012), Swimme (2001, 2011), and others in the areas of evolutionary science, quantum theory, Indigenous wisdom, and human mind development. The aim of heuristic research is to find meaning for oneself (Moustakas, 1990). Sela-Smith's (2002) Heuristic Self-Search Inquiry allows the sole participant to make non-linear connections between theory and non-quantifiable human experiences (Hiles, 2001). An organic cosmological paradigm frames Heuristic methodology. Holistic nature-based and contemplative methods are adapted from Berry (1988, 1999), Plotkin (2003, 2008), and Zajonc (2003, 2010). Anderson's (2006) guidelines for non-reductionist research mandate rigorous subjectivity, and openness to new possibilities, contradictory data, and personal transformation. Self/peer dialogue and examination (Ellis, Adams and Bochner, 2011, Hiles, 2001) determine authenticity and validity. This research acknowledges the integral role of Place-based, Arts-based, and Contemplative pedagogy in early childhood education. It envisions practice that enhances children's instinctual connection to all living beings, recognizes spontaneous creative experiences, and promotes children's natural tendencies for compassion and imaginative collaboration. I am using this research to provide relational, empathic, value-based learning and teaching opportunities for pre-service K-8 teacher candidates in Saskatchewan.

Keywords: connection to earth, place, arts, contemplative pedagogy, empathic and relational connections, value based, pre-service k-8 teachers

Playness pedagogic compass - A new tool to enhance holistic development in early childhood
MILAN HOSTA, Playness Ltd., Slovenia

Physicality has been viewed as something subordinated to cognition and must be tamed or controlled. However, the value of tacit knowledge brings forth the importance of an approach that respects the whole of the embodied being. The bio-political capacities of the human bodies have not yet been habituated to its full potentials. The aim of our research is therefore to design and test practical tools that enable teachers to address the physicality as implicit epistemological foundation. This approach will not only provide us with answers on questions of (1) how we are embodied through PE, sport and mindful-somatic practices, (2) what is left out from these practices, and (3) how does this affect our experience of life itself, but will allow us to make a qualitative contribution to the latest theoretical findings within the area of physical education, sport and mindful somatic practices by supporting our claims empirically and theoretically in the new manner. Longitudinal study is designed to evaluate the intervention. Our way of embodiedness importantly shapes our creation and perception of the meaning of life, which is inherently an ethical issue par excellence. Impact of Playness pedagogy is currently being observed. If it turns out that the results of Playness pedagogy including mindful-somatic practices leads to higher Heart Rate Variability and increase in slower brain waves (alpha, theta, delta) in comparison to regular physical education, then such interventions should be promoted even more strongly and access to such programs in kindergartens and schools should be considered compulsory.

Keywords: physical activity, somatics, epistemology, play, learning

Young children's play preferences in the outdoor environment
HEATHER ELLIOTT, York St John University, United Kingdom

This research aims to discover if children in one specific case study prefer the outdoors and whether this is true for all the children within the study. Whilst the overall benefits of playing outside have been well established in terms of both development and learning, little has been done to consider children's preferences in the outdoors. It has been contested (Moore and Young, 1978, Kirkby, 1989, Bingley and Milligan, cited by Murray and O'Brien 2005) that many children prefer to learn in an outdoor environment: 'Many children prefer outdoor activities, and they engage in more explorative play and activities when in natural spaces that they can adapt and modify to meet their own needs'. Using Gibson's theory of affordance, a longitudinal study commenced to take into account the impact of weather, friendships and relationships with others in the outdoors. In this case study of one setting with a Forest School ethos, an ethnographic approach using observations, and the review of video footage in conjunction with un-structured interviews was adopted to study the play preferences of children aged 2-4 in the garden area. EECERA ethical guidelines were followed. A full explanation of the purpose of the study was given to staff and parents. Parental permission was gained for the use of visual images and the ongoing consent of the children was negotiated. The outdoor area was used consistently by some children throughout the winter, regardless of the weather. Settings must make provision for all children to access outdoor learning on a daily basis.

Keywords: outdoor environment, play preferences, affordance, 2-4 year olds, weather

SYMPOSIUM SET C/ 10

OUTDOOR PLAY AND LEARNING: CULTURAL PERSPECTIVES 1

Self-organised Symposium

CHAIR: EVA ÄRLEMALM-HAGSÉR
Mälardalens University, Sweden

This symposium organised by the SIG group Outdoor Play and Learning has a focus on transcultural differences in outdoor play and learning in early childhood education. The aim is to scrutinise different understanding and pedagogy in outdoor play and learning in early childhood education with example from England and Turkey, Iceland and Sweden and South Korea.

The different understanding of drawbacks in the implication of outdoor activities in an early years context
MEHMET MART, Plymouth University, United Kingdom

The aim research is to reveal the different understanding of drawbacks in the implication of outdoor with the example of England and Turkey. Previous research, Mart and Bilton (2014) shows the differences in outdoor activities in these countries. Tobin, Hsueh and Karasawa (2009) also pointed the cultural differences in three countries. On the contrary of some significant benefits of outdoor such as providing learning through natural, observation, exploration of environment (Wellhousen,2002), there are some obstructive factors such as attitudes, funding (Waite, 2009), risk and bureaucracy, teacher training, schools, costs, centres(Dillon, 2010), government (Waite,2010), getting permission and equipment (Kandir, Yurt & Cevher Kalburan,2012). Çelik (2012) also states that the outdoor areas of schools are not used effectively because of having inadequate physical arrangement, or being overlooked of arranging outdoor areas. Observations, interviews and group discussions were used to collect data as a part of qualitative research method in southern Turkey and south-west of England. EECERA's Ethical code (EECERA, 2014) and Plymouth University Ethics Policy (Plymouth University, 2013) have been considered for ethical considerations. Regarding them, all participants were informed about the confidentiality and anonymity of data. Regarding the initial findings of research, there are some similarities as general such as weather and space. However, the context of these varies considering the cultural aspects. In the practice, there is also considerable drawbacks but these are not seen by teachers. Regarding the findings, it is aimed to provide a different perspectives to drawbacks during outdoor activities, so that they can find a way to achieve such problems. Also, policy makers can improve the policies considering these drawbacks.

Discourse about the outdoor environment in Icelandic and Swedish educational policy
KRISTIN NORÐDAHL (1) AND EVA ÄRLEMALM-HAGSÉR (2), (1) University of Iceland School of Education, Iceland; (2) Mälardalen University, Sweden

In this research the intention was to answer the question: Is there a difference in discourse about the outdoor environment in children's learning in policy documents in Iceland and Sweden? The study is built on previous critical theoretical research on outdoor play in early childhood education. Kernan and Devine's (2010) review of discourse about outdoor play in early childhood education in Ireland, revealed six discourses. First about fear for children's safety, second about children spending less time outdoors, third deals with a lack of exercise, the fourth about children's alienation from nature. The fifth deals with children's development and education and a sixth about children's right to be heard in issues concerning themselves. Foucault theory of the power of the discourse is the theoretical background of six step historical discourse analysis which is used in this study. This research is a document analysis and therefore based on secondary data. Icelandic and Swedish authoritative documents were collected, such as laws and regulations, preschool curricula, school policy documents and other relevant documents from selected municipalities in Iceland and Sweden Ethical consideration has been taken to ensuring fair representation of documents. Preliminary findings are that the outdoor environment is not highlighted in these documents, but rather seen as a benefit to children's learning and development. The study has implications for both policy and practice.

Improving the quality of outdoor play in South Korean preschools: An action research report
KWI-OK NAH, Soonchunhyang University, South Korea

The aim of this paper was to report on a project developed to improve the quality of outdoor play and learning in South Korean preschools. In South Korea, outdoor play is limited due to an excessive emphasis on safety, parents' concerns, and a focus on academic achievement. At most preschools, children play outdoors, engaging in physical activity or exploring nature, only for brief periods of time when the weather is good (Shin, 2004, Han and Kweon, 2013). The current project followed a participatory action research framework in order to change the current situation regarding outdoor play in preschools (Bradbury, 2015). Three preschools participated in this project, which took place between May, 2015 and August, 2016. The project involved the continuous collaboration of the head teachers, classroom teachers, children and researchers. The journals written by the researcher, discussions among participants, photos and videos of children's play were collected for data analysis. Teachers gave informed consent and could withdraw at any time from the research project. All the names of preschools, teachers and children were anonymous. The project, in which all staff members, children and researchers participated, facilitated rigorous outdoor play, and created effective changes in teachers' attitudes towards outdoor play and an inclusive climate at the school level. Communication among teachers in the participating schools led to clearer ideas regarding improvements related to outdoor play. The inclusion of the school system and the broader community further encouraged effective changes in practices pertaining to education and the care of young children.

SYMPOSIUM SET C/ 11

EXPLORING PLAY THROUGH TRADITIONAL GAMES, SENSORY MATERIALS AND THROUGH CHILDREN'S IDEAS ON SPACE

Individual Papers

CHAIR: PÄIVI LINDBERG
Niches & Potential Consulting Ltd, Finland

Early-childhood children's values of play
MACHIKO TSUJITANI (1), KIYOMI AKITA (1), MARIKO MIYATA (1), YUTA MIYAMOTO (1), TAKAYO SUGIMOTO (1&2), (1) University of Tokyo, Japan; (2) Aichi University, Japan

This study was aimed at analysing pre-school children's values of play, especially what they regard as 'play' or 'spaces to play in'. For decades, children's play has been widely studied from many perspectives and in various disciplines (Piaget, 1962, Vygotsky, 1978, Erikson, 1950), but mostly from an adult perspective. In 2015, we administered a questionnaire to analyse elementary school students' values of play and the differences according to their ages. We employed a mosaic approach (Clark, 2005) emphasizing the importance of listening to children's voices. Previous studies underlined that the places where children play can determine their definitions of play (McInnes et al, 2013). We examined the children's photographs and conducted individual interviews, referring to Einarsdottir (2008). The participants were 196 children between 4 and 6 years of age, from 8 early-childhood settings. Each child had a digital camera and took about three photos of their favourite places to play. Then we asked about the name of the place, why they like it, and what they do there, and analysed the 'places' and 'what they do.' We explained our purpose to the staff beforehand and shared our results after completing the research, ensuring the anonymity of the children. The children's perceptions of 'places to play' emerged, showing differences from adults' perceptions or intentions. Further, the findings suggest that the children reconstructed the places to play through many kinds of 'play.' When we provide children with places to play, we must consider their ways of reconstructing their play places.

Keywords: play, perception, space, photograph, pre-school children

Reinventing traditional games among children in Indonesia: An exploration from relational materialist approach
RIRIN YUNIASIH, Monash University, Australia

The study explores the way children in Indonesia reinvent traditional games in a current context. Informed by post-human perspective, it focuses on the way children are interconnected with their surroundings, both human and non-human (Hultman & Taguchi, 2010). It considers different components as performative agents in the process of children's learning of the traditional games, as inspired by relational materialist approach (Taguchi, 2011). This study is a case study at a primary school in Yogyakarta. The participants are children in multi-age preparatory-1 class, aged six to seven years old. Using observations and visual data, it captured the way children play traditional games at school, both in structured activities during class lessons and in spontaneous activities, such as during class-break and after-school. For ethical consideration, consents from the school, parents and children were gained prior to the study. The researcher also paid attention to children's consent during the process. The findings show that in reinventing the traditional games children emerge and become-with the world around them. From discussions with them, it is evident that in that process the children are inseparable from the environment and materials around them, including trees, creek, contoured wall, buildings and their stairs and pillars, as well as other children. The study potentially contributes to the educational practice in Indonesia, which takes into account interconnections among different components, both human and non-human. It also adds to research-based references of integrating traditional games as part of local culture in education as mandated by the current policy in Indonesia.

Keywords: traditional games, Indonesia, post-human perspective, relational materialist, performative agents

To play and learn using the Variation theory
KERSTIN SIGNERT, IPKL, Sweden

This research is about Montessori's thoughts about play and learn. The result of an earlier study showed that Montessori made a system of variation and invariance in the training with the sensorial material. In this study I want to examine if variation and invariance are important even in children's play with toys. Montessori payed the same attention to the children's playtime as the adults work, while older researchers said that the playtime was to get rid of excess energy. Nowadays most of the researchers thinks about play like a sort of learning. I will compare thoughts of Gärdenfors (2010), Vygotskij (1995), Garvey (1976), Heikkilä (2006) and Jensen (2007) with Montessori. An empirical study, with terms from the Variation theory to understand the observed situations. I have observed children in activities with toys and used terms from the variation theory to help me understand the observed situations. I have filmed the children. Those who were involved in the study will have to approve any use of the filmed material. Montessori said that children's play (work) with the sensory materials will help them to know more about phenomenon in the surrounding world. The empirical study of children using the toys shows that it is fruitful to use concepts from the variation theory of learning as analytic tools. I conclude that the scientific concepts of the variation theory of learning are useful instruments for teachers to be able to understand the learning processes that their children and students are occupied with.

Keywords: Montessori, play, toys, learn, variation theory

SYMPOSIUM SET C/ 12

TRANSITIONS FROM PRE-SCHOOL TO SCHOOL

Individual Papers

CHAIR: ANGEL URBINA GARCIA
University of Liverpool, United Kingdom

The educational positioning of the preschool class at the border between social education and academic demands - an issue of continuity in Swedish early education?
HELENA ACKESJÖ (1) AND SVEN PERSSON (2), (1) Linnaeus University, Sweden; (2) Malmö University, Sweden

The aim is to produce knowledge about the educational position of preschool class education. The preschool class may be regarded as a borderland practice between school and preschool. However, studies and evaluations have shown that there is a lack of clarity regarding the mission of the preschool-class. This leads to a lack of equivalence in the education. The educational positioning is related to the framework of curriculum theory. Curriculum theories focus three central questions: how educational goals are formulated, how the knowledge to be learned is chosen, and how methods are developed to teach this knowledge. The study examines the weekly reports that teachers send home to the parents each week. The study comprises 249 weekly letters from eight preschool classes. The letters contains descriptions of how the teaching is organised. They also include the goals of their activities and which values the activities of the preschool-class are based on. An invitation to participate in the study was sent to a network of teachers. Teachers from eight preschool classes chose to participate, by including us on their mailing lists to the parents. The right to withdraw from the study was emphasised. No names are mentioned. The results illustrate how teachers in their weekly reports construct an educational position that is influenced both by the social pedagogical position with an existence-oriented education and the academic school readiness position by preparing children for further schooling. This causes a variation in the preschool-class education. The results raise questions about continuity and equivalence in early education.

Keywords: preschool class, social pedagogic tradition, academic tradition, school readiness, weekly reports

Solving problems when working at the boundaries between preschool and school

LAURA RANTAVUORI AND KIRSTI KARILA, University of Tampere, Finland

The study focuses on the transition from preschool to primary school, especially from the professional point of view. This presentation focuses on the discourses which were identified when professionals are negotiating about problems at the boundaries. The need to increase collaboration across institutional boundaries in this particular transition phase seems to be widely acknowledged (Peters 2014, Docket & Perry 2009, Karila & Rantavuori 2014). In the everyday practices the collaboration is challenging. The theoretical framework of the study is based on cultural-historical activity theory, especially the concepts of working at the boundaries (Edwards 2010) and activity systems (Engeström 2004). Consequently, preschool and school are interpreted to independent activity systems. The study was conducted in the context of a Finnish municipal level development project, in which the preschool and school professionals created the joint learning activities for pupils. The data consists of 22 hours videotaped and transcribed discussions during the inter-professional planning meetings. The professionals' discussions have been analysed discursively (Gee 2011, Potter 1996). The ethics of the study was secured by confirmed institutions and practitioner's anonymity and informed consent. The results identify the discourses emerge when problems are solved when collaborating in this transition phase. Carrying out of solutions requires negotiations where the different discourses were identified. These discourses are considered in relation to developing collaboration. The findings will be more carefully discussed in the paper. This study produces a deeper understanding about solving problems at the transition phase. It describes knowledge and insights using the viewpoint of activity theory.

Keywords: transition, cultural-historical activity theory, discourse analysis, boundary work, negotiation

The preschool transition in Latin America: Is it the same process than in developed countries?

ANGEL URBINA GARCIA, University of Liverpool, United Kingdom

The main aim of this study was to explore the perceptions of transition between preschool and first grade primary school held by teachers, headteachers and parents in the public education system in Mexico City The preschool transition-research has suggested a number of negative impacts on personal and professional development to those people who do not experience a smooth transition. Additionally, there is no research in this respect in Latin American contexts. Ecological and Dynamic Model of Transitions (Rimm-Kauffman & Pianta, 2000) is used in this study to understand not only how the contexts but also the community involved, play a major role in supporting children during this change. This study used a mixed-methods approach including questionnaires and interviews for participants from public schools. Ethical approval was obtained from authorities as well as individual consent from participants. Results revealed that teachers moderately used some practices, whilst some practices were not used. Teachers rarely carry out activities with families and other teachers. Children's problems mostly focused on behaviour and following directions. Working in the same school for a number of years, predicted more family involvement in school matters. Preschool teachers attending specialised courses reported more children's problems. Parents and headteachers are aware of this change however, both parents and headteachers do not employ a range of effective transition practices to support children. These findings shed light on the way in which this transition is experienced in a Latin American context which can aid in the modification/creation of educational policies supporting this transition.

Keywords: preschool transition, primary school transition, preschool children, kindergarten, Mexican schools

PEDAGOGICAL DILEMMAS, CHALLENGES AND CHOICES

Individual Papers

CHAIR: IKBAL TUBA SAHIN-SAK
Yüzüncü Yıl University, Turkey

Planning and conducting instructional activities: Turkish preschool teachers' practices
IKBAL TUBA SAHIN-SAK AND RAMAZAN SAK, Yüzüncü Yıl University, Turkey

This study aims to determine Turkish preschool teachers' actual practices related to planning and conducting developmentally appropriate activities, considered as a dimension of classroom management. Many prior studies have focused on classroom management, developmentally appropriate practices and instructional activities, but few have focused on planning and conducting developmentally appropriate activities in preschool classrooms, considered as a dimension of classroom management. Classroom management is a multi-dimensional construct that includes the planning and conducting of instructional activities and classroom routines, which may be either direct or interactive. Effective, developmentally appropriate approaches to this area are crucial to the effectiveness of classroom management, the healthy development of children, and the overall quality of preschool education. Twenty Turkish preschool teachers were observed using the Developmentally Appropriate Classroom Management Observation Form. Each teacher was observed for eight hours in total on five different days of the week. Potential subjects were informed about the aim of the study, and those who agreed to participate signed consent forms. The teachers in this study were observed to have a number of similar practices related to planning and conducting instructional activities, as well as some practices that could be described as developmentally inappropriate. Details will be discussed at the 26th EECERA Conference. The findings of this study will make important contributions to Turkish classroom-management literature, and will be of assistance to national agencies responsible for education when planning preschool teachers' in-service training, such that developmentally appropriate classroom-management strategies will be effectively promoted.

Keywords: classroom management, DAP, instructional activities, preschool teachers, actual practices

Finnish kindergarten teachers as more or less independent constructors of their work
MARJATTA KALLIALA, University of Helsinki, Finland

The foremost aim of the study was to find out to what extent individual kindergarten teachers have been able to influence their work through their career (1973-2013) in the context of Finnish ECEC. This study can be seen as an appendix to a larger study called 'The impact of educational background on the early attrition and job commitment among kindergarten teachers' (Onnismaa and Tahkokallio 2013). In Finland also e.g. Kinos (2008) and Karila (2008) have studied the role of kindergarten teachers. The interviews were interpreted in the framework that consists of the levels of self-understanding, critical common sense understanding and theoretical understanding (Kvale 1996). The foremost aim of the study was to find out to what extent individual kindergarten teachers have been able to influence their work through their career (1973-2013) in the context of Finnish ECEC. The interviewees were conscious of the aim of the study and when referred to individually (with code name) they will be able to read the interpretation of the author before submission of the article. Main findings indicate that in the loosely regulated Finnish ECEC context makes a difference e.g. when working as a head of a centre in a small municipality a kindergarten teacher can influence her work much more than when working in many day-care centres in a big city. Examining past careers of kindergarten teachers helps us to evaluate the current situation and set future goals.

Keywords: independence in work, kindergarten teachers, Finland, 1973-2013, professional narratives

Going underground: Children negotiating their literate identities
SUE NOVINGER ROBB AND KATHLEEN OLMSTEAD, State University of New York, United States

We researched how practices of levelling texts shape how children think about texts and themselves as readers. We uncovered agentic strategies children used to navigate these often conflicting practices. We situate our study in research on levelling of text/children's reading (e.g., Clay, 2000, Fountas & Pinnell, 2006, Glasswell & Ford, 2011). Multiple theoretical perspectives inform our work: discourse, identity, positioning theories, border crossings, and agency/subjectivity. Data are drawn from two qualitative studies, one conducted over 6 months in a 3rd-grade classroom, and the other from a comparative analysis of family literacy. We used constant-comparison methodology to identify themes to theorize about discursive practices, identity construction, and the positioning of children. Informed consent was received for participants. Member checking ensured that interpretations reflected participants' views. Conflicting literacy pedagogical practices within schools position children as 'at risk' and/or 'of promise.' Our research documents how children who were very differently positioned met/resisted expectations while constructing themselves as readers. Awareness of the impact of competing discursive practices on children's perceptions of texts and themselves as readers helps us understand how children attempt to be active agents as they engage in school literacy practices. These understandings guide our work in returning child-centred literacy approaches to classrooms.

Keywords: literacy, assessment, agency/subjectivity, identity construction, pedagogical practices

SYMPOSIUM SET C/ 14

EMOTION, CHARACTER AND TEACHER PROFESSIONALISM

Individual Papers

CHAIR: VERITY CAMPBELL-BARR
Plymouth University, United Kingdom

Emotions as knowledge for early childhood education and care
VERITY CAMPBELL-BARR, Plymouth University, United Kingdom

Drawing on the sociology of knowledge, I argue that emotions are a recognised source of knowledge for working in early childhood education and care (ECEC). The knowledge required for working in ECEC should be referred to knowledges in order to appreciate the multifaceted and complex forms that knowledges for ECEC take. Working in ECEC is increasingly recognised as requiring more than theoretical knowledge and practical skills, encompassing what has been referred to as emotions, dispositions, attitudes, an ethos and ethic of care. The sociology of knowledge enables a consideration of how professional knowledge extends beyond theory to incorporate more tacit forms of knowledge. An analysis of both literature and country level documentation in six case study countries was undertaken using a broad coding framework of knowledge, skills and attitudes. Bernstein's constructions of horizontal and vertical knowledge were then applied to consider what constitutes professional knowledge for working in ECEC. The analysis of the literature sought to be value free and inclusive of European countries, authors, methodological approaches and theoretical perspectives, with full acknowledgement and citation of the existing work. Feminist moral ethics are adopted to contribute to understanding emotional (horizontal) knowledge for working in ECEC as a careful, considered and deliberate act. The feminist stance seeks to develop greater recognition that emotions are not separate from knowledge, but an important element of the knowledges required for working in ECEC. There is a need to articulate and better understand the full complexity of the knowledges required for working in ECEC.

Keywords: knowledge, emotions, professionalism, horizontal knowledge, vertical knowledge

A research of teachers' strategy to interpret and intervene in a conflict situation

HARUTOMO UEDA (1), TAKAKO YOSHIDA (2) AND KANA TSUCHIYA (3), (1) Nagoya City University, Japan; (2) Hanazono University, Japan; (3) Boston Children's Museum, United States

The aim of this research is to investigate ECEC teachers' professionalism throughout Japanese Mimamoru Approach. The concrete research question is below. The main purpose of this study is to clarify the characteristic of Japanese invisible approach called ''Mimamoru''. Japanese teacher's invisible approach was revealed (Tobin, 2007) in the cultural understanding of play-centred early childhood education in Japan. What Tobin (2007) didn't include in investigation was that reason behind the teacher's invisible approach. Thus, our previous research focused and identified this invisible approach as 'Mimamoru approach' (Nakatsubo et al, 2011) and analysed the characteristics of this invisible approach. The Japanese Mimamoru Approach is 4 characteristics: a) Non interventional Involvement, b) Positioning, c) Minimum Temporary Intervention, d) Waiting behaviour includes teacher's patience and emotional control. The paradigm of our study is narrative approach, specially, we carried out ''video cued multi-vocal ethnography'' by Tobin. The participants' practical knowledge in their narratives were collected as data and analysed. Our research confirmed ethic guideline of the Japan Society of Research on Early Childhood Care and Education. All participants agreed and gave their consent to this study. Teachers' determination of Minimum Temporary Intervention performance is explained in three zones, (1) No intervention required zone, (2) Intentional No Intervention (Japanese Mimamoru Approach) zone and (3) Interventional Intervene zone. Teachers believe that using Japanese Mimamoru Approach allow children to experience emotional frustration. In cooking video clip, teachers also expected children to feel the emotional frustration to ignite the fire. Thus teachers wait until their threshold of decision making point and control their intervention involvement.

Keywords: early childhood education, teachers' professionalism, Japanese Mimamoru approach, conflict of young children, focus group

Outcome analysis of a national demonstration project on character education in early childhood in Korea

MUGYEONG MOON, Korea Institute of Child Care and Education, South Korea

The study intends to evaluate outcomes and systems of a national demonstration project of character education conducted in kindergartens and childcare centres for three years (2012-2015). Studies on young children's character education in Korea have dramatically increased since 2010s. These studies mostly are about what should be taught, program development and teaching strategies, factors affecting character education, etc. (Choi & Lim 2013, Jung, Bang, & Yoo, 2012, Kim & Jang, 2012). There has been little studies regarding outcomes of character education in early childhood. Researchers emphasized the importance of early childhood for character education since morality emerges by being aware of harm to the self and others in this period (Berkowitz & Grych, 2000, Nucci, 2008). In Korea, character education in early childhood has been recognized as part of a fundamental coping measure towards school bullying and become embedded in the national Nuri curriculum (Lee, 2013, Moon, 2015). A web-based survey was conducted with 266 directors and teachers from 139 demonstration sites regarding outcomes and challenges of the character education project. In-depth interviews were undertaken with local government officials and reviewers of demonstration sites. All respondents were informed of confidentiality and their consents were obtained. Major outcomes include teachers' and parents' increased awareness of the importance of character education in the early years, emotional stability in children, enhanced teacher professionalism, strengthened networks of character education, and more. Challenges were discussed regarding physical constraints (e.g., high teacher-child ratio), lack of consultation to support classroom practices, turn-over of teachers, and evaluation systems.

Keywords: character education, teacher professionalism, value education, early childhood curriculum, national policy

TEACHER EDUCATION: BIRTH TO 4 YEAR OLDS

Individual Papers

CHAIR: NASEEMA SHAIK
Cape Peninsula University of Technology, South Africa

Graduate pedagogical leadership of practice with children aged from birth to thirty months in England
MARY WHALLEY, Leeds Beckett University, United Kingdom

To explore graduate pedagogical leadership of practice with children B-30m through the voices of six Early Years Professionals (EYPs) in England This study builds on previous research into the EYP role in England, particularly a study by Mathers et al (2011) which found there to be less evidence of graduate leaders working with children under the age of 30 months. Rockel's (2009) notion of a 'pedagogy of care' is considered an appropriate paradigm for B-30m praxis. Powell and Goouch's (2014) work on 'mindful care' with babies is also pertinent. McDowall Clark and Murray's (2012) reconceptualisation of practice leadership as 'leadership within' was the principal conceptual framework for the interrogation of the data. This qualitative research adopted a case study approach to explore the lived professional experiences and perceptions of six EYPs, using a multi-method approach to give them voice. Data gathering took place in their own work settings and analysis used a grounded theory approach. The study was conducted with ethical approval from the university and within the guidelines of the BERA. The six EYPs - considered to be co-investigators - volunteered to take part in the study and were fully informed and consulted at each stage. Using a grounded theory approach, coding resulted in the emergence of eight categories of pedagogical leadership (PL) with children B-30m. These led to the identification of two dimensions of PL: relational and trustworthy, the emerging model of pedagogical leadership could provide a programme of formation for graduate leaders of practice with children B-30m.

Keywords: graduate, leadership, pedagogy, practice, children birth-30 month

The exploration about the potentials of 4-year-olds
YUTA MIYAMOTO, University of Tokyo, Japan

This study develops a better understanding of four-year-olds' potential by examining practices in preschool education in Japan and focuses on democratic meeting of four-year-olds and how to enable them to work together to achieve a goal. During childhood, cherishing children as individuals and attending to the development of their social competencies and autonomy are very important. The Reggio Emilia Approach (1997) to early childhood development holds that children are rich in potential, strong, powerful and competent. And this is also indicated by Iram Siraj-Blatchford (2007) on children's group learning about communication, collaboration, and creativity. This study is based on the theoretical propositions by the idea of 'Caring' (Noddings, 1984) and the idea of 'sustained shared thinking' (Iram, 2004) which describes those interactions that best support and extend children's learning. I focused on documentation of my personal experience as a teacher of four-year-olds to explore the practical knowledge that teachers use to engage young children in learning. Permission was obtained from parents and confidentiality of all child participants was ensured. This qualitative study of democratic meetings for the performance-day event revealed the significance of the pedagogical relationship between the children and their physical and social environments. Children strengthen their interpersonal relationships through the activities. To solve their own problems, they initially insist on their own ideas and then become aware of others' feelings and opinions, which induce the quality of caring for others. This study concludes with implications for improving preschool education and sociocultural backgrounds in Japan.

Keywords: children's potential, caring, democratic meeting, relationship, Japanese event

Strengthening student teachers beliefs and practice about child participation in Grade R
NASEEMA SHAIK, Cape Peninsula University of Technology, South Africa

The objective of this paper is to explore the knowledge and practice of student teachers about child participation in Grade R. Child participation is gaining strong impetus worldwide. Shaik (2015) shows how dominant pedagogy

and children's actions reveal the loss of opportunities for greater participation by children. If in-service teachers hold these dominant pedagogies, then it is likely that student teachers will follow sweet since 'teachers teach the way they were taught' (Britzman 1991). There is a dearth of research focusing on the student teachers knowledge and practices about child participation in South Africa hence the need for this study. Formosinho & Formosinho (2015), and Vygotsky (1978) was used to analyse child participation. James, Jenks & Prout (1998), Pascal & Bertram (2009) was used to theorise children as social actors. Freire (1970), (1994) and Dewey (1910) helped to understand how participation can be realized through a social justice agenda. Transformational learning theory (Mezirow 1981) showed how student teachers reflect to transform their future participatory practices. A qualitative study located in an interpretive paradigm. Focus group interviews were used for data collection. Qualitative data analysis was used. Ethically, all participants in this study remained anonymous and were assured of confidentiality through a consent letter. Permission was obtained from the Cape Peninsula University of Technology. Student teachers are influenced by their mentor's practices but after reflection are willing to transform their practices. There needs to be a stronger emphasis of implementation of child participation courses for teacher training in South Africa.

Keywords: child participation, student teachers, grader, beliefs, practices

SYMPOSIUM SET C/ 16

ANDRAGOGY AND PROFESSIONAL DEVELOPMENT

Self-organised Symposium

CHAIR: JOANNE BENFORD
Pen Green Research, United Kingdom

The three presentations in this symposium look at the ways in which early years practitioners experience both professional and academic courses in higher education in terms of the thinking of various theorists including Weil's ideas about Disjunction, Integration, Equilibrium and Self-Validation (1992), Allman's 'plasticity' model (1983), Knowles' Six Principles of Adult Learning (1970) and Mezirow's Stages of Perspective Transformation (1981).

Andragogy and professional development
JOANNE BENFORD AND CATH ARNOLD, Pen Green Research, United Kingdom

The research explores the experiences of a group of students who studied both Early Years Initial Teacher Training (EYITT), and Initial Teacher Training (ITT). It relates to previous work including: Weil's ideas about Disjunction, Integration, Equilibrium and Self-Validation (1992); Allman's 'plasticity' model (1983); Knowles' Six Principles of Adult Learning (1970); and Mezirow's Stages of Perspective Transformation (1981). This study is both praxeological - the process and outcomes of are 'dependent on the agency of the person's involved and their life learning stories' - and also phronetic, focusing on practitioners' reflections on their praxis, i.e. practice 'infused with beliefs and values, based on educational theories and situated in specific contexts'(Formosinho and Formosinho, 2012) This study is rooted in a collaborative practitioner action research approach (McNiff, 2010) using semi-structured interviews, focus group discussions and participants' own reflective accounts to construct in-depth case studies. The Pen Green Code of Ethics (Whalley et al, 2007) ensured the process was positive for participants, that data was open to and interpreted by them, addressed questions they were interested in, was based on relationships of trust and was intended to improve practice. Practitioners engaged in the EYITT and ITT courses found that their understanding of their practice improved as their underlying values and principles about teaching children were sometimes challenged by their experiences in school environments. Key findings will be used with the participants to assess and evaluate how their andragogical development has impacted on their settings and what differences this may have made for the children and families they work with.

Keywords: adult learning, andragogy, professional development, praxeology, phronesis

Supporting and facilitating 'embarking', 'consolidating' and 'maturing' adult learners: The importance of the academic/professional and pastoral/personal dimensions
EDDIE MCKINNON, Pen Green Research, United Kingdom

This study investigated the adult learning experiences of students engaged in advanced courses at the Pen Green Research Base, the Foundation, BA (Hons) and MA degrees in Integrated Working with Children and their Families in the Early Years. The study follows on from the 'Pen Green Praxeology Project', presented at the EECERA Conference in 2012, which drew on Flanagan's 'critical incident' theory (1954), Mezirow's conceptualisation of 'perspective transformation' (1982) and Knowles et al's 'Principles of Andragogy' (1984). The research draws on Luft and Ingham's 'Johari Window' (1955), Schratz and Walker's 'Capability Learning Cycle' (1995) and Clance and Imes's 'Imposter Phenomenon' all of which were shared with, and used by, the participants and the researcher. The research is interpretive and qualitative and included semi-structured interviews, critical incident analysis (Flanagan, 1954) and reflective accounts with a 'purposeful sample' of participants who provided 'information-rich cases' (Patton, 2002). The researcher and participants drew on both the EECERA and BERA ethical codes throughout the research. Participants' identities and data were anonymised and protected and they were duly informed of their rights of withdrawal without prejudice. Students who were 'embarking', 'consolidating' or 'maturing' adult learners reported that tailored academic and pastoral tutorial support had helped them deepen their understanding of their internal potentials as practitioners and how these could be realised in, and through, their studies. The quality of relationships, both professional and personal, are key to the provision of tutorial support and facilitation which can enhance the learning of adult students on advanced courses.

Keywords: learning journeys, professional development, personal development, academic support, personal support

SYMPOSIUM SET C/ 17

STRENGTHENING FOUNDATIONS OF LEARNING [SFL] - BUILDING PROFESSIONAL CAPACITY IN COMMUNITY EARLY CHILDHOOD EDUCATION SETTINGS

Self-organised Symposium

CHAIR: NÓIRÍN HAYES
Trinity College Dublin, Ireland

Located within a bio-ecological frame and informed by a rights perspective, the SFL project is a Continuing Professional Development [CPD] programme provided to staff in eight early years settings located within an area of urban disadvantage. All the settings offer the Free Preschool Year [FPSY] for children aged 3 -5 years and work within Aistear, The Early Childhood Curriculum Framework (NCCA, 2009). The SFL project works directly with early years practitioners to enhance the quality of early education practice and the early learning experiences of the children attending. It provides a quality CPD support programme through workshops and mentoring, on-site speech and language support for each setting and transition support from the early years settings into the primary schools. This symposium will report on the SFL initiative and present findings on changes over time to the quality of the early learning environments and the pedagogical language and understanding of practitioners.

Strengthening foundations of learning: Building pedagogical understanding among early childhood educators through curriculum discourse
EMMA BYRNE-MACNAMEE, Northside Partnership/Preparing for Life, Ireland

This paper describes approaches used in the first phase of engagement with Early Years Educators [EYEs], through an 'Induction' process, which set out to increase understanding of relevant concepts relating to Curriculum, in order to underpin further quality improvement. The Frameworks of Síolta (2006) and Aistear (2009) highlight the fundamental role of adults in creating enriching pedagogic environments, Moyles (2002) and Fleer (2003) identify the need for EYE's to be supported to describe and develop their curriculum practice.

The Aistear Early Childhood Curriculum Framework (NCCA, 2009) provides the content and context for the learning focus, the professional development rationale and approach is drawn from the work of Mitchell and Cubey (2003). 60 EYE's from 8 settings took part in an Induction process, which was iterative in nature, employing an action research methodology. Learning was supported through group training workshops and individual mentoring sessions. Overall consent for participation in the process and information to be used in research, was obtained from both participants and managers, through consent forms and memoranda of understanding. No individual EYE or setting is identified in the research. While a number of significant barriers have to be addressed for EYE's to fully participate in professional development, engaging in a process of curriculum discourse has positive effects on both pedagogical understanding and professional identity. For EYE's to meaningfully build reflective, quality ECEC practice, learning opportunities should be matched to their existing level of understanding and tailored to their individual and professional needs.

Keywords: induction, curriculum, pedagogy, discourse, framework

Little changes, big results: The impact of simple changes to early years learning environments
SANDRA O'NEILL, Northside Partnership/Preparing for Life, Ireland

This paper summarises supporting literature and key findings from a three month learning environment strand of the Strengthening Foundations of Learning programme, which was aimed at encouraging EYE's to focus on improving the quality of the physical layout of their settings. This element was, in part, based on findings from the Aistear in Action project (Daly et al., 2014), which demonstrate that a focus on the learning environment provides a useful entry point to enable educators to reflect more broadly on their practice, using the Aistear Curriculum Framework. A number of prominent early years theorists informed the approach including Froebel, Montessori, Weikart and Malaguzzi who emphasise the importance of the design and layout of the environment for children's behaviour and learning. Forty-five participants took part, including all setting managers. A strengths-based approach was employed by the mentor using group training workshops, closely followed by on-site individual mentoring sessions. Overall consent for participation in the process and information to be used in the research evaluation, was obtained from both participants and managers, through consent forms and memoranda of understanding. Initial findings indicate that short, focused interventions in settings can have an additional positive impact on a number of pedagogical areas. Further analysis is warranted to investigate the importance of prior learning and the significance of the involvement of managers in successful implementation. Findings could be utilised by new structures within the ECEC sector, such as the National Early Years Mentoring Service, Better Start.

Keywords: professional development, Aistear curriculum framework, learning environment, early years practice, mentoring

Using 'learning language and loving it' to enhance communication skills in community-based early childhood educators
TRIONA ROONEY, Northside Partnership/Preparing for Life/Health Service Executive, Ireland

This paper reports on a language and interaction intervention which explored how an awareness of cultural use of phatic questions could act as a catalyst for development of reflective practice and improved interaction with children among a sample of early years practitioners. The Hanen Parent Programme - *It Takes Two to Talk* is a widely used speech and language programme in Irish early years settings. An extension of that programme, Learning Language and Loving It [LLLI], has been developed specifically for work with early years professionals and was used in this study. Phatic communication is a linguistic process that enhances social cohesion between speakers (Jakobson, 1960). Identifying it as a culturally dominant form of communication locally this study used it as the starting point for implementing LLLI. Twenty-eight early years practitioners from eight settings participated in the programme. The processes of reflection, learning and change were examined primarily from the perspective of participants through discussion, observation and feedback. All participants were offered the opportunity to participate. Consent was obtained from participants, mangers and parents for participation in the process and information to be used in the research evaluation. Through using the LLLI programme, participants developed greater self-awareness and skills to support children's interaction and language development. They also developed reflective practice and enhanced   language-promoting strategies. Setting-based speech and language support builds on the capacity of practitioners to help children develop oral

language, literacy and social skills. Such setting-based supports have particular impact in areas of socio-economic disadvantage.

SYMPOSIUM SET C/ 18

CURIOSITY, SELF-DETERMINATION AND LEARNING DISPOSITIONS

Individual Papers

CHAIR: CAROLYN MORRIS
United Kingdom

Tracing value aspects of curiosity in ECEC documents
SOERN FINN MENNING, University of Agder, Norway

This paper will take a look at an often taken for granted and seemingly neutral concept: curiosity. The aim is to trace value aspects of curiosity in ECEC documents. Earlier studies approach the concept of curiosity from the field of psychology. This approach to curiosity as a neutral trait or state has been criticized by Zuss as a trivialisation. Curiosity is therefore examined as a value loaded construct. The theoretical framework is the theory of practice architectures, where documents can be seen as cultural discursive arrangements, which are part of the set of conditions for educational practices. Four official ECEC documents, from the international macro level of the OECD to the official Framework used locally, will be examined. Inspired by critical discourse analysis and using the term of curiosity as its focus, the analysis searches for connections to value fields in ECEC. Such fields are described in earlier studies by e.g. Einarsdottir and Johansson. The data is public and no ethical conflicts of interest are known. The analysis suggests that curiosity is recurrently linked to competence values and understood as an instrumental tool for gaining knowledge, often from the field of natural science. Democratic value aspects are represented to a lesser degree. Neither the possible connection of curiosity to interpersonal caring, nor its possible intrinsic value, finds its way into the documents. This suggests that if the demand for supporting curiosity in ECEC is to be taken seriously, a value aspect should become part of the debate.

What children tell us about their learning dispositions
CAROLYN MORRIS, United Kingdom

The aims were to explore what children tell us about their learning dispositions through their interpretations of sense of self as learners and their learning in the classroom. The paper relates to the work of Katz (1993), Rudduck and Flutter (2000), Carr and Claxton (2002), Carr et al (2010) and Costa and Kallick (2014). The theoretical framework is socio-cultural and interpretive. The study was qualitative and conducted in Primary School settings in Welsh medium and English medium classrooms. The methods were a writing activity and focus group discussions with the children. BERA ethical guidelines were followed. As gatekeepers Headteachers of both schools gave their consent for the research and parental consent was gained through letters to the parents. Children were asked to participate and informed of what their participation in the study involved, that it was not an assessment , that they were under no obligation and could withdraw from the study at any time if they so wished. Children tell us how they interpret learning and their teacher's messages about learning in their classroom community. They tell us about their learner identity and how they go about learning in the classroom. They identify the need for reciprocity, using their mind, reflecting on their learning, being resourceful and resilient. By listening to children's discourses on their learning and to their interpretations of classroom learning experiences we learn about their learner identity, learning dispositions and the limitations of their vocabulary and experiences of doing this. This has implications for life-long and deep level learning.

The hundred meanings of self-determination: 'Whose self-determination do we mean?' A multi-disciplinary discourse analytical review
ANGELA SCOLLAN, Middlesex University, United Kingdom

Critically review conceptualisation of self-determination within discourses on/in Early Years, to enhance rights based pedagogy and policy-making. The implications of different theoretical frameworks on positioning and expectations regarding the child and the adult will be critically assessed. Self-determination is referred to by Deci & Ryan (2002), Wyness (2012) and Wehmeyer (2016) as characteristics of an individual that lead to making a choice driven by one's own preference, by regulating thought, communication and action towards a self-directed outcome. Post-structuralism invite to consider that free will is socially constructed while there is limited space for self-determination (Foucault, 1979). This invites to a critical reflection on the genealogy of self-determination in different disciplines and traditions, and the relationships with concepts of childhood and adulthood. Conceptualisations of self-determination materialising in texts from developmental psychology, sociology of childhood and policies were investigated within a discourse analytical frame in particular the analysis approaches the interrelations between conceptualisations of self-determination and constructions of childhood within disciplinary discourses and practices in early years. A critical conceptualisation of self-determination with an immediate impact on practice is motivated by an ethical commitment to benefit children and practitioners, enriching the sometimes prescriptive framework of current rights based practices (BERA, 2011). Research suggests that the concepts of self-determination are 1) complex and to be understood within the different disciplinary and professional discourses 2) meaning is interchangeable when termed for adults or children 3) how self-determination is expressed within early years practice requires further investigation. This review suggests more clarification and research on self-determination within early years practice is required.

Keywords: self-determination, children's rights, discourse analysis, disciplinary discourses, early years policy making

SYMPOSIUM SET C/ 19

APART FROM PROGRESS: PRESERVATION, VARIABILITY AND CHANGE IN CHILDHOOD

Self-organised Symposium

CHAIR: HARRIET PATTISON
Liverpool Hope University, United Kingdom

This symposium problematizes the concept of childhood as a normalised progression by exploring variability and change beyond conventional benchmarks of development. Harriet Pattison explores how an holistic understanding of learning to read may be based on changes to social practice and identity that depend on erratic features of childhood rather than on a temporally measured and progressive view of cognitive development. Sarah Holmes' paper presents a model of treasuring and cultivating children's spirituality in which the emphasis lies in preservation rather than progression. Kyriakos Demetriou considers children's own understandings of what constitutes normal and non-normal development by looking at young children's views on disability. Together these papers consider how holistic well-being may be fostered away from paradigms of normal progression and how we might focus instead on an appreciation of being rather than becoming.

Learning to read at home: Holistic change rather than educational progress?
HARRIET PATTISON, Liverpool Hope University, United Kingdom

This paper aims to present an holistic view of learning to read based on a paradigm of erraticism rather than normalism. This perspective brings new understandings to research by Pattison (2016), Thomas and Pattison (2007) and Thomas (1998) on the phenomena of 'late' reading amongst home educated children. Reading is explored as an holistic change embedded in cultural practices of identity and participation (Vygotsky, 1980, Rogoff 2003, Lave and Wenger, 1991) rather than a cognitive skill understood through a temporal and developmental dimension. This paper is based on qualitative data from open ended questionnaire responses from parents of home educated children. 400 children were involved in the research. Participants self- selected following sight of the web based questionnaire and full information on the research. No names or personal

details were taken. Ethical consideration has been given to political considerations surrounding home educating families and the consequences of participation in the research. The home educated sample indicates a considerable inconsistency in the ages at which (and the ways in which) children learn to read at home. In general such variation is understood through a temporal framework of 'early' or 'late' readers. This paper seeks an alternative perspective based on the development of an holistic view of learning to read able to encompass a wide margin of educational variability. This paper seeks an alternative perspective through which to understand variability and to challenge current understandings of progression and achievement in reading.

Keywords: home education, reading, holistic well-being, erraticism, variability

Effects of spiritual nurture upon the wholeness and happiness of the child
SARAH HOLMES, Liverpool Hope University, United Kingdom

To explore the nature of spirituality in early childhood and effects of differing nurture methods upon the wholeness and happiness of the child. Best (1996) highlighted the importance of fostering wholeness in children through spiritual development. Hart (2003) asserted that children's spirituality is an important part of development of identity and self-actualization. Indeed Adams, Hyde & Woolley (2008) observed that children draw upon the spiritual as a way of making sense of life. Suppression of spiritual expression can be detrimental to the child's wellbeing (Hay & Nye, 2006). Innate characteristics of spirituality (for example trust, openness and vulnerability) are explored, alongside examination of the spiritual needs of the young child (Yust, 2006, Ratcliff, 2004, Hay and Nye, 1998). Subsequently the aspects requiring fostering will be highlighted. This study is a literature review and meta-analysis, examining and connecting content from educational, psychological and children's spirituality sources. Respect for persons, academic integrity and truth will underpin the paper (BERA, 2003). The Treasure and Cultivate model (Holmes, pending publication) is proposed, communicating that simultaneous to cultivating and developing spiritual aspects in the child, the innate and natural aspects of childhood should be treasured, protected and fostered. In a culture seeking to advance the development of children, fostering a child's spirituality could be argued to be counter-cultural since development is not held to be the primary aim. Rather it is asserted that by utilising the Treasure and Cultivate model for nurturing a child's spirituality, well-being and happiness may be promoted.

Keywords: spirituality, nurture, wholeness, treasure, cultivate

Young children's understanding of physical disability
KYRIAKOS DEMETRIOU, Liverpool Hope University, United Kingdom

This small-scale study aims to explore the attitudes and understandings of non-disabled 7-year-old children in Cyprus towards children with physical impairments. Children can identify similarity and difference concerning physical appearance from the age of four (Harter and Pike, 1984). However, little is known about how young children understand appearance difference with regards to their peers with physical disability (Avramidis and Norwich, 2010, Dyson, 2005). Children's limited understanding, lack of knowledge and the potential influences from their parents and peers can likely affect their attitudes, beliefs and understandings towards children with physical disabilities (Hardeep and McCarthy, 2014) with the possibility for them to adopt negative and prejudiced attitudes towards physical disability from a very early stage of their lives (Diamond, 2001). Participants were interviewed individually in a child-friendly, game-like process designed for this study involving simple tasks and questions with the use of pictures of children with and without physical impairments and feelings cards. Parents, guardians and children gave their consent and participants were informed about the tasks before participation. BERA (2011) and EECERA (2014) ethical guidelines were followed. In this paper, the theoretical framework of the study as well as the methods, tools, the design of the process, the early data analysis and initial main findings and insights will be discussed. Positive relationships and friendships between peers of different abilities can be beneficial for both disabled and non-disabled children which means that effort should be applied in order for them to accept the difference and reconsider any possible negative stance.

Keywords: inclusion, disability, physical impairment, acceptance, understandings

SYMPOSIUM SET C/ 20

EXPLORING INNOVATIVE RESEARCH METHODOLOGY

Individual Papers

CHAIR: ULLA HÄRKÖNEN
University of Eastern Finland, Savonlinna campus, Finland

Systematic quality work with pedagogical documentation: A Bahktinian polyphonic analysis
KARIN ALNERVIK, Jonkoping University, Sweden

Swedish preschool teachers are obliged to work with systematic documentation and assessment of children's changing knowledge. The aim of this study is to contribute to research on assessment in preschool, by highlighting multiple voices portrayed in a transformative documentation practice, built on systematic work of pedagogical documentation. Pedagogical documentation refers to two related areas: 1) the process, and 2) content in the process (Dahlberg et al, 2006). Pedagogical documentation is primarily about trying to understand what is going on in pedagogical work, to understand what a child knows and learns, without predetermined expectations (Dahlberg et al, 2006). Bakhtin's concept of polyphony is used as a conceptual framework. The methodology is qualitative text analysis. Preschool teachers' voices are analysed in relation to the concept of transformative assessment (Vallberg Roth, 2014), as well as the Bahktinian concepts of dialogicity, the authoritarian word, and unconditional connections. Informed consent was obtained from all the participants in this study: teachers and parents of the children at the preschool. The results show a complexity of simultaneously existing polyphonic voices, where the teachers are negotiating their efforts to engage dialogically, in order to connect with the children, and the demands of authoritative voices related to assessment. By highlighting the complexities and tensions involved in systematic quality work, this research has implications for the development of teachers' assessment and evaluation practices

Keywords: systematic documentation, pedagogical documentation, polyphony voices, transformative assessment, relational processes

Liminality and loving care: A performative auto ethnographic narrative from the final threshold
ELIZABETH HENDERSON, University of Sheffield, United Kingdom

This research explores performative auto ethnography as a methodology to express liminal moments in a practitioner-child relationship, asking if we can wrench the ''body from the shadows of academe and consciously interrogate it into the process and production of knowledge'' (Spry, 2001, p.725). A growing body of work on the importance of relational pedagogy in the early years (Degotardi, 2016, Adami, 2015, Hoveid and Finne, 2015) and the place of liminality within it (Todd, 2015, Conroy, 2004) exists simultaneous to a dearth of research in early years capitalising on expressive methodologies (Osgood, 2012, Delamont et al., 2000). A phenomenological stance valuing the role of both relational pedagogy and liminality in building and deepening meaningful relationships underpins this paper. Working with post-structural and feminist paradigms this research uses auto ethnography to express both embodied emotions and liminality through the sharing of a narrative. Auto ethnography necessitates going beyond conventional protocols, adopting both an ethic of self-care and a wider consideration of the need to protect others involved in the narrative. The absence of children's voices is also a problematic. Liminality, relational pedagogy and risk are intertwined in this narrative, foregrounding the complexity of daily practice and choices facing practitioners. Auto ethnography affords opportunity to speak to the heart of the listener/reader but what are the risks and limitations of this methodology? How can we encourage practitioners to take risks and utilise liminal moments? How can we build a bigger epistemological base of evidence based on embodied practice?

Keywords: performative auto ethnography, relational pedagogy, embodiment, risk, emotional landscapes

The concepts of early childhood education and pedagogy through the systems paradigm
ULLA HÄRKÖNEN, University of Eastern Finland, Finland

The aim of this study is to present a scientific overview on the concept of early childhood education and on the concept of pedagogy, to compare the meanings of these concepts, and to build the conceptual models on them. The concepts in question are often regarded as a truism. They are copied almost as the same as they have been presented before. However small changes are happening and have been found for instance in Finnish educational texts published during about forty years (Härkönen, 2003). The process on preparing the new Act on early childhood education (2015) rose the question about these main concepts. Also the Master of Laws Sami Mahkonen (2015) has criticized the situation. A rigorous analysis is needed. The framework is constructed from the pedagogical systems theory (PST of ECE) (Härkönen, 2009). PST is historical, modern, future-oriented, pedagogical, holistic, systemic and sustainable. PST contains the concepts under study, and other main near-concepts. It is needed a systems paradigm with qualitative methods by using data triangulations. Data consists educational texts written especially for early childhood education, monographs, articles, text books and curricula. The definitions and larger contexts of the concepts are identified and gathered for analyses and for comparisons. The data will be analysed, modelled and compared in the context of PST of ECE. Truthfulness for the data, methods and eras. Findings can be presented in autumn. This study is de rigueur for all the extensions and intensions of the concepts of early childhood education and pedagogy.

Keywords: early childhood education, pedagogy, pedagogical systems theory, concept analysis, conceptual model building

SYMPOSIUM SET C/ 21

LISTENING TO CHILDREN'S VOICES

Individual Papers

CHAIR: HELEN LYNDON
University of Wolverhampton, United Kingdom

Voicing children's critique and utopias
MIA HUSTED AND UNNI LIND, University College Copenhagen, Denmark

The aim is to present and discuss methods of how to voice children's own perspectives on everyday life in daycare followed by reflections on the significance of such perspectives for pedagogical knowledge and practice. Empowering children's participation is substantiated by methods that enable children to raise and render visible their own critique and wishes related to their everyday life in daycare. Research on how and why to engage children as participants in research and in institutional developments addresses overall interests in democratization and humanization that can be traced back to strategies for Nordic welfare developments and the Conventions on Children's Rights. The theoretical and methodological framework follow the lines of how to form and learn democracy of Lewin (1948) and Dewey (1916). The study is carried out as action research involving 50 children at age three to five, designed to accommodate children's participation through graphic illustrations of young children's critique and utopias. The study is informed by a commitment to democratic participation and processes (Reason and Bradbury 2001, Gunnarsson et al. 2016). Ethical guidelines implied dialogues and discussions with participants (children and pedagogues) round research activities and their participation in rendering results. The children bring up critique and wishes that touch upon structural difficulties, dilemmas and ambivalence in pedagogical work. Some of the more challenging findings addresses, Bodily harm and restrictions, Call for aesthetics an sensuality, Longings for home and parents, Longings for better social relations Making children's voice visible allows preschool teachers to reflect children's knowledge and life word in pedagogical practice.

Keywords: empowerment and participation, action research, children's voice, critique and utopias, pedagogical work

200 children's voices - A study of children's views on learning in the early years

MADONNA STINSON, Griffith University, Australia, JULIE DUNN, Griffith University, Australia, BEV FLUCKIGER, Griffith University, Australia

The goal of this research was to identify the views on learning held by 200 children from kindergarten to year two. As a partner project for a much larger study designed to refocus teacher pedagogy in the early years, it is underpinned by a belief that young children are competent communicators whose voices should inform teacher practice. Within the Australian context, Docket and Perry, and more recently Harcourt, have conducted research in this area, whilst internationally, Einarsdottir, Bragg, Clark and Moss have also contributed to the literature which seeks to give children a voice. The conceptual framework supporting this study relates to the work of these authors, all of whom have identified the importance of seeking children's perspectives. In addition, this study also responds to literature focussing on effective pedagogies in the early years. Small group and individual interviews were conducted with 200 children. Some of these were also captured on video to more authentically capture the children's ideas and favoured learning sites. To stimulate discussion, children were encouraged to draw pictures of themselves learning, whilst a walking and talking approach was also employed. Ethical clearance was formally granted by the host university, including options for both parental and children's consent. The findings reveal significant differences between cohorts, with the school-aged children describing a rule governed, constraining environment that contrasted greatly to the agency identified by the kindergarten children. The findings are of key value for anyone interested in curriculum, pedagogical or environmental design.

Keywords: voices, learning, participation, agency, metalanguage

Connecting with practitioners and children to develop better listening strategies

HELEN LYNDON, University of Wolverhampton, United Kingdom

This research explored listening methodology using pedagogic mediation in early childhood settings. Previous researchers (e.g. Clarke and Moss 2011, Kara 2015) have inspired a creative approach and the desire to seek out new and innovative ways of listening to children. Following Oliviera-Formosinho's (2014) four stages of mediation the researcher worked alongside children and practitioners to develop listening practices within the setting. Pedagogic mediation supported mutual respect, empowerment and lasting change. Working within a praxeological paradigm this research has used ethnographic techniques to develop listening methods with practitioners. Photo-elicitation, family voice, co-constructed drawings, concentric circles etc. were refined and developed with practitioners. Ethical principles were central, particularly with this praxeological paradigm as power relationships were a concern of the research. Anonymity of the practitioner and children were guaranteed as data was collected at a setting level only. Setting anonymity is afforded as the three case studies will be drawn together to provide a single narrative. The settings were fully informed throughout and EECERA ethical guidelines were discussed with stakeholders. The two stands of listening methods and pedagogic mediation have been analysed and themes identified within and between these strands, for example the importance of relationships and power. In keeping with a praxeological approach the settings have ownership of these findings and have assisted in the analysis of evidence. Successful listening methods have been disseminated through the local cluster and further collaborative strategies discussed. Pedagogic mediation offers an alternative approach to CPD which promotes lasting change.

Keywords: pedagogic mediation, listening, isomorphism, praxeology, empowerment

SYMPOSIUM SET C/ 22

PROMOTING PARENTAL INVOLVEMENT

Individual Papers

CHAIR: XIMENA POBLETE
UCL Institute of Education, United Kingdom

Contribution of fathers engagement and educators pedagogical experience in playing with children: Comparing Portuguese educators and fathers
MARINA FUERTES, OTILIA SOUSA, ANDREIA FERREIRA, MIGUEL BRANCO, CATARINA VELOSO, ISABEL FERNANDES, ISABEL BARROSO AND FILIPE PINTO, Escola Superior de Educaçào de Lisboa, Portugal

This Portuguese study aims are to: i) describe and compare products made and choice material by children with male educators or with fathers, ii) compare the adult interactive behaviour regarding empathy, ability to challenge the child, dialogical interaction, cooperativity with child and communication contends. This team made an homologous study comparing mothers with female-educators and female with male-educators. This 'work in progress' is based on gender studies, research about the role of adults in children play as well as parenting studies and attachment theory. Semi-experimental study: 20 dyads of male educators-children and 19 fathers-siblings dyads produced something of their choice with a variety of materials (e.g., pencils, wood, wool) and tools (e.g., scissors, hammer) during 20 minutes. In this oriented play interaction, each dyad was observed (videotaped) independently. Adults and children agreed and consented to participate. Experimental conditions were suitable, pleasant and age appropriated. Comparing with parents, children work with male educators is more autonomous and they made less products while with fathers, children used more tools/materials. Furthermore, educators proposed more questions and made more positive comments than fathers. Parents' age and educators' professional experience affected the outcomes. Overall, Educators invested in the 'process' using the activity to explore new issues and concepts with children whereas parents were focused in manufacturing a product. Taking our results and past studies, we reflect about: i) the role of male figures (fathers and educators) contribution to the child development and education, ii) the significance of play and individualized activities with children.

Keywords: play and development, interactive quality, verbal communication, gender issues in ECE, parenting and fathers

Sparklers empowering parents: Developing a peer to peer parent mentoring programme in the community, enhancing life chances for local children, young people and their families
ALISON MOORE (1) AND KATHLEEN ROCHE-NAGI (2), (1) University of Wolverhampton, United Kingdom; (2) Approachable Parenting CIC, United Kingdom

The Sparklers Parent Mentoring Programme has been developed as part of an Innovation in Partnership Project focused on co-designing practical solutions to meet shared challenges in the community. Building on evidenced based practise from research conducted by Approachable Parenting CIC (2007), reflecting significant positive outcomes for children, as a result of parents participating in Parenting Programmes, in a context of local, national and international family support strategies. The principles of co-production provides a conceptual framework around which to construct community based practice. Collaborative partnerships are developed through a model of Communities of Practice with parents and professionals working together to design new services and solutions (Wenger 1998, Wenger et al 2013), aligning to Epstein's 6 Typologies of Parental Involvement (2009). Praxelogical paradigm adopting a strength based approach of Appreciative Inquiry using reflexivity and documenting learning (Cooperrider 1999) Using the EECERA Code of Practice (2014) as a guiding framework, the ethical considerations include: the collective perspectives of all involved with distribution of power between participants enabling an equitable contribution to the design and delivery of the project, through the process of respectful interactions, reflexivity and documentation. The presentation will focus on the methodology and emerging findings from the first two cohorts of Sparklers - Parent Mentors. The programme is creating knowledge and understanding of collaborative partnerships and designing and developing innovative area-

based services and solutions. It impacts on practice as it reflects a transformational model, transferable to other community context. We achieved the Nursery World award for Parent Partnership in 2014.

Keywords: parent mentors, collaborative partnerships, communities of practice, empowerment, and evidence based

Evaluation of an intervention about parental involvement for the enhancement of preschoolers' physical activity levels*
ELENI NIKOLOUDAKI (1), VASILIS GRAMMATIKOPOULOS (1) AND ATHANASIOS GREGORIADIS (2), (1) University of Crete, Greece; (2) University of Thessaloniki, Greece

* With the support of the Erasmus+ Programme of the EU. The aim was to evaluate an intervention's impact regarding parental involvement for preschoolers' physical activity (PA) levels in Greece Using PA to improve young children's health has been acknowledged as important in several studies (Gallahue & Donnelly, 2003, Grammatikopoulos et al., 2012, Hinkley et al., 2014, WHO 2010). Recent findings have shown that parents' involvement in their children's education is important (Smith et al., 2013, Westmoreland et al., 2009) It is crucial to design interventions promoting children participation to PA, as child obesity in Greece is the highest among OECD countries. Such interventions can include parental involvement as well, and there are some initiatives towards this direction (Penalvo, 2013, Zachopoulou, 2010) Parents of 110 children, attending 6 preschools in Crete were randomly assigned in two groups (experimental-control). The experimental group followed an eight-week intervention for the enhancement of their children's PA levels. Children's gross motor skills were measured to ensure changes in PA. The Greek Ministry of Education provided official permission, participants provided written consent. A significant improvement of the control group comparing with the control group revealed the intervention success. The increased involvement of parents in their children's activities was a promising outcome towards the acknowledgement of the important role that parents can play in ECEC. The initial results are promising but further studies will be needed for firm conclusions. Efforts with similar results will increase the need of the enhancement of physical activity levels through parent participation

Keywords: intervention, physical activity, early childhood education and care, parental involvement, family participation

SYMPOSIUM SET C/ 23

THE EFFECTS OF ATTACHMENT, PERFECTIONISM AND BIRTH MOTHERHOOD

Individual Papers

CHAIR: MICHAEL GLÜER
Bielefeld University, Germany

Manifestations of attachment in German kindergartens: Children's behaviours and teachers practices
MICHAEL GLÜER AND ALESSA BERGTOLD, Bielefeld University, Germany

This study focuses on three research questions: What are attachment relevant situations in kindergarten? How does attachment behaviour appear in kindergarten? And what do kindergarten teachers know about their role in attachment quality? Research on attachment quality has given us a clear picture in which circumstances attachment behaviour occurs and how attachment behaviour appears. These data is preliminary based on attachment behaviour of young children 0 to 3 years at home towards their primary caregivers (parents). Therefore, ten kindergarten teachers were interviewed about their professional experience of attachment related situations and behaviour of children aged 3 to 6 in German kindergartens. The kindergarten teachers additional rated the relationship quality of one girl and one boy at work using the adapted Student-Teacher Relationship Scale (STRS). Additional, the two children were filmed for around 2-3 hours in their kindergarten routine. Children's parents and the preschool teachers signed a consent form with a detailed description of the study. The ethics committee of the Bielefeld University proofed the research design. It implied no harm or risks for the participating teachers and children. Interviews and video observations were analysed using Grounded Theory. The first analysis of the data showed that attachment related situations occurred during rituals and in

situations of particular need (i.e. children's conflict with peers or even parents). Moreover, kindergarten teachers reported that insecure attachment quality is associated with loud or overly sensitive behaviours and reactions. The data will be used to reflect current knowledge of attachment quality in kindergarten.

Keywords: attachment quality, kindergarten, teacher, attachment behaviour, Germany

The feasibility of happiness through 'having one's own child'? Reproductive practices and their impact on parents and childhood

CHRISTINA PERNSTEINER, University of Graz, Austria

The pursuit of life-time happiness is strongly connected with the image of 'having one's own children' within a loving and long relationship (Lenz 2010). Since the 1970s reproductive technologies have created alternative forms of biological and/or socially linked families to fulfil this promise. However these procedures cannot be separated from political and economic conditions. Artificial reproductive medicine usually comes with high costs and leads to new inequalities in parent- and childhood. The research aims to create insights into these practices, particularly which roles and challenges are given to (future) children and parents. Lesnik-Oberstein explored the desire of having one's own child and how reproductive technologies want to promote the security of belonging. Mohpatra researched about commercial surrogacy and its impact on rights. The research was conducted within bio political frameworks of Michel Foucault and Susanne Lettow. The research consisted of a literature review and a critical discourse analysis. The second approach was used for exploring the content of websites of international reproductive services. There are especially ethical issues about the value of life. Reproductive services strongly promote the idea of happiness through 'having an own child' but the practices are highly selective, especially about desirable qualities, abilities and health of the children. The role of ECEC is covered only superficially. The research helps to understand the new forms of parent- and childhood and their relation with education/learning. It raises awareness about the rights of children who are subjects of their own and not only a way for happiness of adults.

Keywords: childhood, parenthood, health, reproductive practices, inequality

The effects of maternal perfectionism and basic life habits development on mother-child interaction

HYE JEONG CHO, Chongshin University, South Korea

The purpose of this study was to examine the effects of maternal perfectionism and child basic life habits development on mother-child interaction. Several investigators have found that parent characteristics related to child and juvenile perfectionism and anxious child rearing may contributed to perfectionism of older children. Concepts of maternal perfectionism, child basic life habits development and mother-child interaction were developing in this study. The subjects of this study were 2-5 year old children (M=118, F=84)) and their mothers from daycare centres in Seoul, Korea. They were assessed by a basic life habit parents rating scale for infant early childhood , perfectionism scale adopted from Multidimensional perfectionism scale(MPS) and mother-child assessment profile for early childhood programs(APECP) for mother-child interaction. This study had complied with IRB in Chongshin University and kept in view the rights of participants and their privacy. First, maternal perfectionism, basic life habits development of infant early childhood, mother-child interaction showed significant positive correlations. Second, two sub-components as maternal concern perfectionism had more effects on the mother-child interaction. While the other component, a basic life habits development, had only one sub-component of 6 factors, manners, significantly effecting on the mother-child interaction. Third, Higher levelled perfectionism of mothers showed significant different basic life habits development and mother-child interaction from lower levelled perfectionism of those. The results of this study showed that maternal perfectionism and basic life habits of development have significant effects on sub-components on mother-child interaction such as positive interaction, verbal interaction, and sensitive interaction.

Keywords: maternal perfectionism, basic life habit, mother-child interaction, manners, high levelled perfectionism

SYMPOSIUM SET C/ 24

AN EXPLORATION OF THE POSITIONALITY OF THE RESEARCHER THROUGH THREE DOCTORAL STUDIES

Self-organised Symposium

CHAIR: WENDY MESSENGER
University of Worcester, United Kingdom

Using examples from three doctoral studies, this symposium seeks to examine the position of the researcher with reference to how this influences the research process. It seeks to prompt discussion in relation to the inseparability between the researcher, the researched, and the research process itself. The experience of the twists and turns of the research journey will be explored through an examination of honesty, truthfulness and trustworthiness with reference to the three doctoral studies. Inevitably dilemmas, tensions and the personal self-concept of the researcher position featured throughout the three studies and ways in which these were navigated will be examined. Lastly, ways forward in terms of maintaining strong ethicality, transparency and methodological robustness and will be considered.

Walking the tight rope: The positionality of the researcher
WENDY MESSENGER (1), AZORA HURD (2) AND NICOLA SMITH (3), (1) University of Worcester, United Kingdom; (2) University of Gloucestershire, United Kingdom; (3) University College Birmingham, United Kingdom

This paper seeks to examine the position of the researcher within a doctoral study entitled 'The influence of professional cultures on collaborative working in Children's Centres'. It draws upon previous studies by Berger (2105), Walker (2007) and Eide and Kahn (2008). Drawing upon identity theory with reference to Woodward (1997, Hudson (2002) and Weedon (2004) this paper makes reference to reflexivity, ethical dilemmas and insider/outsider tensions. The study, based within the interpretivist paradigm, drawing upon grounded theory, sought to elicit the voices of teachers, early years practitioners, health workers and family support workers. Sixteen semi-structured interviews and a focus group took place within a case study Children's Centre and twelve semi-structured interviews took place with 'others' from Children's Centres outside the case study. Written consent was sought from participants at every stage, and confidentiality and anonymity were ensured by the use of pseudonyms throughout. This paper considers some of the ethical tensions that were encountered in relation to the positionality of the researcher. Ways in which these were addressed through engagement with a learning circle, critical friends and a focus group will be examined. As researchers, we cannot separate ourselves from the research activities in which we are engaged. Our world view is informed by our professional heritage, gender, ethnicity, beliefs, and emotional responses, these all have an impact upon the research process. It is important for researchers to develop strategies to enable reflexivity to be maintained throughout. Peer review opportunities and developing peer support networks could be a way forward.

Keywords: researcher positionality, ethics, insider/outsider researcher, reflexivity, children's centres

The insightfulness of the doctoral journey
WENDY MESSENGER (1), AZORA HURD (2) AND NICOLA SMITH (3), (1) University of Worcester, United Kingdom; (2) University of Gloucestershire, United Kingdom; (3) University College Birmingham, United Kingdom

To reflect on the research learning process in achieving a successful PhD doctoral through a personalised narrative account and literature review. Doctoring uncertainty in mastering or crafting knowledge (Delamont & Atkinson), changes to social science doctoral policy (Hockey), Kolb's experiential learning cycle and Gibbs reflective cycle. Robson (2002) real world enquiry, May's (2002) is there value in understanding the research system and the contribution to the theory of knowledge and Bryman (2008) new paradigms and theories in the creation of original epistemology and the ontological commitments of the researcher. The primary research was based on a participatory case study methodology within an interpretivist paradigm enabling the researcher to co-design the method of an interactive group work programme with young participants. The ethical concerns in the research related to safeguarding, child protection and consent as the participants were aged 11-16 years. The gatekeepers from each research settings allocated a member of staff to assist to meet ethical requirements for each agency. The researcher was vetted through the Disclosure and Barring Service, the University of Birmingham's ethical committee and Birmingham City Councils research panel. The presentation has the

perspective of providing direct first-hand evidence from the PhD journey, confirming steely determination around the researcher's task centred approach leading to the eventual achievement of the doctoral goal. The intention is to provide direct learning attributed to undertaking the research journey whilst appreciating the need for the primary research process to meet good ethical research practices in achieving the desired PhD goal.

Keywords: researcher's ethics, PhD journey, PhD practices, participatory principles, learning cycle

Who can be a researcher? Researcher identity and issues of trustworthiness in relation to a personal research journey
NICOLA SMITH, University College Birmingham, United Kingdom

This paper examines who is 'allowed' to carry out research projects in early years settings and schools, with particular consideration given to gender, ethnicity and age. I reflect on my experiences as a PhD researcher, in relation to Clance and Imes' (1978) notion of the 'impostor syndrome'. The paper examines the role of a white researcher working with minority ethnic parents (Crozier, 2003, Haw, 1998). It considers the work of Kellett (2014) in relation to young children as researchers. This paper considers issues of power and social justice in relation to methodological and ethical issues. An interpretivist approach is used, with methods allowing the research to be carried out with participants, rather than on them. Written consent was obtained from child and adult participants after discussion of the aims of the research. Participants were reminded that they could withdraw at any time and that their identities would not be revealed. Particular consideration was given to the impact of existing participant/researcher relationships on informed consent and involvement in the research. Discussion is centred around who should be 'allowed' to carry out research and how Guba and Lincoln's (1985) criteria for trustworthiness can be used to support researchers to reflect on their role in the research process. Research in the early years needs to be carried out by those who are most able to have an impact on practice. We need to find ways in which practitioners and children can carry out research which is ethically sound and methodologically robust.

Keywords: researcher, identity, children, methodology, participatory

SYMPOSIUM SET C/ 25

EMERGING CONCEPTIONS OF QUALITY IN INFANT TODDLER CARE AND EDUCATION

Self-organised Symposium

CHAIR: JAMES ELICKER
Purdue University, United States

The use of formal group care for children under three years has expanded dramatically in the United States, Australia, China, and many other countries. Over the past 25 years infant toddler child care quality has been defined and assessed using global observational scales, first the Infant Toddler Environment Rating Scale (ITERS-R) and more recently the Infant and Toddler versions of the CLASS. This symposium presents three papers from the U.S. and Australia that focus on recent research on aspects of program quality in group care programs for children under 3 years. The presenters and discussant make a case for emphasizing concepts and assessments of quality that include individual children's interactions and relationships with their caregivers. Research presented includes a study of individual language interactions, a study of students learning to be caregivers in a reflective, supportive, primary care setting, and an analysis of existing quality measures.

Current measures of overall quality in infant/toddler settings: Common strengths, limitations and future directions
DIANE HORM AND SHERRI CASTLE, University of Oklahoma, United States

The scholarly aim is to critically examine tools designed to assess the quality of infant/toddler settings. Specifically, what are the underlying theoretical or programmatic assumptions of the tools? Do these tools adequately capture the experiences of individual children versus the entire group? What challenges are inherent in applying these tools, developed in the US, in other countries and cultures? Much has been written about the

importance of quality in infant/toddler settings. A significant portion of the U.S. research investigating quality of group settings experienced by infants/toddlers has relied on standardized observational measures designed to capture global program quality. One purpose of this session will be to review commonly used measures including the Infant/Toddler Environment Rating Scale (ITERS-R) and the Classroom Assessment Scoring System-Toddler (CLASS Toddler) by summarizing their features and highlighting strengths and limitations. A newer measure, the Quality of Caregiver-Child Interactions for Infants and Toddlers (Q-CCIIT), will also be critiqued. The theoretical framework is Bioecological Systems Theory articulated by Bronfenbrenner & Morris, specifically primary processes and their measurement. Framework to be critiqued: observational and quantitative approaches to assessing quality in infant/toddler settings. Qualitative paradigm, comparative review and critique. Do observational, quantitative approaches to measuring infant/toddler settings ethically represent the reality experienced by the children, teachers, or families? Strengths and limitations of each tool, especially when used in varied countries and cultures, will represented and discussed. Session will end with discussion of needed future work in designing and using measures of quality of infant/toddler settings for valid policy and practice applications.

Keywords: infant-toddler settings, assessment of quality, observational measures, quantitative approaches, global quality

Teachers as agents of quality: Learning the essence of relationship-based practice through enactments of primary caregiving in infant/toddler care
SUSAN RECCHIA, Columbia University, United States

This paper synthesises findings from four studies exploring how relationships unfold for infants and caregivers in child care, and demonstrating the power of relationships as an essential foundation for quality infant care. As more infants enter childcare, the need for better-prepared professionals has resonated in the US and abroad. Early childhood scholars argue for implementing a relationship-based approach (Degotardi & Pearson, 2014, Lally, 2013), yet little is known about the process of relationship-based care in practice (Lee, 2006, Recchia & Shin, 2010). Theories underlying transformative learning (Mezirow, 1997) and socially guided interactions (Rogoff, 2003, Vygotsky, 1978) framed all aspects of the studies. This paper describes the learning processes of student caregivers participating in: (1) a theory-practice seminar providing a relationship-based framework, with (2) the support of mentor teachers modelling relationship-based practice, and (3) hands-on experience with infants. A qualitative, multi-case study approach (Yin, 2009) drew on participants' perspectives and researcher observations. Participants gave informed consent, and pseudonyms were used to protect their privacy. Observations followed a natural protocol used frequently in participating classrooms, to avoid imposing an unusual researcher presence on the children. Findings speak to how a relationship-based system fosters quality, the value of teacher reflection in transformative learning (Pedro, 2006, Schon, 1983), and the essential elements needed to engage infant caregivers in authentic relationships with infants. Insights are offered on: supporting new caregivers' understanding, teaching, and learning from infants, promising practices for teacher/caregiver preparation, and policy for the enactment of quality practice.

Keywords: infant child care, relationship-based care, early childhood teacher preparation, quality care, reflective practice

Quality dynamics of the language environment of infants in early childhood centres
SHEILA DEGOTARDI AND FEIFEI HAN, Macquarie University, Australia

This research investigated quantitative and qualitative features of the language environment quality in infant rooms. The quality of infant early childhood programs predicts children's future academic and social-emotional outcomes. Measures of infant program quality predominantly focus on sensitivity, stimulation or global program quality (NICHD, 2002, Goelman et al, 2006). While infant language development robustly predicts academic success, the quality of the language environment has been largely overlooked. The study conceptualised 'quality' from top-down and bottom-up perspectives. Top-down perspectives examine research-derived elements of structural and program quality. Bottom-up perspectives examine the program as experienced directly by the children (Hallam et al., 2009). Fifty-seven infants were video-recorded for three hours wearing a small LENA (Language Environment Analysis) recorder, which captured and analysed features of their language environment. We examined whether differences in their direct language experience were related to broad quality, assessed by the Infant-Toddler Environmental Rating Scale (ITERS-R), and structural quality features

including group size and qualifications. Informed consent was obtained from the educators and parents of infants, who were assured of centre and personal anonymity. Observers were conscious of signs of infant assent, and recording ceased if there were indicators of dissent or distress. Research newsletters provided parents and centres with feedback. Infants' exposure to clear educator words was predicted by both top-down and bottom-up aspects of quality. Interactions in high ITERS-R rooms were characterised by high experience with adult talk, shared focus, rich vocabulary and reciprocity. Implications are drawn for the provision of high quality, language-facilitating infant education programs.

Keywords: infant-toddler pedagogy, quality ECE, language development, infant-toddler interactions, infant-toddler learning

SYMPOSIUM SET C/ 26

CHILDREN'S WELLBEING

Individual Papers

CHAIR: LORNA KERIN
LoveKnowledge Research Consultancy, Ireland

Mindful awareness practices for young children
CATHRYN LOKEY, SARA TOURS, ALENA TROUTMAN, AND AHMET SIMSAR, Florida State University, United States

The research aim of this study is to examine the current body of research addressing mindful awareness practices with young children. The current study is a comprehensive literature review of existing studies on mindful awareness practices. The theoretical framework is the Hierarchical Structure to Mindfulness. This encompasses five facets, 1) Non-reactivity to inner experience 2) observing/noticing/attending to sensations/perceptions/thoughts/feelings, 3) acting with awareness/(non)automatic pilot/concentration/non-distraction, 4) describing/ labelling with words and 5) non-judging of experience (Baer et al., 2006). Student attention is one of the most ubiquitous challenges to learning in classrooms, as well as one of the most difficult to address. The current study will focus on exploring effects of Mindful Awareness Training on general classroom attention behaviours of K-3 students who exhibit attention difficulties in their classroom. There are minimal ethical considerations as this is a literature review. Within in this study, we found that there is a substantial amount of research on mindfulness practices with adults, special populations, and within a therapeutic setting, there are few studies on mindful awareness and young children. As a result of the literature review there is a need for more research on the effects of mindful awareness practices for young children.

Keywords: mindfulness awareness, young children, attention, school setting, interventions

'You've got a friend in me' - Parents' opinion about their children's wellbeing at school through an educational programme based on friendship
ELENI TYMPA, CLEOPATRA PAGIAVLI, AND SOFIA STEFANIDOU, Mpillios Preschool Center, Greece

The aim of the current study was to find out if an educational program about friendship can lead to children's happiness, socialization and adaptation in the preschool centre according to parents' opinion. It is generally accepted that there are strong links between subjective feelings of well-being and companionship (family solidarity and friendship). We gain happiness through our relationships with other people. The relationships in the early years of human life are significant in the development of a healthy and happy human being. A qualitative study using educational activities such as friendly web, friendship rainbow and a friend's party among parents, kids and teachers was applied. 100 Greek preschoolers participated in the project. After the implementation of the project, 25 semi-structured interviews were carried out with volunteering parents whose children participated. Each was recorded and then transcribed verbatim. Ethical considerations included confidentiality, possibility to withdraw items and approval of both parents and municipal authorities. Interviews revealed that activities dedicated to friendship at the beginning of the school year, could direct to bonding among children, shorter adaptation period and a positive parents' attitude towards school and staff. Although parents were not actively involved in this intervention, they were able to recognise changes on their children's

well-being and behaviour. The importance of this educational program is highlighted in happy bonding among all and in involving parents in school life.

Keywords: friendship, preschool children, adaptation, parents' attitude, socialization

Using pregnancy and post-natal yoga to reduce the toxic risk of maternal stress, anxiety and depression to babies' development in a disadvantaged urban community
LORNA KERIN, LoveKnowledge Research Consultancy, Ireland

This action research study aimed to pilot a yoga based intervention to support pregnant participants to reduce maternal stress, improve social support, enhance attachment and improve parenting efficacy. Between 10% to 15% of pregnant women experience stress, anxiety and depression (Brown, 2000) which can lead to adverse outcomes for the developing baby and to subsequent child development problems. (O'Connor et al, 2002). Emerging evidence indicates antenatal yoga may be effective in significantly reducing stress, anxiety and depression (Newham, 2014). The intervention design was theoretically informed by the buffering effect of social support on stress (Cohen & Wills, 1985) and the conceptual framework of stress vulnerability and health outcomes in women (Kinser, 2014). Action research (Susman, 1985) was used to conduct a local needs analysis and to develop the perinatal support programme. Qualitative methods included questionnaire surveys and focus groups while quantitative analysis included referral, feedback and attendance data. The interagency steering group approved recruitment of pregnant participants through local community agencies. Confidentiality and security of participant data was assured. Participants gave fully informed, written consent for use of their research data. The initiative successfully engaged and retained a community group of pregnant women who were experiencing stress, anxiety and/or depression. Participants reported reduction in stress, and an increase in social support, attachment and parenting efficacy. This pilot project demonstrated that perinatal yoga can be a low cost, attractive and effective way to decrease stress and enhance social support for pregnant participants experiencing stress, anxiety and depression in a disadvantaged community.

Keywords: antenatal and postnatal yoga, stress, anxiety and depression, community based action research, social support, perinatal mental health

SYMPOSIUM SET C/ 27

STRATEGIES AND CHALLENGES OF SUPPORTING REFUGEE CHILDREN

Individual Papers

CHAIR: SIOBHAN FITZPATRICK
EARLY YEARS - THE ORGANISATION FOR YOUNG CHILDREN, Ireland

Bringing refugee children into early childhood education and care (ECEC): Strategies and challenges in Germany and Sweden
ANTONIA SCHOLZ, German Youth Institute, Germany

Germany and Sweden currently face the challenge of integrating a considerable number of newly arriving migrant children into the ECEC system. The paper's research aim is to compare national legal and administrative conditions regarding ECEC access for children that are currently undergoing an asylum seeking process. The paper draws on existing research comparing inclusive ECEC access policies such as legal entitlement measures in different countries (Scholz/Müller 2014). However, to date only little research on the specific situation of asylum seeking children within the ECEC context is available. To understand different approaches of integrating asylum seeking children into ECEC systems the paper draws on institutionalism theories (Hall/Taylor 1996) to explain the impact of existing regulations and how they affect access to ECEC. The research is designed as comparative policy analysis of ECEC governance. Data is collected by qualitative analysis of documents related to policymaking. Furthermore expert interviews are conducted to validate and complement findings. International standards (APA) regarding the ethics of research are respected. Particular attention is paid to the vulnerable situation of a person undergoing the asylum seeking process. The paper provides an overview on recent legal and administrative developments regarding the integration of asylum seeking children into ECEC

settings in Germany and Sweden. Current challenges for involved actors and possible strategies are discussed. The comparison of legal and administrative conditions in Germany and Sweden enhances exchange on ECEC access for asylum seeking children and therefore feeds into current debates both at political level and on the ground.

Keywords: refugee, regulation, Germany, Sweden, integration

Children who are newcomers to Sweden and their play

NADEZDA LEBEDEVA, Dalarna University/Umeå University, Sweden

The paper presents descriptive findings from the interviews conducted with young children (3.5-5 years old) from a preschool section of a centre for newcomers in a municipality receiving a big number of people from immigrant and refugee backgrounds. Young participants of the interviews (n=8) have Syrian, Iraqi, Eritrean and Palestinian backgrounds. The children were asked about their favourite ways of playing and their favourite toys. In this paper the term newcomers is used to indicate children, arrived from foreign countries to Sweden for various reasons such as being members of asylum seekers' families or for a family reunion with relatives already granted a permission to stay in Sweden. Previous research (Kirova (2010), Kirova-Petrova (2002), Dachyshyn and Kirova (2008)) presents play as a context for exploring representations of cultural scrips, miscommunications and transition of newcomer children. The interviews' data constitute a part of a bigger data collected for the research project on play among newcomer children in Swedish preschool. The project is developed via system and dynamic systems perspective lenses. Group interviews as well as individual interviews were conducted depending on children's individual wish to participate or share some information. The research was approved by Swedish Ethical Board prior to the beginning. Written consent from parents alone with oral agreement from children were obtained before the interviews. Detailed analysis of interviews opens a discussion. Ethical considerations will be debated, particularly in connection to gathering data with the help of interpreters. The paper contributes to further understanding of play among newcomer children.

Keywords: play, newcomers, interviews, young children, ethics

What role of early childhood education in relation to Syrian refugee families?

YASIN ÖZTÜRK, ZELIHA ÖZER, AHMET MACUN AND MERAL BEŞKEN ERGIŞI, Karadeniz Technical University, Turkey

The aim of this study is to examine the difficulties and struggles of young refugee children who live in East Black Sea region of Turkey. Children's state of schooling, their needs regarding their educational needs, their families' financial problems, their state of legality-illegality in the country, housing problems will be focused in this research. There is significant number of Syrian refugee children living in Turkey. Defining struggles of refugee children is important to help them overcome their issues, and also develop and review policy. Although there are studies about refugee children's education, little is known about their struggle. Considering refugees in the society, they could be affected by everything and everyone in their surroundings. The theoretical framework in this study draws upon ecological system theory. The data will be collected through semi-structured interviews. The participants are the refugee families and their children who are aged from 3 to 8. We also analyse official documents. Informed consent forms from participants are obtained. Pseudonyms will be used to protect participants' privacy. The participants can leave any time from the study. Ethical approval will be received from the University's IRB Office and local government immigration office. Data gathering process continues. The result of this study will be ready to be presented at the conference. The findings help us to understand the current status of young children who are at the age of schooling. Policy makers should take accounts the struggles of Syrian Refugee families in Turkey to make their future better.

Keywords: young children, Syrian refugees, schooling, refugee policies, ecological systems theory

WAYS AND FORMS OF GOVERNING QUALITY IN ECEC - INTERNATIONAL EXPERIENCES, APPROACHES AND FUTURE PERSPECTIVES

Self-organised Symposium

CHAIR: BRITTA SCHÄFER
German Youth Institute, Germany

The expansion of EC services and the acknowledgment of the importance of early learning lead to an increased awareness that competent pedagogical work resulting in powerful learning environments must be ensured in high quality ECEC. Therefore quality development and assurance became a challenging topic across countries. Implementing systems to evaluate and/or monitor quality is a possible answer to tackle occurring challenges. The development and implementation of such systems are complex processes involving different stakeholders. Furthermore, the running system itself requires an elaborated strategy to use the data and develop quality continuously. The question of which ways are feasible for sustainably governing quality becomes inevitable. This symposium aims at addressing this question by bringing international approaches and experiences together. The focus will lay on the challenges and lessons learnt when implementing evaluation or monitoring systems regardless of the operating level, assuming that the implementation is not the end of the process.

Australian early childhood quality assurance
MARGARET SIMS, University of New England, Australia

The research aims to present the current quality assurance process in Australia. Quality assurance is based on a top down model aimed at defining and controlling the work of individual educators. Publically available documents are used to identify the strengths and weaknesses of the approach. Published work of early childhood researchers across Australia illustrates consequences (intended and unintended) of this approach to quality control. This is an interpretive case study that uses content analysis to examine a range of publically available documents relating to quality assurance in one country (the case), Australia Documents selected for the analysis included policies, curricula, government discussion papers/reports, legislation (state and federal) and website text from key government bodies. Key informants were consulted to ensure that the most relevant documents were identified and sourced. As documents were all publically available there was no requirement for ethics approval. The paper outlines the different elements that combined to create the current Australian quality assurance system, and the steps that were taken to bring the various states and territories together to create a national system. These steps include the development of national legislation, over-arching quality standards, an early years learning framework (curriculum), a quality assurance assessment and accreditation process and the establishment of a new government funded organisation to oversee the entire system. The Australian case study provides a model that can be used by those in other countries interested in exploring different ways in which quality assurance in early childhood can be governed nationally.

Keywords: quality assurance, monitoring system, accountability, quality ratings, governing quality

Governing quality in ECEC: Approaches of quality assurance and development in Germany
NICOLE KLINKHAMMER AND BRITTA SCHÄFER, International Center for Early Childhood Education and Care (ICEC), Germany

In Germany, no nationwide system for quality assurance and development in ECEC has been introduced yet. Therefore, many different approaches and instruments were implemented. The research aim is to reconstruct and analyse governance strategies of states (Bundesländer) and providers. Previous research showed that quality assurance and development in German ECEC is highly complex and diverse (cf. Bertelsmann Stiftung 2015). Various laws and regulations as well as concepts and procedures are in place. This paper draws on the concept of 'educational governance' as a heuristic framework to analyse applied instruments, strategies and involved stakeholders for quality assurance and development (cf. Ratermann/Stöbe-Blossey 2012). To explore different strategies of governing quality three states are researched exemplarily. Therefore scientific literature, curricula and legislative texts are reviewed. Furthermore, the review is supplemented by qualitative expert interviews. Our research follows ethical principles of the APA. Participants sign an informed consent form

describing the study. Confidentiality is guaranteed and data is kept anonymously. Participants can withdraw from the interview any time. The paper points out how quality can be governed differently albeit sharing the same interest. It provides an overview on structures and procedures of quality assurance and development at state level pointing at the cooperation among ECEC stakeholders. Occurring challenges and successful examples are presented. Policy makers at federal, state and community level are eager to improve quality constantly. A national quality framework as a new instrument of governance is currently under negotiation. Due to this, aspects of quality assurance and development are hotly discussed.

Keywords: quality governance, quality assurance and development, federal state, provider, Germany

Including children's perspectives in monitoring quality in Danish ECEC
PERSILLE SCHWARTZ, Danish Evaluation Institute, Denmark

To improve quality in ECEC countries implement monitoring systems (OECD 2015). A major challenge applying monitoring remains in effectively using data to govern ECEC. This paper aims to provide insight into quality improvement of ECEC institutions based on children´s perspectives as data systematically produced by, with and about the youngest children to use their perspectives as feed-back to pedagogues on quality. Previous research highlights the importance of engaging children within evaluation processes (Clark/Moss 2001). The paper draws upon the mosaic approach (Clark/Moss 2001) and is inspired by systemic and social-constructionist theories (Davies 2004). It approaches encounters with children not as opportunities to extract the 'truth' but for co-construction of meaning. To explore the children´s perspective ECEC pedagogues were trained to apply and alter the mosaic approach to suit into a Danish context. The pedagogues have been interviewed along the study and by the end. Additionally, group discussions were conducted. Data was coded double-blind. Ethical considerations were addressed throughout the research. Special attention was paid to inviting children and how participating might affect children, their everyday lives and their relationships to other children. They could decline initially and on an on-going basis. The paper explores new ways of understanding children´s perspective and engaging them systematically within monitoring. Furthermore, the transformation of data into practice as a way of monitoring at the micro-level and implications for governance are discussed. Monitoring quality in Danish ECEC is highly decentralised. However, including children's perspectives in evaluation is obligatory. Therefore, approaches and methods are in demand.

Keywords: quality improvement and development, children´s perspective, Danish ECEC, mosaic approach, young children (0-2)

SYMPOSIUM SET C/ 29

VALUES EDUCATION IN NORDIC ECEC SETTINGS - EXPLORING VALUES IN BETWEEN

Self-organised Symposium

CHAIR: INGIBJORG SIGURDARDOTTIR
University of Iceland, Iceland

This symposium is organized by the research project 'Values education in Nordic preschools: Basis of education for tomorrow'. The project, funded by NordForsk, aims to deepen understanding of the fostering of values at the theoretical, methodological, and empirical levels. The project is inspired by Habermas' (1995) theory but also other theoretical positions have influenced the project. The project is based on a participatory action research model which aims both to create knowledge and contribute to a change. Data has been gathered through multiple methods: documents, interviews, observations, and diaries. A variety of qualitative analysis methods have been flexibly employed. The presentations of this symposium focus on findings at national levels, exploring values in between children and teachers as well as between participants and researchers. Caring, respect, discipline and fairness communicated in different ECEC- contexts will be analysed, as will be the lived values in between the researcher and the educator.

Preschool teachers communicating values to children

INGIBJORG SIGURDARDOTTIR, University of Iceland, Iceland, PIA WILLIAMS, University of Gothenburg, Sweden

This paper aims to investigate how values are communicated to children in one Icelandic preschool. How do preschool teachers communicate values, which they believe are important, to the children? Values education should be included in early childhood education and care in all the Nordic countries. Nevertheless, the focus on values education seems to be missing (Einarsdóttir, Purola, Johansson, Broström and Emilson, 2015). Research in primary schools have indicated that teachers seem to be lacking professional knowledge on values education (Thornberg, 2008, Thornberg and OäŸus, 2013). This study draws on Jürgen Habermas's (1995) theory of communicative action. Values are understood as principles that guide human actions and by which those actions are judged to be good or desirable. Values education refers to educational practices through which children are assumed to learn values (Halstead and Taylor, 2000) Analyses are conducted drawing on collaborative action research, indicating that the seven participating preschool teachers actively collaborate with the researcher. Video observations and field notes are used. Thematic analysis was used to find themes and patterns. The study follows the Icelandic research council guidelines and ethical rules in social science research. Ethical aspects of research have been considered. Autonomy was guaranteed to all participants. The parents of the children consented to the project. Teachers participated voluntarily. The findings indicate that the participating preschool teachers emphasised mutual understanding in communications with the children. Different values were communicated differently. The results generate knowledge of the perspectives of preschool teachers concerning values education and early childhood education

Keywords: values education, preschool teachers, preschool, action research, video-observation

Fairness in a preschool context

LISE-LOTTE BJERVÅS, Linneaus University, Sweden

The aim is to add to the knowledge of how fairness as a value can be communicated between teachers and children in preschool. The questions are: What do the teachers' actions and words convey to the children about the meaning of the value fairness? How is fairness imagined in relation to the collective versus in relation to the individual? What seems to be fair or unfair from the children's point of view? This study is based on research on moral values in Norwegian and Swedish preschools conducted by Johansson (2002, 2007a, 2007b, 2009, 2011) and Emilson (2007, 2008, 2009). The theoretical framework is taken from Habermas. Data has been gathered at a preschool and consists of video observations of interactions between teachers and children, as well as of the teachers' own narratives. The study was conducted in accordance with the ethical guidelines of the Swedish Research Council. The participants are informed about the study in accordance with these guidelines. They have signed a voluntary agreement to participate. The parents have also approved the video-recording of their children. No child has been filmed if they showed that they don't want to participate. The result shows that the teachers' ideas and actions concerning fairness are not always perceived by children in accordance with the adults' intentions. In order to broaden their understanding of how the value fairness may be expressed in the pedagogical practice, teachers need to become aware of both their own view of fairness and the children's view of fairness.

Keywords: value educational work, fairness, preschool, communication, actions

Exploring lived values: Methodological and ethical reflections on video observations

JAANA JUUTINEN (1), HRÖNN PALMADOTTIR (2), ELINA VILJAMAA(1), (1)University of Oulu, Finland; (2)University of Iceland, Iceland

The study problematises methodological and ethical challenge concerning video observation as a research method when studying lived values in Finnish and Icelandic ECEC settings. Values are lived in daily encounters between people and often appear implicit (Thornberg, 2008). Thus, values are considered as reciprocal actions between children and educators in preschool. The study is inspired by Merleau-Ponty's (2002/1945) ideas of the life-world where the body is considered as a basis for all human experiences. Thus, the researcher exists in children's and educators' life-worlds through bodily being. Ethical considerations are at the core of relational methodology (Caine et al., 2013). The research material consists of videos and reflections of three researchers involved in the study. Consent was obtained from children, parents and educators. When observing, the researchers tried to interpret children's willingness to be filmed and respond accordingly. Being part of children's life-worlds required sensitivity and respect for their perspectives and privacy (see Sørensen, 2014). Educators'

motivation to collaborate in the project was a starting point and emphasis was placed on solving ethical questions together with them. Video observations have considerable potential to provide insights into lived values. The process revealed the importance of researchers' reflections during the process. The findings raise issues concerning the ethical considerations, such as how researchers influence life in preschools, and how to interpret videos where researchers are involved. Videos provide fruitful material to explore lived values in the everyday encounters between children and educators. Videos offer an opportunity for educators to reflect on their work.

Keywords: video observations, methodological challenges, ethics, life-world, values

SYMPOSIUM SET C/ 30

INNOVATIVE APPROACHES IN EARLY CHILDHOOD MATHEMATICS

Individual Papers

CHAIR: OLIVER THIEL
Queen Maud University College, Norway

Mathematics is an important part of everyone's life - already in the early years. There are different ways of working with mathematics in Early Childhood Education and Care (ECEC) institutions. Everyday experiences and free play are as important as guided and structured play with concretes, books or in learning environments. The talks are about such different approaches. Dr Liz Dunphy shows that picture-books can support children's mathematical learning if they are carefully selected and learning activities are carefully planned. Connie Cassy Ompok compares games, number books and worksheets. She shows that the use of games as teaching method contributes most to young children's performance in mathematics. Dr Oliver Thiel and his colleagues have created a mathematics room. He shows how young children use this environment to enhance their mathematical understanding.

Picture-books as pedagogical tools for supporting mathematics learning in early childhood
LIZ DUNPHY, Institute of Education, Ireland

This paper reviews recent literature on how teachers can best use picture-books in supporting young children's mathematics learning. It addresses the use of picture-books in relation to two aspects of pedagogy: Developing mathematical discourse and focusing on the big ideas of early mathematics. The review develops issues raised in Dooley, Dunphy, & Shiel (2014). It synthesises the work of, for example, Elia, Van den Heuvel-Panhuizen & Georgiou (2010), Björklund & Samuelsson (2012), Van den Heuvel & Elia (2013) & Hojnoski, Polignano, & Columba (2015). It draws on both sociocultural and cognitive science frameworks (e.g., Wells 1992, Lampert 1998, Sfard 2007, Perry & Dockett, 2008, Sarama & Clements, 2009, O'Nan Brownell, JIE-QI, Ginet, & Hynes-Berry (2014). It argues that perspectives are important in discussing how goals for early mathematics education are a key aspect of the pedagogical framework that educators can use. Through systematic searches relevant literature was synthesised leading to the development of specific guidance in relation to pedagogy. The author further articulates the potential of picture -books as pedagogical tools to be used in reflective and principled ways by educators. Due care is taken with presentation of material in order to avoid issues such as academic fraud, misrepresentation of information and plagiarism. Key practices and resources to support children's mathematical learning are discussed. The importance of careful selection of resources and of careful planning for optimum mathematical learning opportunities is emphasised. The issues raised have implications for early mathematics pedagogy and for the preparation of early childhood educators.

Keywords: picture-books, mathematical discourse, mathematizing, goals and big ideas, early mathematics pedagogy

Young children explore a mathematics room

OLIVER THIEL (1), ANNE NAKKEN (2), BEATE NERGÅRD (1) AND YVONNE GRIMELAND (3), (1) Queen Maud University College, Norway; (2) Norwegian Centre for Mathematics Education, Norway; (3) Norwegian University of Science and Technology, Norway

We developed a room where young children can experience mathematics in a varied, creative and joyful way. The talk provides examples of how children explore and use the features provided in the room. It has been shown that ECEC institutions that provide a special room or place for mathematical experience have a significant impact on the development of children's mathematical competence (Thiel, 2010). The room offers possibilities for experiences in the six fundamental mathematical activities described by Bishop (1988). Conceptual framework is Dewey's (1934) theory about 'having an experience' related to the ideas of 'Room as a third pedagogue' (Ceppi & Zini, 1998) seen in a social constructive perspective. It is a qualitative observational study with opportunity sampling. Children visit the room in groups. We observe children's interactions with the environment during free, guided and structured play. Even though, the children visit the room together with their teachers, joining the visit and participation in the activities is voluntarily. The design of the room ensures that children cannot be harmed. Observations are passive and data is collected anonymously. During the free play the children were intrinsic interested in the materials in the room and started to experience their features. Scaffolding is needed to balance doing the activity and undergoing the mathematical ideas. In guided and structured play the activities are focused around mathematical concepts, and the children's reflections are deeper. Using the room helps ECEC professionals to work with mathematics in a more creative, varied, joyful and deeper way.

Supporting early childhood teachers to redefine learning through creative learning and play concerning mathematics

MARIANNA EFSTATHIADOU, ANDREA ELIADOU AND CHRYSTALLA PAPADEMETRI-KACHRIMANI, European University Cyprus, Cyprus

This paper explores how the learning of prospective early childhood teachers can be fostered in order to help them incorporate approaches of creative learning and play (CLaP) in their practice concerning mathematics by employing techniques of action research. Convictions arising from distinct domains and paradigms (Modelling-based Learning, Constructionism, literature on play, complexity theory) pinpoint the need for a shift in education which demands supporting learning in a manner that seems difficult for teachers to comprehend and handle. Fostering CLaP can be problematic for teachers, since many of the characteristics of CLaP - freedom, spontaneity, exuberance, fun, ownership - do not sit naturally within a context geared to prescriptive programmers or summative testing (Abbott 1994). This is mainly because 'teachers teach the way they have been taught' (Sacristan, 2015). Thus, teacher learning should focus on helping teachers develop as researchers and reflective practitioners (Avgitidou, 2014). Three stories of student-teachers participating in the research will be presented. The student-teachers developed mathematical activities through an iterative process of collecting and reflecting upon and analysing data from the implementation of activities. Data sources included video-recordings, reflective journals and children's artefacts/representations. Regarding the children involved in the research the parent's written consent was ensured. Pseudonyms are used for both the children and the teachers securing anonymity and confidentiality. Findings, reveal insights with respect to the importance of helping student teachers develop the ability of being able to recognize incidents of CLaP. Defining the ways in which this happens is of great importance for teacher education.

SYMPOSIUM SET C/ 31

DEVELOPING TEACHERS' EMPATHY SKILLS AND EMOTIONAL WELLBEING

Individual Papers

CHAIR: SUE WALKER
Queensland University of Technology, Australia

Advanced empathy in the early years
ANGELA HODGKINS, University of Worcester, United Kingdom

To develop the understanding of the skill of Advanced Empathy within Early Years practice. The study takes existing ideas from nursing and counselling and aims to explain the importance of the skill in Early Years practice. Key texts considered are, Egan, G. (2002), Elfer, P. (2012), Morse, J. et al. (2006) and Panfile, T. et al. (2012) The research takes the form of appreciative enquiry with a group of Early Years professionals in order to highlight good practice and share positive examples of advanced empathy. The research engages a range of qualitative methods with practitioners and inclusion of the voice of the child. It takes place in a small nursery and includes 3 staff members and 10 children, aged 3-4years. The research includes observation of interactions between staff and their key children and a small focus group with staff members. The appreciative enquiry is a collaborative venture with researcher, staff and children. Research scrutinised by a University Ethics Committee underpinned by a protocol which included strategies for participation and withdrawal by participants. Early Years practitioners are using the skill of advanced empathy unconsciously, during their daily interactions with children. This is a central aspect of the work of reflective practitioners who are caring for vulnerable children within a warm and supportive relationship. Provocation - should advanced empathy skills be included in training for Early Years practitioners?

Keywords: empathy, compassion, reflection, transition, professional

The effect of a social and emotional challenging behaviour teacher training programme using Pyramid approach for the Korean early childhood educators

KAY HEO (1) AND JANE LEE (2), (1) Chongshin University, South Korea; (2) University of Washington, United States

The purpose of this study is to determine the effectiveness of an early childhood teacher training programme in order to support young children's social and emotional competency and deal with challenging behaviours using pyramid model approach. When social-emotional difficulties and challenging behaviours are not addressed early, children are more likely to have social-emotional, behavioural, and academic difficulties later in school and into adulthood. The theoretical framework draws upon social learning principles (Bronfenbrenner, 1979), transactional theory (Sameroff, 2010, Sameroff & Chandler, 1975), and dynamic skill theory (Ficher & Bidell, 2006). This study's paradigm is based on the Pyramid model of Positive Behaviour Support (PBS), and is then adapted to fit the early childhood settings in Korea. Eighty eight ECE teachers were participated. Self-rating questionnaire asking about readiness on teaching social emotional teaching skills were used pre and post of the training. A paired t-test was conducted. Participants were selected from ECE teacher workshops training on dealing with challenging behaviours. This study explained to the teachers, and informed consent was taken from those who wanted to participate voluntarily. Standard practices for maintaining confidentiality were employed. Results suggest that participated teachers were significantly improved on Individual Intervention area that is to focus on developing individualized plan for persistent and severe problem behaviours. Participants expressed they were able to learn and use new strategies from the workshop materials. The teacher's capacity to support social emotional competence in early childhood education is fundamental and necessary. Supportive administrative system must be promoted for successful adaptation.

Keywords: social emotional competency, early childhood teacher training, young children, challenging behaviours, pyramid model approach

Professional development of preschool teachers in creating emotional and physical wellbeing of children in their learning environment

TATIANA LE-VAN, Moscow City University, Russia

To find out what matters the professionalism of preschool teacher in creating emotional and physical wellbeing of children in learning environment. ECERS-R was adapted and used in different countries as a tool for learning environment assessment and for development of teachers' professionalism (Sonja Sheridan, 2009; Bi Ying Hu, etc., 2015, etc.). The study is based on cultural-historical theory by Vygotsky, in accordance with it a preschool teacher should create emotional and physical well-being of children through the idea of the zone of proximal development. The survey was conducted among teachers of Russian preschool education systems. There were two parts of questionnaire: questions about some criteria of the learning environment (introduced in the same way as ECERS-R scale indicators) and conditions for teachers' professional development. The responses of two parts were compared, then correlated with the results of ECERS-R approbation (2015). Research was carried out in accordance with Code of Ethics of Russian Psychological Society. Professionalism of teachers manifests in how they understand the criteria of education quality, which supports emotional and physical well-being of children. ECERS-R allows to specify the criteria that have a common view in the State educational preschool curriculum. Some quality indicators meet misunderstanding or resistance among teachers. A formal approach to the implementation of quality indicators is dominated, due to the total control of a teacher's work instead of developing assessment. Teachers' ability and desire to participate in educational programme design depends on the management style. Preschool teachers' professionalism can be developed through self-assessment with ECERS-R.

Keywords: quality of education, professional development of teacher, ECERS, assessment, emotional and physical wellbeing

SYMPOSIUM SET D
FRIDAY 2ND SEPTEMBER
11:00 – 12:30

SYMPOSIUM SET D/ 1

MENTORING IN IRISH EARLY CHILDHOOD EDUCATION AND CARE SETTINGS

Self-organised Symposium

CHAIR: SIOBHAN KEEGAN
Better Start National Early Years Quality Development Service, Ireland

Mentoring in ECEC settings is increasingly recognised as being an effective way of supporting ECEC educators, so that they may deliver high quality experiences and, in turn, positive outcomes for children. This symposium discusses ECEC mentoring support from three different perspectives. The first perspective deals with the educator experience, specifically referring to an exploration of stressors experienced by educators of the under threes. The second paper outlines the power dynamics that are inherent in mentoring support, while also considering the effect of the policy climate on the development of mentoring relationships. The third perspective explores readiness for change in those receiving mentoring support and how this relates to the quality development process and outcomes. The findings will be discussed with reference to the research, policy and practice implications of the papers and will have relevance for those who commission, receive and deliver mentoring support, nationally and internationally.

An exploration of the stressors experienced by early years educators working with children from birth to three
MARY SKILLINGTON, Better Start National Early Years Quality Development Service, Ireland

This MA study will examine stress in early years educators and identify the stressors that impact on their daily work with children from birth to three. Earlier studies have highlighted workplace stress as a significant factor which can adversely affect educators in their daily work (Curbow et al., 2000). This research builds on the work of Doherty et al. (1999) who assessed wages, conditions and practices in child care centres in Canada. The researcher is guided by 'constructivist' ontological positioning, viewing reality as being socially constructed (Lincoln & Guba 2000) The chosen methodology supports an interpretive paradigm (Rossman & Rollis, 2003), the findings will be an interpretation of participants' reports. The researcher has chosen to adopt face to face semi structured interviews with eight early years educators. The research is approved by the Ethics Committee at Sligo IT. A priority throughout the research study was to protect the rights of participants involved. All participants were treated with respect and courtesy, they were fully informed about the nature and purpose of the research including the benefits of their participation. The results (available May 2016) will provide qualitative data on the stressors reported by a sample of Irish early years educators working with children from birth to three. The research will have implications for policy-makers, early years educators, managers and those who mentor in ECEC settings as it will provide additional information on educators working with under Threes, an area that has tended to receive less of a policy (funding) focus.

Keywords: educator perspectives, stress at work, professionalism, educators wellbeing, children under three

Developing respectful reciprocal mentoring relationships in ECEC
LEAH RUSSELL, Better Start National Early Years Quality Development Service, Ireland

A perception of 'expert' or 'positional' power can impact the quality of mentoring. This research will explore the action taken by ECEC mentors in order to support and develop respectful reciprocal relationships with practitioners participating in the quality development process. Ragins (1997) describes power as ''a dyadic and reciprocal process'' while Garvey, et al. (2014, p. 128) have emphasised the ethical issues related to the concept of power and recommend steps be taken to ensure that the mentor/mentee relationship is on an equal footing.

The previous work of Rodd (2006) and John (2008) has informed this study. A perception of 'expert' or 'positional' power on the part of ECEC mentor can influence the mentor/mentee relationship and impact quality of mentoring (Fagenon-Eland, et al., 1997). How do mentors support development of trusting relationships with mentees? The research paradigm is interpretive using qualitative semi-structured interviews with ECEC mentors who participated in mentoring support with EYPs for the purpose of quality development. Consent forms and information sheets were provided to participants. Informed consent was obtained from participants and organisation leaders prior to engagement with participants. Names of organisations have been removed to protect confidentiality. The results will provide information on the approach and actions taken by ECEC mentors to support the development of reciprocal mentoring relationships. The findings will have applicability to those who participate in, deliver and design ECEC mentoring programmes. The exploration of relationships between the ECEC policy context and the development of mentoring relationships will have relevance for policy makers.

Keywords: mentoring, relationships, professional development, power dynamics, quality

Exploring early childhood mentors experiences of readiness for change and how this impacts the mentoring process and outcomes for children's learning
AISLING O'LOUGHLIN, Better Start National Early Years Quality Development Service, Ireland

The aim of the research is to ascertain how mentoring can overcome predispositions or 'precontemplation' (Peterson, 2008) among mentees using Petersons stages of readiness for change as a guide. The objective of the research is to determine what social and emotional attributes, if any, within the mentee have been present during mentoring where the mentor has identified a reluctance or eagerness for change. Peterson (2008) concluded that further research is needed to understand whether readiness for change in early childhood education is conceptualised in terms of a general orientation or of particular activities or behaviours. Peterson's trans-theoretical model of behaviour change shapes the research enquiry. Using a qualitative approach with a social constructivist paradigm, the method of interviewing will be used to gather the experiences of mentors, using a sample size of 5 individuals. The data collected will be analysed using grounded theory as a strategy of inquiry to refine and identify themes. Informed consent was received from all participants through a consent form and information letter regarding the research. Participants were made aware they can withdraw from the research at any time. Pseudonyms were used to keep the identity of participants confidential and also the identity of contexts discussed during the interview process. Exploration of attributes that contribute to reluctance and readiness for change and the possible measures to overcome these. The research will contribute to a growing knowledge base on mentoring   that will inform policy decisions and provide guidance and information to those who deliver mentoring support.

Keywords: mentoring, change, readiness, trans-theoretical, experiences

SYMPOSIUM SET D/ 2

CHILDHOOD STUDIES: USING FILM TO EXPLAIN THEORY AND QUESTION PRACTICE

Self-organised Symposium

CHAIR: MARTIN NEEDHAM
Manchester Metropolitan University, United Kingdom

This symposium explores the use of different media discourse analysis techniques as ways of critically studying filmed dramas. The application of theoretical ideas to fictional shared experiences allows for focused shared thinking, liberated from familiar practices and vested interests. As followers of Bakhtin suggest dramas often help to reveal the consequences and personal impact of social structures and create moments where ethical choices and alternative possibilities become tangible (Edmiston 2008). Each paper uses a specific film in order to explore, discuss and analyse key concepts such as identity, social construction, families, political and biological narratives, risk, safeguarding, children's rights and participation. The three papers use different theoretical frameworks to inform their analysis of childhood issues and these processes yield some surprisingly sharp critiques of contemporary policy and practice.

Analysing films to dispute theory and question contemporary society
JIM DOBSON AND MARTIN NEEDHAM, Manchester Metropolitan University, United Kingdom

The research uses the analysis film as a useful means to explore social attitudes towards contemporary themes in Childhood. As part of an edited book, the research aims to expose the potential difficulties in contemporary policy when taken into fictionalised extremes. This paper considers the ethics of vilifying an underclass: Jones (2014) Walkerdine (2014) and the routine use of surveillance to police and control potential threats to the establishment. Power and control (Foucault, 1972, 1975) feature in the two films discussed Minority Report (2002) and The Hunger Games (2012). Analyses of social class (Bernstein, 2000, Bourdieu, 1997), Neoliberal politics (Apple, 2014, Jones 2014) and Children's Rights (UNCRC, 1989, Ensalaco & Majka, 2005) are applied to state policies on safeguarding children. Concepts of labelling and stigma (Becker, 1963, Goffman, 1963) expose the unintended harm caused by excessive bureaucracy and control. A qualitative/interpretative approach to discourse analysis is employed in a critical reading of the fictional state's role in each film and comparisons made to non-fictional contexts. The paper reflects on the ethics of using secondary sources, issues also raised in the films: regarding children being televised, monitored, tagged, assessed and controlled. The film analysis highlights that rights should not be taken for granted and that we have a collective responsibility to question the state's actions. The paper argues that we should be concerned about the state abdicating or outsourcing responsibility for safeguarding children or over policing them.

The Red Balloon: transitional objects and relationships
SARAH SHARPE, Manchester Metropolitan University, United Kingdom

This research examines how the medium of film (The Red Balloon) can enable students to engage with and explore complex theoretical ideas around attachment and relationships, creating a deeper and more meaningful understanding with a practical emphasis. The Red Balloon is an Oscar-winning fantasy film set in 1950s Paris - a tale of friendship, admiration, envy, bullying, grief and triumph. This paper draws on the theory of attachment (Bowlby, 1953, Ainsworth, 1978), and of transitional objects and phenomena, paracosms, symbolism and relationships (Winnicott, 1953, Taylor, 1999, Gopnik, 2009). The concept that attachment theory may be limited to a two-dimensional mother-child relationship is challenged, and alternative interpretations offered through analysis of imagery and portrayal of 'other' strong emotional relationships. A critical social constructionist paradigm is adopted in an attempt to capture and make sense of the subject's emotions and lived experiences. As secondary sources are under investigation, ethical issues are not a consideration, although ethics of rights and respect, bullying and oppression, come to the fore within the film. Overall findings indicate that there is no one way to understand the complex nature of attachment and relationships in the holistic development of young children, the formation of strong bonds and friendships in early childhood is multi-faceted in its complexity. The paper contends for a broader view of attachment theory than a commonly accepted two-dimensional mother-child relationship, and argues that a host of diverse - and often conflicting - factors affect the formation of strong bonds and friendships in early childhood.

Change and new imaginings
KAREN WILLIAMS, Manchester Metropolitan University, United Kingdom

This paper articulates research considering how the interface between the fictional narratives of a film can support consideration of complex theory and the application to practice within the field of early years The Descendants explores notions of change experienced by the central character and the possibilities for new imaginings which his situation presents. Utilizing Holland, Lachicotte, Skinner and Cain`s (1998) notion of Figured Worlds, this research offered a unique opportunity for students to consider how theory might translate into practice. This paper presents an analysis of identity and self-authoring (Holland et al 1998) with regard to personal and professional struggles against the backdrop of prior experiences. It provides a discussion of autonomy and the impact of experience past, present and future on the negotiation of a professional self as applied to those entering the early years field. Using a social constructionist lens this paper explores and analyses the relationship between experience and expectation of the professional identity. The research uses only secondary sources, and as such ethical issues are not a major consideration. However the ethical implications of

children being portrayed in highly sensitive situations dealing with grief, bereavement and trauma are implicit within the film. The film and its analysis identifies the potential for disruption, internal conflict and resolution in transition from one status to another. Equally it provides a mechanism for continuing professional development. The paper suggests implications of structure and agency on autonomy, behaviour and renegotiation of identity in the early years workforce.

Keywords: change, identity, autonomy, transition, self-authoring

SYMPOSIUM SET D/ 3

OUTDOOR PLAY AND LEARNING: RELATIONSHIPS AND FEELINGS

Individual Papers

CHAIR: NATALIE CANNING
The Open University, United Kingdom

'Just 5 more minutes!' - Power relationships between children and adults in outdoor play
NATALIE CANNING, The Open University, United Kingdom

This research explores power relationships that exist between children and adults in outdoor play. It is part of a larger study on children's empowerment in play (Canning, 2015). It adopts a theoretical stance based on Foucault's power relationships. He suggests that there is no direct, unmediated knowledge of the world. Therefore what children and adults say and do is an interaction with, and reflection of, meanings generated from sociocultural contexts. An ethnographic study focusing on seven case study children (four boys and three girls) all aged 4 years old. The study used non-participant video observations of social group play in different contexts alongside semi-structured interviews with parents and practitioners to support understanding of the relationship between play and empowerment. Ethical dilemmas are inevitably raised when children are participants in research. The British Educational Research Association (BERA) revised guidelines (2011) were adhered to in relation to researching children. Children navigate power relationships in play situations with their peers and adults who become involved in their play interactions and experiences. They demonstrate 'power' through their actions and reactions, and negotiate play relationships in obvious and more subtle ways. These are analysed through a conceptual framework of empowerment (Canning, 2015). Video data and analysis of interviews with parents and Early Childhood practitioners reveal the complexities of power relationships and how both children and adults negotiate these in play situations. The research asks Early Childhood practitioners and parents to examine their practice and interactions with children to acknowledge their power and influence over children.

Keywords: children's play, empowerment, power relationships, sociocultural perspective, adult-child interactions

Children's social play in preschool outdoor environments
INAKI LARREA (1), ALEXANDER MUELA (2), NEKANE MIRANDA (1) AND ALEXANDER BARANDIARAN (1), (1) Mondragon University, Spain, (2) University of the Basque Country, UPV, EHU, Spain

The aim of the study was to examine children's social play in preschool outdoor environments. Most published research concerns social play within the classroom, and very few studies have focused on the outdoor school environment (Ernst, 2014). Shim et al. (2001) reported that activities performed in the outdoor school environment were more likely to involve social interaction and included more complex forms of peer play. Children's social participation in play is generally classified into the categories of unoccupied play, solitary play, onlooker play, parallel play, associative play and cooperative play (Parten, 1923). Rubin (2001), taking this categorization as a reference, classifies social play into three categories: solitary play, parallel play and group play. The study included 173 children attending 19 preschools in the Basque Country (Spain) and ranging in age from 3 to 6 years (Mage = 3.95, SD = 0.82). Children's free play was assessed using the Play Observation Scale (POS, Rubin, 2001). Both the children and the teachers were selected based on their availability. Informed consent was obtained from all the children's legal guardians, as well as from the teachers and the heads of the

preschools. Our results indicate that children participate in the categories of play that involve greater social participation as they get older. Besides this, the frequency of group play was lower among girls than boys. The results are discussed with reference to the need to implement innovations in the outdoor school environment in order to better promote both boys and girls social play.

Keywords: social play, outdoor, preschool, gender, social participation

Children and place: The impact of nature on children's emotions
JODI STREELASKY (1), SEYDA NUR CELEBI (2) AND MERVE GANGAL (3), (1) University of Victoria, Canada, (2) University of Ottawa, Canada, (3) Karadeniz Technical University, Turkey

The purpose of this research is to examine the impact of outdoor and indoor learning environments on Kindergarten children's social and emotional development. In this study, I documented the children's play and interactions in their classroom, at a local beach, and in the forest. This study builds on a previous two-year study I initiated with 35 seven and eight-year-old children that focused on their perspectives of their learning program in and out-of-the classroom. The theoretical frameworks guiding the research include: i) place-based learning (Sobel, 2004), ii) multimodality (Kress & van Leeuwen, 1996), and, iii) social constructivism (Vygotsky, 1978). In this study, I used a range of qualitative methods to acquire information. I also investigated the role children can assume as curricular informants (Kragh-Muller & Isbell, 2011), and the potential impact their perspectives can have on early years' curriculum development and the creation of innovative learning environments. In this research, I attempted to lessen the power dynamic with the students throughout the study by spending several months playing and interacting with the children in the classroom before I asked them what they liked best about their school environment. My conversations with the children about their experiences and their visual representations revealed their strong interest in spending time outside, their sense of autonomy outdoors, and their powerful relationships with others in outdoor contexts. Investigating students' perspectives on their learning environments and documenting what they like best is pivotal to enhancing and transforming the discourse on the significance of environments on children's development.

Keywords: curricular informants, nature, outdoor education, multimodality, international

SYMPOSIUM SET D/ 4

PLAY AS A 'RIGHT', AS AN INTERVENTION TOOL AND TO REDUCE FEARS

Individual Papers

CHAIR: GERALDINE NOLAN
Trinity College Dublin, Ireland

How to reduce children's fears of doctor visits using medical play
JERRI KROPP (1) AND MARY NOE (2), (1) Georgia Southern University, United States, (2) University of Georgia, United States

This study examined the impact medical play has on young children. Medical play is used to familiarize children with medical equipment and procedures so the children are informed and not fearful going to the doctor. During doctor visits, child are exposed to unfamiliar people, restricted movement, undressing in the presence of strangers, unfamiliar medical language, shots, medical equipment, and repeated invasive procedures, pain, and loss of autonomy and control (McGrath & Huff, 2001, Jessee, Wilson, & Morgan, 2010). Erik Erikson and Jean Piaget are identified with theories that explain common reactions of children in the hospital according to age and developmental level. The unfamiliar setting of a doctor's office causes stress and anxiety for a young child. Medical play allows the child to become familiar with medical equipment and less fearful College students were taught the foundation of administering medical play, placed in groups, and presented a session on medical play to children ages two to eight at 23 facilities. Students wrote a paper reflecting on their experiences and the children's reactions. Content analysis was performed on 56 reflection papers. IRB approval was not necessary: analysis was of college student papers based on observations. No college students, children, or facilities were identified. Results indicated that the children learned about medical tools and were able to express and

overcome their fears of going to the doctor. Specific activity suggestions will be offered to teachers to incorporate medical play in classrooms to help children overcome anxiety when visiting the doctor.

Keywords: preschoolers, medical, play, healthcare, coping

Play as an early intervention and prevention tool
KYM MACFARLANE, Griffith University, Australia

This paper aims to present the idea of play as a soft entry, universal, early intervention and prevention tool. To do so, the authors seek to explore the idea that play can be the basis of a relationships first approach to practice. The work builds on ideas from Moore & McDonald (2013) who establish seven principles of high quality early intervention and prevention practice that are similar to the principles of high quality play. The work also builds on ideas from Vygotsky (1968) around the notions of the Zone of Proximal Development and scaffolding and on Bronfenbrenner's (1979) ecological systems theory. The research uses the Circles of Change Revisited (2008) approach and the Most Significant Change theory (2009) to highlight with staff ways in which their relationships first approach uses play as a soft entry, universal, early intervention and prevention tool. Ethics have been approved by Griffith University as part of the research conducted by The Salvation Army/Griffith University research team. The main findings are that parents can co-design, co-implement and co-construct their own family support package when play is used as a means for a relationships first approach to practice. The implications for practice are that early childhood educators can thus understand play as a far-reaching practice tool which can be effectively utilised in many environments and contexts.

Keywords: soft entry, early intervention and prevention, play, relationships first, family support

That's a fine Article! UNCRC Article 31: the child's right to play' - The benefits and challenges involved in the creation of a child-friendly playful city. A multi-agency play plan for Dublin Play
DEBBY CLARKE, Dublin City Council, Ireland

The aim of this research is to carry out a critical investigation into the development of an effective and meaningful implementation strategy for a multi-agency city play plan aimed at creating a playful and child friendly city where children and young people can enjoy the right to play. The key focus of this study has drawn two main initiatives/examples: -The Welsh Government Sufficiency Duty 2010 -The United Nations Committee, General Comment 17 (2013).   The theoretical and contextual framework for this study focuses on the role of 'Play' as participation in everyday life and draws on the theoretical concepts of the social production of space that supports 'free play'. The methodology adopted for this study examines the complexities of developing a multi-agency strategy and mechanism for collaborative working within a local authority and links with external agencies. The following methods of data collection were used: Group interview; Action Planning Workshop; Semi-structured individual interviews. I have adhered to 'Children First National Guidelines for the Protection and Welfare of Children' and Dublin City Councils Child Safeguarding Policies. All documents are available online at: http://intranet/HR_Info/childsafe/default.aspx http://www.dcya.gov.ie/documents/Publications/ChildrenFirst.pdf. The main findings of this study were integrated during interpretation in order to identify the ways in which the key stakeholders make sense of and enact the implementation of the DCPP. The findings of this investigation will influence, shape and determine the future direction of the DCPP as it has identified its short comings and proposed inclusion of within the proposed implementation strategy for the DCPP.

Keywords: playful approach, sufficiency, rights, wellbeing, sufficiency

LANGUAGE AND DEEP LEVEL LEARNING IN NATURE

Individual Papers

CHAIR: TANYA RICHARDSON
University of Northampton, United Kingdom

Does the learning environment have an impact on the quality of a child's utterances?

TANYA RICHARDSON, University of Northampton, United Kingdom

This paper considers the impact of learning environments on quality of speech and language. Within England exists an emphasis on improving outcomes for speech and language development (Field, 2010). There also exists a drive to encourage play/learning in the outdoors (DfE, 2014). Through an empirical study, the quality of utterances were analysed within different environments, by recording children's speech and undertaking Type/Token Ratio (TTR) analysis. Working within a hermeneutic paradigm, quality rating scales were applied to environments to ascertain whether a correlation existed between the quality of said environment and the quality of utterances. The study adopted a qualitative approach, being a multiple case study. Ethical issues were considered in line with research requirements when researching using young children (British Educational Research Association, 2011, EECERA 2015) however in addition to this additional issues arose due to the nature of the data collection. Different environments did promote different speech quality. Lexical diversity was richer in the natural environment, suggesting that a forest school prompted and produced richer language. Indoor and outdoor classrooms produced the same outcomes. Adjective usage was richer in the natural environment, as was verb and exclamation usage, noun usage was richer within the classroom. Semantics differed within different environments. It is argued therefore that the environment is crucial to a child's utterances. Different environments do prompt different language, the government drive to encourage an element of outdoor play is insufficient alone. It's also necessary to provide guidance on what should occur within the outdoors to maximise children's outcomes.

Keywords: speech and language development, outdoor play, forest school, type/token ratio, quality environments

Giving language education more body

JANNETTE PRINS AND DIEUWKE HOVINGA, Hogeschool Leiden University of Applied Sciences, Netherlands

Our research aim is to investigate how children use embodiment in play to conceptualize the world (including emotions) in order to create meaning for language acquisition. Previous research showed that children playing inside the playroom of a day care centre use language in a different way compared to children playing in a natural play environment outside, indicating that the play situation influences language learning. The way in which 'we have a world' is influenced by our embodiment (Johnson, 1987). We pose that children's bodily experience and perception in play deepens, structures and constraints the way they create meaning in language. We started literature research to describe how physical, sensory and manipulative (embodied) play leads to meaning structures for the conceptualisation of the dynamical and relational aspects of language. Now we design case studies to investigate patterns in the relation between this embodied play and speech acts. We obtain parental consent. Then the children are informed and choose whether participating or not, wearing a custom made safety vest with a voice recorder in a pocket. The names of the children are replaced by pseudonyms. The theory indicates a number of embodied structures which lead to concepts for language acquisition through embodied play. The next question is how teachers use these findings in language education for young children. There is a widely felt need for innovation in language education in Dutch (pre)schools. It is important to know how movement and play lead to deep level concepts which are necessary for language acquisition.

Keywords: embodied learning, language education, physical, sensory and manipulative play, deep level learning, natural play environment

Deep learning in nature?
MARIANNE PRESTHUS HEGGEN AND TORBJØRN LUNDHAUG, Bergen University College, Norway

This study investigates multidisciplinary teaching in nature and its learning potential through students and teachers experiences in an alpine field course in Science and Outdoor Education. The context is Early Childhood Teacher Education (ECTE) in Norway. The nature of field courses affects the students learning outcomes. Outdoor teaching is a natural way to work with specific outdoor subjects, as outdoor leadership and botany. A field course may, however, also result in learning through deeper experiences. This may lead to deeper understanding of complex themes such as sustainable development and flexible outdoor leadership. We consider deep learning based on Dewey's concept of deep experiences, Vygotsky's concept of scaffolding and happiness in relation to Mihaly Csikszentmihalyi's flow-theory. The project is a mixed-methods case study on teaching practices in ECTE. The study has an interpretative perspective and the data material is based on field work, student reports and teachers narratives. The study is approved by the Norwegian Data Protection Official for Research. Deep learning experiences found in these courses show the importance of including field courses in ECTE. Similarly, we see that multidisciplinary teaching enhances the students' experiences. Scaffolding deeper learning is complex and challenging. A high level of both disciplinary and multidisciplinary competences are required in scaffolding embodied experiences. Our results propose that future outdoor ECTE should promote deeper learning through recognition, interpretation and reactions based on embodied experiences in nature. The best way to promote student's deeper learning may be through scaffolding in authentic situations.

Keywords: early childhood teacher education, science, outdoor education, situation awareness, scaffolding

SYMPOSIUM SET D/ 6

POLICIES FOR INITIAL PREPARATION OF EARLY CHILDHOOD TEACHERS IN BRAZIL, COLOMBIA AND CHILE

Self-organised Symposium

CHAIR: MARCELA PARDO
Universidad de Chile, Chile

The symposium analyses public policies for the initial preparation of early childhood teachers in Brazil, Colombia and Chile, identifying their respective accomplishments and challenges. It relies on international debates about early childhood teachers' preparation (Couse & Recchia 2016). Based on secondary data, separate case studies for each country were carried out, as part of the state of the art of policies for early childhood teachers in Latin America, which was part of the Regional Project on Teachers Policy for Latin America and the Caribbean by OREALC-UNESCO (www.politicasdocentesalc.com).

Initial preparation of early childhood teachers in Chile: In search of quality
MARCELA PARDO (1) AND CYNTHIA ADLERSTEIN (2), (1) Universidad de Chile, Chile; (2) Pontificia Universidad Católica, Chile

To describe achievements and challenges in public policies for initial preparation of early childhood teachers in Chile Part of the Regional Project on Teachers Policy for Latin America and the Caribbean by OREALC-UNESCO (www.politicasdocentesalc.com), the study relied on international debates about early childhood teachers' preparation (Newman & Kamil 2010) Systemic perspective on early childhood teachers' preparation, whereby its quality depends on the relationship among several factors, including external factors (i.e. policies for accreditation, standards), and internal factors (i.e. faculty composition, plans of study) (Hyson et al. 2012). Case study on policies for the initial preparation of early childhood teachers. Based on secondary data, it analysed the legal framework, governmental programs, program accreditation, admission requirements, and plans of study, as well as scholarly research. A critical approach to public policies was adopted (Lincoln et al. 2011). All data used was of public domain. The analysis was discussed with governmental representatives, scholars and leaders of the field in Chile. Findings showed that, beyond the remarkable fact that a four-year higher education professional degree is legally required for the exercise, consistent evidence suggests the initial preparation of early childhood teachers tends to be weak: about 50% of programs are not accredited, around 40% of programs have established minimally stringent admission requirements, approximately half of graduating students have

performed deficiently on the national assessment of teachers' knowledge. Findings suggest the need of public policies to strengthen the initial preparation of early childhood teachers. Further research in needed to describe the plans of study.

Initial education of early childhood education teachers in Brazil

BEATRIZ ABUCHAIM, Fundaçào Carlos Chagas, Brazil

The aim of this study was to describe the profile and the initial education of Early Childhood Education (ECE) teachers in Brazil. The study was part of the Regional Project on Teachers Policy for Latin America and Caribbean, sponsored by OREALC-UNESCO. It is related with previous projects, such as Education for All Global Monitoring Report 2013/2014 (UNESCO, 2014). The conceptual framework was based on Brazilian authors who have analysed the topic, such as Gatti, Barreto and André (2011). It was a descriptive study, based on statistical analysis of data from National data bases. National documents and legislation were analysed. The research was based on secondary data and was conducted according to the National Regulation for this kind of study. According to the law, an ECE teacher should have a Bachelor's degree in Pedagogy or, at least, High School Technical in Teaching Diploma. The findings have indicated that the majority of ECE teachers has a Bachelor's degree (60%), but the Pedagogy course don't give them the right tools to work with young children. There is no specific course for ECE teachers in the country. A Pedagogy diploma allows the teacher to work in different fields: ECE, Primary School, Adult Education and School Management. As a result, many studies have shown that ECE teacher's practice is poor and improvised. Investments in a good in-service training should be done, to allow teachers to learn more about ECE practices.

Training for early childhood education beginning teachers in Colombia: Critical reflection about their situation

BEATRIZ ABUCHAIM, Fundaçào Carlos Chagas, Brazil

Contribute to the Strengthening of educational policies on initial training, for the Early Childhood teachers in Colombia. The study relied on international debates about early childhood teachers' preparation. It was part of the Regional Project on Teachers Policy for Latin America and the Caribbean, driven by OREALC-UNESCO (www.politicasdocentesalc.com). The research has a systematic perspective about the quality of Early Childhood Education, in order to understand that early childhood constitutes the fundamental stage, for any social sustainable progress, so the training for beginning teachers has a strong impact in such a development. (Heckman 2004). The study took as references the previous researches in the country. The study assumed a critical perspective of public policies. (Lincoln, 2011). All the information used in the study was public domain. The analysis counted on participation to experts in education and early childhood. Colombia has a normative problem, since early childhood education under the integral development perspective is aimed at children from 0 to 6, meanwhile Preschool Education - first level educational system - attends children from 3 years to 6. This situation gives context to the various conditions that early childhood education teachers have. One of the most critical aspects in the professional early childhood teacher's development is the lack of a system that promotes their social an economic recognition and appreciation toward their labour. The results suggest the need to generate sustainable public policies, which contribute to overcome the difficulties and inequality that have the initial training and professional development of early childhood education teachers.

SYMPOSIUM SET D/ 7

RELATIONSHIPS AND LEARNING PROCESSES

Individual Papers

CHAIR: ULRIKE FARNLEITNER
Irish Steiner Kindergarten Association, Ireland

Essentials For early years practitioners
ULRIKE FARNLEITNER, Irish Steiner Kindergarten Association, Ireland

The aim is to show that coaching and mentoring is an invaluable modern tool for self- reflection. A fundamental relationship with oneself as a person will develop a sense of connection and the value of relationships in the children who emulate them as role models. The literary context and models worked with include E. Parsloe and J. Whitmore's Grow Model. This is my first EECERA submission, following twenty years in practice. The International Coaching Federation 'Competencies' as a framework for coaching. Their list of standards to establish consistency, could be expanded to prerequisites for EY teachers, in children's social development. The Action Research method, investigative practice designed to improve and educate. Using both qualitative and quantitative data from workplace observation, questionnaires and coaching sessions. New paradigm of collaboration, rather than top down supervision. The research method is respectful of the autonomy and expertise of the individual while creating space in which the skill of the coach/mentor promotes insight and actions that could not be reached on one's own. The research and analysis were fully confidential and anonymous. Continuous professional development is integral to all work with children and reflective practice lies at the core of good coaching and mentoring. This research is under the umbrella of ISKA - Irish Steiner Kindergarten Association for credibility and impact. This is so that new policy can be implemented, if suggested by the findings. For example, coaching and mentoring be made available and even compulsory for all early years practitioners.

Keywords: ISKA, coaching-mentoring, reflection, role-models, connectedness

Evaluating the student-teacher relationship scale in the Greek educational setting: An item parcelling perspective
VASILIS GRAMMATIKOPOULOS (1), ATHANASIOS GREGORIADIS (2), EVRIDIKI ZACHOPOULOU (3) AND NIKOLAOS TSIGILIS (2), (1) University of Crete, Greece; (2) Aristotle University of Thessaloniki, Greece; (3) Alexander Technological Educational Institute of Thessaloniki, Greece

The aim of this study was to test the dimensional structure of Closeness, Conflict and Dependency of the adapted Student-Teacher Relationship Scale (STRS) that was proposed by Koomen, Verschueren, van Schooten, Jak, and Pianta (2012). Another purpose was to examine the intercorrelations of the Dependency subscale with Closeness and Conflict of the adapted version of STRS, when applied in the Greek educational settings. The original STRS (Pianta, 2001) is a 28-item questionnaire that assess three relational dimensions, Closeness, Conflict and Dependency. It is one of the most widely accepted instruments to evaluate teachers' perceptions of their relationships with individual students. The Student-Teacher Relationship Scale is based on the attachment theory. 236 early childhood educators provided STRS forms for 1846 students. We applied confirmatory factor analyses with item parcelling in two independent samples (N1=118 teachers, 921 students and N2=118 teachers, 925 students). The Greek Ministry of Education provided official permission and all of the participants provided written consent for their participation. The findings provided evidence for the dimensional structure of the adapted STRS subscales and its validity. Results also showed that the Dependency subscale is positively correlated with Closeness in the Greek educational context, thus confirming that Dependency tends to be perceived in a more positive way in backgrounds with more collectivistic characteristics. This finding acknowledges that the STRS revised Dependency subscale clearly captures features of a dependent relationship and highlights the need for further examination of the notion and the nature of dependent relationships, especially in more collectivistic cultures.

Keywords: teacher-child relationships, student-teacher relationship scale, dependency, item parcelling, attachment

Korean early childhood teachers' approach to build positive relationships with young children using self-monitoring checklist

EUN-HEE MA AND KAY HEO Chongshin University, South Korea

The purpose of this study is 1) to introduce a tool encouraging positive relationships with young children used by beginning early childhood teachers, and 2) to determine the effectiveness on quantity and quality of teach-child relationships, and 3) on the teachers' teaching efficiency. Establishing positive teacher-child relationships are critical to the quality of early childhood education (Joseph & Strain, 2004). It affects young children's overall development and learning (Lynch & Cicchetti, 1992, Pianta, 1998, Boo, 2012). The theoretical framework draws upon transactional theory (Sameroff, 2010) and dynamic skill theory (Ficher & Bidell, 2006). Six day care teachers who were in their first year of teaching were participated. Focus group interview method was used. Data were collected from 2 times of intensive discussion guided by the researchers, 9 times of open discussion by themselves, and 3 times of peer coaching. Additionally survey questionnaire on teacher efficiency was given before and after the study period Subjects were voluntary participated. Standard practices for maintaining confidentiality were employed. All data were coded and labelled with identification numbers. The participants were able to use self-monitoring relationship checklist as to guide their interactions with young children. The tool helped teachers to remind themselves on the importance of building positive relationships for each activity throughout the day. A positive relationship is an essential task and a foundational component to support young children's social and emotional competency. However, all teachers and all children to build good relationships are is never easy. Systematic administrative supports to build good relationships are needed.

Keywords: teacher-child relationships, positive interactions, social-emotional competency, challenging behaviours, beginning early childhood teachers

SYMPOSIUM SET D/ 8

TEACHER ROLES AND CHILD RELATIONSHIPS

Individual Papers

CHAIR: VIGDIS VANGSNES
Stord/Haugesund University College, Norway

Pedagogical work with children's relationships
MARIANNE DAHL, Linaeus University, Sweden

How do leisure-time pedagogues work with children's relationships and how do they view such relationships? What qualities in children's relationships do they regard as desirable? The licentiate thesis Children's social Life in leisure-time centres'. The theoretical framework is based on Wenger's (1998) social theory regarding learning in communities of practice, as well as Gergen's theory of relationships as an inevitable part of human existence. Consequently, within this thesis relationships are viewed as mainly negotiated and are therefore dynamic in character. The methodological approach is ethnographic, focusing on leisure-time pedagogues' work with and talk about children's relationships. The study is based on data derived from eight leisure-time pedagogues divided into two different work teams of four pedagogues, covering two different leisure-time centres and involving 60 children of 6-11 years of age. Ethical considerations have been made. The pedagogues' action repertoire illustrates a desire to facilitate encounters between children and promote harmonious relationships. Leisure-time pedagogues support relationships characterized by consensus, respect, confidence and adaptation to rules, whereas those marked by conflict, disharmony, breaking rules or aggressions are counteracted. Various notions emerge in pedagogues' action repertoire based on normative thinking, where different relational competences are ascribed to children. The results reveal a lack of guidelines for handling the variety of differences in children's relationships and display the lack of a common professional language for verbalizing children's relational work.

Keywords: action repertoire, leisure-time pedagogue, leisure-time centre, relational qualities, communities of practice

The teacher's roles: Alternation between different teacher positions in didactic practices
VIGDIS VANGSNES, Stord/Haugesund University College, Norway

The aim of this study is to develop our understanding of the teacher's roles in didactic practices and examine what characterizes teacher-roles when explorative teaching strategies are used in preschool classrooms? This is a follow-up study of previous qualitative studies in kindergartens in which three main categories of teacher-roles were suggested: The instructive, the supportive and the distal teacher role. Based on new data where learning is facilitated by process drama and dramatization, we analyse the characteristics of each role and the teachers` intentions when choosing the different teacher roles. In our analysis, we apply a phenomenological hermeneutical approach where dramaturgy and didactics constitute our theoretical and analytical positions. Our data-material consists of field-observations in classrooms, interviews and planning documents. The study is based on more than seven years of research, undergoing critical responses by peers: Vangsnes et al. (2012). Computer games in preschool settings, Vangsnes et al. (2013). Didactic Dissonance. Our main findings reveal the diversity and characteristics of the three teacher roles as well as the teacher`s alternation between the roles. The characteristic features of each teacher role are specified in relation to three aspects of the teacher role: a) teacher`s positioning, b) teacher`s academic presentation and c) teacher`s interaction and communication. By clarifying the content of the three teacher roles, we want to contribute to reflection on teacher education and teacher practice. Conceptualizing the three teacher-roles may be an analytical instrument that can contribute to the development of the discourse on teaching professionalism.

Keywords: teacher roles, the instructive teacher role, the supportive teacher role, the distal teacher role, alternation between roles

ECE teachers' participation in free play: Rethinking their role through action research
SOFIA AVGITIDOU, University of Western Macedonia, Greece

This research aims to present the process and results of a two year action research project aiming to foster early childhood education (ECE) teachers' reflection, research and practice regarding their role during children's play. Teachers' role in free play has been studied the last years within a broader discussion about the pedagogy of play (Wood, 2004, 2010) and the various roles that ECE teachers might have within it (Trawick-Smith & Dziurgot, 2011). Play as a social practice within a cultural context is a context for children's high participation (Sandberg & Eriksson, 2008). ECE teachers can support children's thought, creativity and co-operation within play but are usually absent from such processes. Within an action research approach, self-observation of teachers' role during free play as well as observation of their role by critical friends, teachers' diaries, group meetings and semi-structured interviews were adopted as research methods. Data were analysed qualitatively (Miles & Huberman, 1994). All participants were informed about the purpose of the study and participated voluntarily. Teachers realized that they might guide children's play rather than support it or allow little space for children's initiatives and ''miss'' opportunities for extending children's play. Main questions during reflection were if and how children remained the protagonists of play after teachers' intervention and if these interventions were meaningful for children. Through observing one another and reflecting within discussions new thoughts and practices developed. The value of theoretical, research, dialogical and reflective support in professional learning is stressed.

Keywords: teacher role, free play, rethinking play, action research, teacher support

SYMPOSIUM SET D/ 9

COMMUNICATION AND RELATIONSHIPS

Individual Papers

CHAIR: TAKAYO SUGIMOTO
Aichi University and University of Tokyo, Japan

Process-oriented shared picture book reading and toddlers' playful learning
TAKAYO SUGIMOTO (1&2) AND TOSHIHIKO ENDO (2), (1) Aichi University, Japan, (2) University of Tokyo, Japan

The aims of our study were to investigate (1) how a process-based nursery policy affects teachers' practice of shared picture book reading and (2) what types of process-based nursery practice may or may not lead to toddlers' playful learning. There is a widespread Japanese nursery tradition of shared picture book reading in which nursery rhymes are used as a means of getting children's attention or keeping them quiet (nursery rhyme effects (NREs), Sugimoto, 2015). However, a process-oriented nursery practice does not rely on NREs (Sugimoto, 2016). The present study focuses on a process-oriented shared picture book reading without reliance on NREs and its effects on young children's playful learning (Fletcher & Reese, 2005; McInnes, 2014). We have conducted observational studies in 2 Japanese nursery schools practicing process-oriented picture book reading for 2 years. We video-taped shared picture book reading sessions and analysed verbal and nonverbal teacher-child / child-child interactions (Ookuwa, 2014). 6 teachers and 38 toddlers participated in the study. Prior to the studies, parental permission was obtained for each subject. A process-oriented nursery policy motivated teachers' rich linguistic input in shared picture book reading, and teachers using elaborative communication increased toddlers' interactions and playful learning. We also observed children's increased interactions in the second half of the school year in different age groups. This suggests that young children's good interpersonal relationship help their playful learning regardless of their age. In pursuit of the process-oriented shared picture book reading, teachers' individual differences and children's interpersonal relations are key factors for playful learning.

Keywords: picture book reading, toddlers, playful learning, process-oriented nursery practice, teachers

Proximity, similarity and regularity in young children's communication games
SARA LENNINGER, Kristianstad University Sweden, Sweden

Proximity, similarity and regularity are suggested as three basic meaning relations (henceforth, semiotic relations) that underpin interpersonal communication from infancy and on. Semiotic relations in dyadic communication with young children was recognized by Bates and colleagues (1979). More recent studies, however, reveal a greater complexity in understanding the impact of these basic semiotic relations embedded in verbal and visually elicited communication (Baird et al. 2016; Callaghan et al. 2012; Moro et al. 2015; Rodriguez et al. 2015; and Walker et al. 2013). Semiotic theory with a focus on semiotic development frames the background here (Bruner 1966, 1990; Lenninger 2012; Sebeok 1977), and a central concept is 'communication games' as described by Bates et al. (1979). The main data is from videotaped matching-to-sample communications and 'object choice games' with pictures and objects together with preschool children. Caregivers' consent was signed for every occasion, a caregiver or a preschool pedagogue was always present during all sessions, and any interaction was interrupted if the child indicated discomfort. Although, not claiming that the current semiotic relations are the only ones, or are always the most important ones, the aim is to show that these relations 'are there' and make difference in verbal and pictorial communication in preschool. When studying semiotic development the means by which children encounter communication should be examined. In preschool, and at home, children are expected to understand meanings in different contexts - one obligation we have is to learn about the seams and joints of these communications.

Keywords: visual meanings, proximity, similarity, regularity, communication games

A review of effective approaches to supporting oral language development in the early years
AISLING SHEEHAN AND MARY RAFFERTY, Centre for Effective Services, Ireland

A literature review was to examine effective approaches to supporting the development of speech, language and communication of children in areas of social disadvantage. Children experiencing poor language development are at high risk of experiencing difficulties with their learning and development, particularly in areas of social disadvantage. A public health framework was used to examine how the needs of the whole population could be met. International and national literature was reviewed and consultations were undertaken with a range of professionals. The review had an emphasis on recent research (within the last ten years) and included reports in non-peer reviewed publications. Ethical standards and practices for the conduct of literature reviewing were adhered to, including the protection of anonymity and use of references and citations. Three key findings emerged from evidence on language skills. 1. The first three years are critical for developing language skills: Research findings support the provision of high quality supports to parents and families before

children start to talk. 2. Parents play a central role in the development of their children's language skills: Approaches that strengthen parents' capacity to support and encourage language and communication are shown to be effective. 3. Developing the skills of early years practitioners can help children with language: Research emphasises the importance of the skills over specific curricula or programmes. The review highlights the potential for greater use of speech and language therapists in developing the skills of early years practitioners to strengthen universal services, thereby preventing problems in speech and language.

SYMPOSIUM SET D/ 10

CREATIVITY AND NARRATIVES

Individual Papers

CHAIR: NAOMI MCLEOD
Liverpool John Moores University, United Kingdom

Storied landscapes in early childhood education, development of narratives embodied and emplaced
KARI-ANNE JØRGENSEN, University College of South-East Norway, Norway

Interpretation of development of collective narratives connected to childhood experiences of landscapes and places. The presentation connects to themes from a former ethnographic study in nature groups in early - childhood institutions in Norway and reflections on childhood memories and storied landscapes by international teacher students. A central framework relevant for how we do understand the power of telling stories and the children's ability to use the stories, transform them and create them in a collaborative process is the theory of interpretive reconstruction by Corsaro. Methods used are participating observations, conversations and photos from the study in the early childhood groups. Focus interview with international group teacher student on the topic of narratives and landscapes outdoors. The study approved by and conducted within the regulations given by the Norwegian Social Science Agency. The children were informed and could withdraw whenever they wanted. The students made a written consent and have approved the use. The importance of local landscapes and children's development of places and stories in play corresponded to the childhood memories from the teacher students. Narratives from storied landscapes rise discourses on the importance of landscape and place for children in early year education. How do we take this in account when planning environments for learning? A discourse also of importance in times when many children are on the move.

Meaning making of live theatre performance among young audiences: Theatre reception modes applied by kindergarten children
SMADAR MOR, Tel Aviv University, Israel

The aim was to increase the understanding of the experience and meaning making of kindergarten children (age 5-6) in a live theatre performance. Very few universities around the world offer programs in children's theatre. Few researchers focus their research on Theatre for Young Audience. We lack knowledge about audiences of kindergarten age, and their reception of a live performance, therefore, these findings contribute to the literature of theatre and culture studies. The research is located in three arenas of culture studies: theatre for young children, reception of theatre performances and theatrical communication. An aesthetic based qualitative research with 24 children conducted in Israel. Participants attended two professional theatre performances. Four Qualitative tools were used: observations in the theatre hall, 'theatre talks' after performances, drawing the experience and personal interviews. Data was analysed using thematic analysis. In research with children, consent is required from parents, educational institute and board of education. I also asked the children for their consent, and insured them they can leave at any time. The main findings were that: 1. Children own social and cultural baggage; 2. the emotional baggage emanating from their participation in the performance and; 3. the

cognitive baggage derived is from past experience. The results highlight the need for young children to engage live theatre performances in society changes at the 21st century.

Keywords: reception, theatre for young audience, meaning making, kindergarten children, aesthetic-qualitative research

Visual rhythms: Facilitating young children's creative engagement at Tate Liverpool
NAOMI MCLEOD AND DENISE WRIGHT, Liverpool John Moores University, United Kingdom

This paper sets out to demonstrate the creative engagement of a group of three and four year old children at Tate Liverpool Art Gallery and how this was facilitated. Young children's possibility thinking (Craft, 2009) happens when they are respected as individuals and learning is supported through constructive thought and communication rather than on the transmission of knowledge (McLeod, 2012; Villen, 1993; Malaguzzi, 1992). The study took Shier's model of participation (2001) as its underpinning theoretical model. Here participation and engagement represent the philosophic basis of children being involved in their own learning and a sharing of power with adults (Shier, 2001). The creative workshops offered by artists at Tate involved selecting an artwork from the gallery as a provocation for promoting children's thinking. Open and responsive sessions at the gallery were observed. All of the children involved chose to take part and could withdraw at any time. Pseudonyms have replaced all participant names. Vignettes of children's spontaneous responses are used to illustrate and analyse their engagement, and how this was facilitated by artists. Most significantly, through a facilitation of curiosity and self-discovery over sustained periods of time, as part of an environment where power is shared the paper presents 'visible rhythms' as new phenomena or 'signs' of creative engagement. Findings also indicate the importance of critical reflection in overcoming and understanding how to share power and finding the right balance for supporting creative engagement. Other ways of using artwork to as provocations for enhancing learning have been explored.

Keywords: early years arts-based learning, engagement, challenges, critical reflection, schemas

SYMPOSIUM SET D/ 11

DEVELOPING AND EVALUATING PARENTING PROGRAMMES

Individual Papers

CHAIR: MARIA EVANGELOU
UNIVERSITY OF OXFORD, United Kingdom

Evaluating parenting services in children's centres in England
MARIA EVANGELOU, JENNY GOFF, JAMES HALL, KATHY SYLVA, AND NAOMI EISENSTADT, University of Oxford, United Kingdom

This paper summarises the diversity and range of provision available to parents through Children's Centres between 2011 and 2013. Children's centres are a key UK policy initiative that aim to support families with young children in England in disadvantaged communities. This work is relevant to parenting interventions and their effectiveness (Moran & Ghate, 2006). This study aimed to collect information on: the provision for parenting and services for parents, the range of parenting programmes, staff perceptions of the benefits of services for parents and children, and parental views of children's centre services. The fieldwork reported took place in 117 children's centres. The study used a mixed methods design including questionnaires and face-to-face interviews with both staff and parents. A wide variety of services were being delivered, many of which could be categorised into a model of 'four quadrants of parental needs' (Personal Needs of the Parent, Parent and Child, Parent and Family, and Parent and Community). The study received ethical clearance from the University Research Ethics Committee. A large element of children's centre work appears to be catered towards working with the parent and child together as a unit, and the development of parenting skills. Staff showed a dedicated focus on improving outcomes and experiences for children. This research has shown that children's centres are continuing to offer a varied range of provision, targeting all areas of parental and family needs. Children's centre staff should be credited for creating a welcoming and supporting environment for both parents and children.

The development of the parent child home programme in Ireland
GRAINNE KENT, JOSEPHINE BLEACH AND BETH FAGAN, Early Learning Initiative, National College of Ireland, Ireland

This paper aims to provide an overview of the development of the Parent Child Home Programme (PCHP), an innovative, home based literacy and parenting programme that strengthens families and prepares children to succeed academically, in Ireland from its initial introduction to 15 families in the Dublin Docklands in 2007 to over 150 families in 2016. It will build upon the presentation made at the ECCERA conference in 2011 when the initial outcomes of the set up phase of PCHP were presented. The theoretical framework underpinning the PCHP is based primarily on Vygotsky's (1978) social learning theory and Bronfenbrenner's (1974) ecological system theory. Throughout the paper the development of the PCHP in Ireland through the community action research methodology will be explored in terms of its delivery, reach and outcomes for children, their parents and home visitors. The challenges and successes of expanding into ethnically diverse communities and our strategies for overcoming these difficulties will be explored. The NCI's Code of Conduct for Researchers and good practice in relation to action research were followed. Consent was sought and participants' rights to confidentiality and anonymity were respected throughout. The findings will outline the success of the programmes continued expansion in reaching families in need across communities. Evidence of the positive outcomes of the programme for all individuals involved will be presented. This will provide some insight into how an early intervention parental support programme can be successfully rolled out to meet the needs of a diverse range of children in disadvantaged communities.

5 Pillars of parenting: approachable parenting
KATHLEEN ROCHE-NAGI (1), HANAN HUSSEIN (2), AND KATHRYN THOMSON (2), (1) Approachable Parenting, United Kingdom; (2) University of Birmingham, United Kingdom

The 5 Pillars of Parenting Programme was designed by Approachable Parenting, a social enterprise, which provides parenting courses and parent-coaching to Muslim families. The research considers child and parent outcomes to families attending the course. Previous literature has found many benefits to participation in parenting programmes (e.g. Barlow, Coren, & Stewart-Brown, 2002). Research has identified a need for cultural specificity as most programmes have been strongly influenced by Western values (Kumpfer, Alvarado, Smith, and Bellamy, 2002) and therefore risk poor engagement from other cultural groups (Barlow et al, 2004). The programme uses psychological principles (e.g. social learning theory, behavioural and systemic models) within an Islamic framework to form motivational change within parenting. Questionnaires were completed before and after each 8-week course: The Strengths and Difficulties Questionnaire (Goodman & Short, 1999), The Parenting Scale (Arnold, O'Leary, Wolff, & Acker, 1993) and Depression Anxiety Stress Scale (DASS-21, Lovibond & Lovibond, 1995). Ethical approval was provided by the University of Birmingham. Informed consent was provided and all information was collected/stored accordingly. Outcome scores indicated statistically and clinically significant positive changes. The SDQ showed improved child behaviour and prosocial behaviour, Parenting Scale showed a reduction in poor parental discipline practices and DASS-21 showed a decrease in parental depression, anxiety and stress. This research provides support for the importance of culturally adapting programmes. Approachable Parenting has been evaluated by the National Academy of Parenting Research (NAPR) and the Early Intervention Foundation, and received the CANparent Quality Mark in January 2014 in the House of Commons.

SYMPOSIUM SET D/ 12

IMAGES OF THE CHILD, OF CHILDHOOD, AND THE KINDERGARTEN TEACHER

Individual Papers

CHAIR: SARA BARROS ARAÚJO
Polytechnic Institute of Porto, Portugal

Pathways of reconstruction of beliefs about childhood: A study with prospective early childhood teachers
SARA BARROS ARAÚJO AND FERNANDO DIOGO, Polytechnic Institute of Porto, Portugal

This study aims to examine the beliefs about childhood of prospective early childhood teachers and, particularly, the pathways of reconstruction of these beliefs throughout practicum. The study draws on previous research by Oliveira-Formosinho and Araújo on the image of the child in early years contexts. Taking participatory pedagogies as central theoretical underpinnings, the study departs from a particular conception of the child: a citizen with the right to participate. The study assumes that the clarification of beliefs about childhood is central, considering its projection in educational practices. This exploratory study involved the participation of students who attended a Master in Early Childhood Education. Students' written narratives about the image of the child were collected at the beginning (n=81) and at the end of practicum (n=32). Ethical concerns included confidentiality assurance in all phases of the research process. Content analysis revealed, at the beginning of practicum, 6 categories: the child as a subject in becoming, the curious child, the innocent child, the active child, the creative child, the passive child. At the end of practicum, 5 categories were identified: the active child, the child as a unique being, the child as a subject of rights, the child as a subject in becoming, the curious child. The categories 'innocent child' and 'passive child' were marginally represented. The authors present some final reflections about the influence of this image in what concerns children's participation in educational contexts, and the potential effects of early years teachers' education in the reconstruction of that image.

Keywords: beliefs about childhood, image of the child, early childhood teacher education, children's participation, practicum

Student teachers' images of the kindergarten teacher profession
ANNELI NIIKKO, University of Eastern Finland, Finland

The study examines metaphorically student teachers' conceptions and images of children, professional self-image, and kindergarten as a workplace in the early stages of teacher education. The study derives from research on student teachers' metaphors and drawings and versatile perspectives of metaphor explored, among others, in Metaphor and Thought edited by Ortony (1993) and in the analysis of drawings in Image-based Research Researchers edited by Prosser (1998). The theoretical framework comprises comparison and categorization theories of metaphor. The study with its 57 student participants was carried out at a Finnish university in autumn 2013. The qualitative research paradigm relates to the researcher's interest in students' thinking, and the goal to understand students' profession-related experiences and interpretations of teaching through writing and drawings. The methodology includes the description of the research object and concept of metaphor, knowledge how metaphor as a phenomenon is examined, and the researcher's awareness as part of research. As methods, data collection (open-ended questionnaire, drawings) and data analysis (content analysis) were used. The purpose of the study and free consent were communicated to students in the questionnaire. Anonymity of the answers is ensured and they are kept on the researcher's personal computer. The findings of the students' metaphors of self as teachers formed, for example, the teacher-centred perspective (authority, shepherd, coach, knowledge provider) and the child-centred perspective (parent, gardener). The analysis of the drawings is in process. Metaphors and drawings provide useful tools for explicating students' thinking, developing teacher education as well as students' professional competencies.

Keywords: qualitative study, kindergarten student teachers, teacher education, metaphor and drawing, content analysis

Preschool educators' image of the child: Impact on relationships and children's wellbeing

RITA MELIA, Early Childhood Ireland, UNESCO Child & Family Research Centre and National University of Ireland Galway, Ireland

This research aims to consider the preschool educator's image of the child in the Irish historical, cultural and social context. To explore how the preschool educator's image of the child impacts on the environments, relationships and pedagogical approaches in Irish ECEC settings. ''Pygmalion in the Classroom'' Rosenthal & Jacobson (1968) and Tomlinson and Javius (2012) clearly demonstrate that teachers' expectations influence child outcomes. Similarly this study considers how the educators' epistemologies influence pedagogical practice. Any choice of pedagogical practice implies a conception of the learner and may, in time, be adopted by him or her as the appropriate way of thinking about the learning process. For a choice of pedagogy inevitably communicates a conception of the learning process and the learner. 'Pedagogy is never innocent' (Bruner 1996, p.63). The image of the child in Irish practice and policy frameworks presents an image of children as `competent and confident learners` (NCCA, 2009, p.6) and a child as `an active agent of her/his own development through her/his interactions with the world` (CECDE.2006, p.6). This research questions if this image of the child is reflected in the personal epistemologies and pedagogical relationships of preschool educators in Irish preschools. This exploratory comparative mixed methods study is being conducted in six preschool settings using ethnographic research. All participants of the study both children and adults provided ongoing informed consent and assent, confidentiality and data protection guidelines were adhered too. Available August 2016 Findings from this research will have implications for policy and practice, training and quality.

Keywords: image of the child, early childhood education and care, relationships, wellbeing, learning

SYMPOSIUM SET D/ 13

CRITIQUING APPROACHES TO ALLEVIATE THE IMPACT OF CHILD POVERTY

Individual Papers

CHAIR: DONALD SIMPSON
Teesside University, United Kingdom

Hoping for a better tomorrow: Family support through community childcare provision in the west of Ireland

SHEILA GARRITY, National University of Ireland Galway, Ireland

The research aims to explore the impact of two community childcare services, supporting a diverse group of parents, based in The West of Ireland. Early years services have been widely demonstrated to have beneficial outcomes for children from marginalized backgrounds (Shonkoff & Phillips, 2000 in De Roiste & Gilmore, 2012). While early education programs for children cannot ameliorate all of the challenges faced, a quality preschool program has a positive influence on children's development (Kaczmarek & Groark, 2007). This study draws on a family support orientation to practice, underpinned by socio-ecological, social support and resilience theories. Qualitative research methods, including interviews, focus groups and participant observation captured research participants/key stakeholder's viewpoints about the services. The Research Ethics Committee of NUI Galway approved these research plans. Participating services offer affordable, quality childcare provision to children/families, underpinned by a family support ethos. The range of supports 'go beyond' educative ones encompassing material, emotional and financial supports, offsetting some of the 'stressors' and 'risk factors' encountered by asylum seeking children and families living in Direct Provision. The pedagogical ethos at the services is informed by principles of inclusivity, respect for diversity, equality and children's rights. Attending the services offered a sense of normality and freedom and was also thought to facilitate children and young people's transition to life in Ireland. The family support role of ECEC services is often neglected in policy and unrecognised in practice. These findings demonstrate value in such a practice orientation worthy of further exploration and expansion.

Keywords: inclusion, children's rights, family support, pedagogy, diversity

Quality ECEC for children in poverty: Routine supportive human technology or detrimental site for constraint?
DONALD SIMPSON, Teesside University, United Kingdom

This research aims to identify ECEC practitioners' perspectives about child poverty and their engagement with children in poverty across England and the USA. Practitioners developing sustained relations and dialogue with children in poverty are central to supporting their learning (Ridge, 2003, Siraj et al, 2015). Little research has considered how they engage with this expectation (Simpson et al, 2015). Critical realism, bounded agency, models of reflexivity (Archer, 2003). Conceptualizations of 'quality ECEC' (objective, subjective and meaningless). Mixed methodological design involving quantitative survey and qualitative phenomenology as strands. Ethical committees within participating HE institutions approved the research. Consent obtained from all participants with a guarantee of anonymity and right to withdraw. Quality ECEC is globally prescribed for remediating the negative effects of child poverty and is shaped by a dominant discourse into a human technology applying scientific knowledge via tools, curricula and procedures. The ubiquity of this construct imbues quality ECEC with a sense of secureness and practicality implying it becomes routine within practice. Findings from this research, though, will: 1) problematize this dominant construct of quality and its ability to promote practices which optimally support the learning of children in poverty and, 2) suggest it is detrimental as practitioners feel conflicted and compelled to organize out the human relational aspect of work with disadvantaged children - even via initiatives targeting the poor. This sociology of the everyday considering how ECEC practitioners work with poverty raises criticisms but it also offers insight for creativity which will be discussed.

Keywords: quality ECEC, child poverty, practitioner perspectives, work with poverty, relationship and dialogue

Towards extended purposive conversations
GERALDINE FRENCH, Dublin City University, Ireland

The study aims to generate a picture of practice in relation to interactions between early childhood educators and three to four year old children, occurring in scheduled small group learning experiences, in three selected early childhood education and care settings (ECEC) in urban areas designated as disadvantaged. Studies have demonstrated that for young children, particularly those living with poverty, high quality education and care leads to measurable gains in thinking, language and social skills. These gains are primarily determined by the quality of educator-child interactions. However, due to a dearth of research on these interactions in Ireland, there is little knowledge of the actual pedagogical practices to support children's learning in ECEC settings. The study draws from socio-cultural theory, contextualised within educational inequality. The study is qualitative in nature, informed by an interpretive paradigm and employs a case study research strategy. The study conformed to the guidelines of the St Patrick's College, Drumcondra, Research Ethics Committee. Educators were alerted to the nature of the research, the expectations, the potential risks and the withdrawal process. Consent of the children's parents was obtained. The findings suggest that the educators established warm reciprocal relationships with the children and engaged in interactions that could be seen as enhancing social and emotional development. However, they may need to emphasise interaction strategies such as open-ended questioning to enhance young children's thinking and language skills. The findings have implications for the implementation of Free Preschool, and the content of early childhood education and care courses.

Keywords: interactions, pedagogy, inequality, practice, ECEC

SYMPOSIUM SET D/ 14

NEW MATERIALISMS AND POSTHUMAN ENCOUNTERS
Self-organised Symposium

CHAIR: SUE GRIESHABER
Monash University, Australia

The three papers in this symposium share encounters with new materialisms and posthuman endeavours. All trouble prevailing assumptions and accepted ways of doing things in an effort to explore untapped possibilities for pre-service early childhood teacher education students, the discourse of quality in early childhood education, and the idea that policy and practice are in a state of perpetual forward motion. New materialisms and post-human lenses challenge human-centric views to consider matter and meaning together without privileging or

erasing one, or reducing both to dualisms. The papers engage with the idea of humans and non-humans as situated in specific relationships, of identities being formed in intra-action between the human and non-human, and that these intra-actions have ethical and material consequences. By exploring these possibilities, the papers question the nature of objective knowledge and create possibilities for innovative perspectives.

Ghosts of the material world in early childhood education
JANE BONE, Monash University, Australia

This research paper uses theories of new materialism to think about aspects of the early childhood environment and 'time'. More specifically I am looking at the furniture and ask, has it changed and what is the effect on the body and its pedagogical implications. Significant work in this area is influencing my work, specifically the writing of Ahmed (2010) who discusses the body in affective relationship with things, in this case, taken for granted things that matter in early childhood settings. See also, Taguchi (2010), whose work applied expansive ideas, for example, from Karen Barad (2008), to research in early childhood and whose reflections about the 'red dot' continue to haunt my thinking. This presentation draws on ideas and concepts from new feminist materialist theory. The approach taken is influenced by a post-qualitative approach and uses a diffractive methodology and visual and philosophical methods to guide the discussion. This work is philosophical and theoretical. Any visual data used in the presentation will be in the public domain or will feature photographs of the researcher in contact with furniture and will not feature human participants from current or previous research projects. The discussion presented here is an assemblage of hauntings: objects, mechanisms and orientations. Educational practice is often thought to be in continual movement towards, or forward. Through engagement with theory I struggle with this illusion and also ask 'what matters?' in relation to an everyday object in time when ghosts are taken into account.

Keywords: new materialisms, post-qualitative research, assemblage, early childhood education, time

Early childhood student-teachers engaging with place and space through a post-human lens
GLORIA QUINONES, Monash University, Australia

This presentation focuses on how pre-service students engage with post - human theory and how they used non- human ideas. Previous research has focused on the 'material turn' through new emerging post- human theories, this presentation focuses on how these concepts have been thought in relation to space and place. A post-human framework was used to analyse students enable students to see how they were affected by the non- human (Taguchi, 2010, Duhn, 2012). The research project explored 18 volunteered de-identified student - teachers' assignments with the aim of exploring how they created spaces using post -human concepts and how they position these ideas in their pedagogical practice. Students had to analyse visual images of their spaces and implement a new space. Ethical approval has been received by Monash University. Students were invited to participate in the research. Their assignments were used as data and only students who wish to participate and gave consent were used for this research. Students' names were changed and kept anonymous. The findings show how students are affected profoundly at how they payed attention to the non-human and how they began to understand the perspective of matter in how they inquire about their place with children. The implications for pedagogy show how post - human lenses challenges human - centric views on learning and how student - teachers growing awareness of the 'non - human' is important in their practices with young children.

Keywords: post - human, space, place, pre-service teachers, affect

'I believe a sofa can be of great help' - Discourses of materiality in the preschool
ANITA BERGE, University of Stavanger, Norway

This study explores how preschool practices are expressed, maintained, challenged and reformulated in conjunction with changes in society (Berge, 2015). The aim is to shed light on how materiality and discursive practices on pedagogical work might frame and structure the social practices in everyday life in the preschool. In the preschool, the material framework and the organisation of time and space influences the pedagogical work (Gulløv & Højlund, 2005). Previous research has emphasized how changes in design of preschool buildings and the organisation of place are followed by changes in the professional practices and everyday life in the preschool (Kjørhol & Seland, 2012). Critical discourse theory is chosen as theoretical and methodological frame (Fairclough, 1992). The data material is based on an ethnographic fieldwork in a preschool, and includes

observations of everyday life and four group interviews with the staff. The data is analysed in three-dimensions: text, discursive practice, and social practice Participation was based on voluntary informed consent. The participants were able to withdraw from the project at any time. Quotations were made anonymous, and confidentiality and safe storage of materials was ensured. The analyses shows how design and organisation of the rooms challenges the social and pedagogical activities in the preschool. This affects the nature of the daily pedagogical work as well as the staff's positions and their relationships with the children. The study directs attention to dilemmas and contradictions between social expectations, material and organisational structures, and the staff's perceptions of their pedagogical work, in the preschool.

Keywords: materiality, pedagogical work, critical discourse analysis, social and discursive practice, preschool staff

SYMPOSIUM SET D/ 15

"FLOURISHING"
Individual Papers

CHAIR: ZENNA KINGDON
Newman University, United Kingdom

Flourishing: Quality in early childhood education and care
ZENNA KINGDON, Newman University, United Kingdom

Current policy context of austerity, value for money and the education of preschool children have woven together notions of quality with techno-rational conceptions of professionalism within a performativity agenda (Dahlberg and Moss 2014). This fails to put the child and their families at the centre. We aim to deconstruct these concepts, and question the particular way in which policy has come to define what counts as quality in early years provision. Grounded in the concept of 'Flourishing' (Seligman 2011) explored in Kingdon and Gourd (2014) this explores iterations of flourishing considering the concept in relation to quality in early childhood (Noddings 2012, Narvaez 2015). This paper is framed in terms of the discipline of Early Childhood in which children are constructed as active agents capable of making comment on their own lives (James et al 1998, Cosaro 2010). We apply a critical lens to our work considering alternative ways of being, drawing on documentary analysis. Ethical considerations have been deliberated and where appropriate ethical clearance sought. It would seem that once professionals have reclaimed the language and practice of quality in preschool contexts it is possible to see the rhizomatic ways in which definitions of quality can enable the meaning, content and purpose of preschool education and the flourishing of the child. Quality re-framed can be used as an important conceptual tool to re-capture the elusive concept of educational excellence within the complex early years environment. Performativity is not evidence of quality therefore other ways of being must be sought.

Keywords: quality, child perspective, re-claiming the quality agenda, practitioner perspective, flourishing

The ecology of flourishing - Universal or targeted services?
MICHAEL GASPER (1) AND LEOARNA MATHIAS (2), (1) Starfish Enterprise, United Kingdom; (2) Newman University, United Kingdom

Our aim is to improve reflective practice and how settings can best support children and parents to improve wellbeing. This presentation will critically reflect on issues raised by the policy dichotomy of 'universal' and 'targeted' services within the Children's Centre programme in England linking with the concept of flourishing (Seligman 2011). This is grounded in the concept of 'Flourishing' (Seligman 2011) and extends a previous paper presented at EECERA 2015 (Gasper 2015) and policy issues explored in Kingdon and Gourd (2014) and Early Years services in Reed and Canning (2010:103-107). This is a reflective analysis of policy and its implications on practice, informed by literature and the experience of both co-authors. This is a qualitative study, post structuralist in conception using reflective analysis in a critical exploration of conflicts between aims and outcomes. Acknowledging our own passion for child centred Early Years practice focused on improving lives, we attempt a balanced and fair critical analysis of policy and practice. Identities and locations of individuals implementing or benefiting from policy have been changed. Universal and targeted services belong together on a continuum. Separating them through notions of 'either, or' is false and unproductive. Meaningful work with

the most vulnerable in our society requires open doors for services to all. Employing narrow access criteria and a payment by results framework, denies real world complexity, and misunderstands the circuitous and tangential routes vulnerable families take towards sources of support. Policy makers need to acknowledge the value of combining both universal and targeted approaches.

Keywords: flourishing, universal and/or targeted services, troubled families programme, policy, children's centres

SYMPOSIUM SET D/ 16

CHALLENGING NARRATIVES OF (PRE) SCHOOL READINESS AND TRANSITION

Individual Papers

CHAIR: JOANNE LEHRER
Université du Québec en Outaouais, Canada

Readying children before preschool? Understanding views of parents and preschool staff on early learning
KATRIEN VAN LAERE, Ghent University/ VBJK Centre for innovation in the Early Years, Belgium

This presentation deepens the concept of early learning in preschool as site to secure equal opportunities. Over the last decades, increasing attention has been paid in research and policies to the importance of children's early learning in preschool as a foundation for later life. This is considered especially beneficial for children living in disadvantaged societal conditions and those at risk of school failure (Melhuish et al., 2015). However the perspectives of those most closely involved in a child's learning, namely parents and preschool staff, are often absent in early learning debates We adopt a social perspective in which we examine in participatory ways what social problems might be and whether our preschool practices question or confirm prevailing understandings of the problem (Vandenbroeck et al., 2011) Data includes 10 video-elicited focus groups of immigrant parents (n=68) and three focus groups of preschool teachers and teacher's assistants (n=33) in the cities of Ghent, Brussels, and Antwerp. All respondents gave permission to participate in this study by oral or written informed consent. They could stop their participation at any given time. This study reveals how discussions on early learning are permeated with ideas on making children ready for early learning in preschool. Yet at the same time an omnipresent fear of discrimination is present in the views of parents. We recommend that early learning should constantly be reconceptualised in dialogue with parents and staff so that unintentional exclusion mechanisms can be tracked, revealed, and dealt with.

Keywords: early learning, parents, professionals, preschool, readiness

Counter narratives of school readiness: Perspectives of mothers, early childhood educators, kindergarten teachers and communication and assessment documents.
JOANNE LEHRER (1), NATHALIE BIGRAS (2) AND ISABELLE LAURIN (3), (1) Université du Québec en Outaouais, Canada; (2) Université du Québec à Montréal, Canada; (3) Public Health Montreal, Canada

This presentation explores how the metanarrative (Bamberg, 2004) of school readiness is constructed and challenged in low-income neighbourhoods where children have been identified as being 'not ready' for kindergarten (Simard et al., 2013). Despite theoretical and empirical attempts to focus on how schools and communities can support this first educational transition (Dockett & Perry, 2009), the concept of school readiness as an individual child characteristic continues to dominate (Bloch & Kim, 2015; Dockett, 2014). We adapt postcolonial theory to question the notion of what counts as scientific knowledge, applying a postmodern narrative framework (Andrews et al., 2008) to uncover how participants' narratives, as well as institutional documents, support or challenge dominant metanarratives. Data for this multi-case study includes interviews with the mothers, early childhood educators, and kindergarten teachers of six children, as well as communication and assessment documents. All participants signed consent forms indicating their right to anonymity, ability to withdraw from the study at any time, and to approve the interview transcripts before data analysis. While the documents reinforce the school readiness metanarrative, the participant narratives illustrate how alternate viewpoints were presented without directly challenging the metanarrative. For example, both

mothers and educators presented children's excitement about starting school, while teachers mentioned being able to follow the daily routine, as readiness indicators. This presentation seeks to challenge and expand current normalized views of readiness. Paradoxically, childcare and kindergarten curriculum documents support this conceptualisation.

Keywords: school readiness, transition to school, narrative research, families, marginalization

Piloting interviews with mothers and fathers from refugee and asylum-seeking families about transition of their children to the educational system in Germany
CHRISTA KIEFERLE, State Institute of Early Childhood Research, Germany

Pilot interviews shall explore the parents' perspective within a study on inclusion and admittance of children from refugee and asylum-seeking families to educational institutions in European countries. According to Whitmarsh (2011) in UK, an insight into experiences of an under-researched group of families in Germany shall be provided. Strands of theories on transitions, experienced support, multilingualism, and migration (Hamilton & Moore, 2004) were used. A NGO service to support the target group was integrated to contact and prepare families, collect socio-demographic information, and assist as translator(s) in group discussions with 4 mothers (female interviewer) and 4 fathers (male interviewer). Questions related to families and their experiences with ECEC institutions, schools and other services: contacts with staff, with other parents, contacts of children, knowledge and expectations in respect to their learning. Audiotaped data were analysed by content analyses. A respectful and confidential conversation atmosphere and protection of data privacy were guaranteed. The participants were informed about the aims and content of the study and their permissions were obtained for the interview and for voice recording. Objectives of study were reflected to be in line with the ethical background of the UN convention of children's rights. Mothers and fathers from Syria and Georgia experienced integration in different ways, depending on competencies in different languages, working contacts, communities, and support by helping networks. Management of children's every-day life (education, help services) needs more resources. Research led by theory and empirical data will allow grounded recommendations for a better educational participation of the focus group(s).

Keywords: refugees, migration, transition, multilingualism, helping networks

SYMPOSIUM SET D/ 17

STEM TEACHING IN ECE

Individual Papers

CHAIR: CORAL CAMPBELL
Deakin University, Australia

Building STEM capabilities in bush kindergartens in Australia
CORAL CAMPBELL AND CHRIS SPELDEWINDE, Deakin University, Australia

This paper seeks to understand how children's STEM capabilities develop when a bush setting is adopted as the site of children's learning. Research has been undertaken on science, mathematics and technology in early childhood but little existing Australian research focusses on how these three areas are experienced at bush kinder sites. Children learn through play, in a holistic manner. STEM learning areas are enabled by context, which includes environment, others and self-determination. This research uses case study methodology where four visits across three sites enabled data to be collected in the form of researcher's notes, observations and interviews with teachers and parents. Children were invited, through discussion, to participate in our observation sessions. We explained that we wanted to observe them during their normal play. Our Researcher Observational Journals included video capture initially to enrich our notes, however, the video material was not 'data' and was deleted once journal notes were completed. The findings imply that bush kinder enables different types of learning and it is through the context, children's self-determination and educator's support, that STEM learning is enhanced. This research has implications for practice in terms of understanding the impact of educator support in enhancing STEM learning through context and children's self-determination.

Playful computer assisted learning for Maths for young children

MONICA WARD, Dublin City University, Ireland

The aim of this research was to investigate if it was feasible to develop usable and usable curriculum and classroom aligned gameful maths resources for 5-6 year old children. Research has shown that resources are more likely to be used if they are curriculum and classroom aligned (e.g. Drake, 1998 and designed with the target learner audience in mind (Galitz, 2007). Play and learning have always been important and the gamification of (computer assisted) learning is an emerging theme in recent years. Often there is more hype than substance, but children do enjoy learning in a gameful way. In order to provide a level of learner/player autonomy, the resources allowed students to play games at their own pace and in any order they liked. All the children were able to use the maths resources on an individual basis and without comparison to others. For inclusivity reasons, there was minimal use of text. This was to overcome the problems that dyslexic students and students with other learning or language difficulties can experience when doing maths questions whereby their ability to answer questions is hampered by their ability to read the text of a question (and also to tap in the 'game' vibe). Reviews of the children's answers to the questions indicated that the materials were designed suitably. The feedback from the teachers and children indicated that the resources were usable and useful for teachers and the children. These resources and the design approach could be replicated in other contexts.

Preschool teachers' pedagogical content knowledge in relation to Mathematics, Science and Technology

KERSTIN BÄCKMAN (1), ANNIE-MAJ JOHANSSON (2), ANNIE HAMMARBERG (1), AND ELISABETH BJÖRKLUND (1), (1) University of Gävle, Sweden; (2) Dalarna University, Sweden

The aim of this study is to investigate and articulate preschool teachers' content knowledge and pedagogical content knowledge in relation to mathematics, science and technology (MST) in Swedish preschools Research by Shulman (1986) about pedagogical content knowledge (PCK), content knowledge (CK) and pedagogical knowledge (PK) and later research by Grossman (2008) and Ball, Thames & Phelps (2008) and Fleer (2015) show the needs to study the PCK of preschool teachers in relation to MST and to children's interests and questions. The study draws upon socio-cultural concepts about guided participation (Rogoff, 1995, 2008) and communities of practice (Wenger, 1998, 2014) and Dewey's (1938/1997, 2004) thoughts about education. The study is qualitative and in order to analyse preschool teachers MST knowledge we have conducted a questionnaire and follow up interviews. The participants are 46 Swedish preschool teachers and the data are collected before and after they attended a science course. We follow the national ethical guidelines on anonymity and confidentially from the Swedish Research Council (2011). Findings show that the participants MST knowledge developed during the course. The preschool teachers have improved their subject matter knowledge about science and technology but need more knowledge about how to teach subject matter in preschool in regard to children's interests and questions. The findings show that the preschool teachers need more knowledge about their PCK. Preschool teachers MST knowledge and PCK is essential for making these subjects interesting for children and these skills are therefore important for children's learning.

SYMPOSIUM SET D/ 18

THE NORDIC EARLY LITERACY EDUCATION. THREE POINTS OF VIEW

Self-organised Symposium

CHAIR: MARIA MAGNUSSON
Linnaeus University, Sweden

Global developments such as increased migration and the rapid spread of digital technologies are identified as challenges in relation to Nordic literacy democracy. An important issue for Nordic countries is what kind of literacy practices children today are introduced to and what kind of literacy communities they become members of. This symposium initiates a discussion on premises for deep level learning in Nordic Early Literacy Education according to scientific and didactic literature (Abstract 1), literacy environment (Abstract 2) and teacher education in the Nordic preschools and transitional years (Abstract 3).

Theoretical premises for language learning in Nordic didactic literature

ANN-KATRIN SVENSSON (1), RIA HEILÄ-YLIKALLIO (1), BENTE ERIKSEN HAGTVET (2) AND ELIZABETH MELLGREN (3), (1) Åbo Akademi, Finland; (2) University of Oslo, Norway; (3) University of Gothenburg, Sweden

The purpose with this literature study is to highlight the theoretical premises and how the didactic methods for language learning have changed and how this influences the education in preschool and school in an area of huge migration and when teachers get new challenges. Previous research and the didactic consequences of this research in the Nordic countries has been analysed (Bryant & Bradley 1987; Dahlgren, Gustafsson, Mellgren & Olsson 1993, 1995; Eriksen Hagtvet 1988, 2004; Gustafsson & Mellgren 2005; Heilä-Ylikallio 1994, 1997; Lehmuskallio 1991; Svensson 1995, 2005; Østern 1992). Theories about emergent literacy and socio linguistic theories are used (Bryant & Bradley 1987; Eriksen Hagtvet, 1988) as well as variation theory. This is a meta analyses of research and applied didactic literature about stimulation of children's oral and written language, published from late 1980 and until today and aimed at teachers working with children 0-12 years of age. The content in the literature has been interpreted with concern to the changes in society during the period they are published. We believe that the ethical considerations are of minimal interest as it is a literature study. The findings raise a number of questions about preschool teachers' awareness of and capability to support the language development in a multicultural preschool setting. This study contributes to knowledge about teacher's awareness and experience of language learning and stimulation of language and to makes visible what kind of knowledge has to arise to be able to meet students' need in preschool and school.

Keywords: preschool, language, didactic, emergent literacy, meta analyses

Preschool literacy environment in the Nordic countries

HILDE HOFSLUNDSENGEN (1), ANN-KATRIN SVENSSON (2), ELISABETH MELLGREN (3), MARIA MAGNUSSON (4) AND BENTE ERIKSEN HAGTVET (5), (1) Sogn og Fjordane University College, Norway; (2) Åbo Akademi University, Finland; (3) University of Gothenburg, Sweden; (4) Linnaeus University, Sweden; (5) University of Oslo, Norway

The aim of the current study was to detect similarities and differences in the preschool literacy environment in the Nordic countries, with a special focus on what the environment offered to multilingual children who do not speak the language. Some minor studies (Bøyum, Hofslundsengen, Haukedal & Pedersen, 2016; Dahlgren, Gustafsson, Mellgren & Olsson 2013; Mellgren, Skriver Jensen & Hansen 2010; Mårdsjö Olsson & Löfström 2008; Simonsson, 2004; Svensson 2005, 2007, 2009; Öman 1986) has indicated less literacy activities in some preschools. This study expands on the earlier work of literacy environment. The theoretical base is socio-cultural as artefacts are looked upon as vehicles of the culture in which children live. We present a survey of the literacy environment in Finland, Norway and Sweden. The data consisted of mapping in 20 preschool classrooms in each of the three countries including number of books, children's access to books, reading and writing activities and digital tools. The participating preschools gave informed consents to data collection. This study contributes to knowledge about what experiences of literacy children at the ages of 0 to 6 years get during their stay in preschool, if these experiences differ among the Nordic countries and if so, how and in what way they differ. The finding from the study adds to the limited knowledge about literacy learning in the Nordic preschool system,

and implies the importance of preschools literacy environment for children's development of emergent literacy skills.

Keywords: learning environment, early literacy, shared book reading, preschool quality, language development

Early literacy in a Nordic perspective: Discernment and patterns in degree project for preschool teachers
MARIA MAGNUSSON (1), MARINA LUNDQVIST (2), ELISABETH MELLGREN (3) AND HILDE HOFSLUNDSENGEN (4), (1) Linnaeus University, Sweden; (2) Åbo Akademi, Finland; (3) Göteborgs Universitet, Sweden; (4) Høgskulen i Sogn og Fjordane, Norway

The aim of the pilot study is to generate knowledge about how to support preschool teacher students' abilities to communicate the results of the Degree Project related to previous research and teaching as profession. More specifically, we aim to investigate into what aspects are discerned and noticeable and come into foreground. Relation to previous work on the learning process (Marton, 2015) and teachers-students' global competencies (Tarrant, Rubin & Stoner, 2013). The theoretical base of the study is variation theory (Marton, 2015) and its theoretical concepts of variation and discernment. Video-observation is used for capturing verbal expression. The participating students gave informed consents to the video recording and how it will be used. Recordings are stored in accordance with rules and guidelines of Swedish Research Council (Vetenskapsrådet, 2011). The global/Nordic classroom seems to help students catch sight of the similarities and differences in a meta-perspective, in relation to the Degree project, but also to the profession. Preliminary results show that student seem to make independent judgments and commute between the scientific and professional. Findings support further tests of the possibility to let students write their Degree project in a specific field such as Early Literacy and implement ''webinars'' in the global/Nordic classroom.

Keywords: early literacy, learning process, preschool teachers, degree project, variation theory

SYMPOSIUM SET D/ 19

CIVIC EDUCATION FOR DEMOCRACY IN ECE

Individual Papers

CHAIR: KATHLEEN LORD
State University of New York at New Paltz, United States

Children's rights in early childhood education - The concept 'Kindergarten of Democracy'
RAINGARD KNAUER AND KATHRIN AGHAMIRI, Münster University of Applied Sciences, Germany

How to implement participation of children in preschools? That's the main question we address since 2001. The result is the concept 'Kindergarten of Democracy' (Hansen/Knauer/Sturzenhecker 2011), which includes theories and methods for a democratic arrangement and structure in preschools as well as training for Kindergarten teachers on the concept of participation. This concept is popular in Germany, Austria and Luxembourg. The orientation of our research is the convention of the rights of the child and studies that address children as holders of rights (Bartosch/Knauer 2015; Sturzenhecker 2016; Dahlberg/Moss 2007; Tomasello 2010). The studies refer on the one hand to the theories of Dewey (1916) and Korczak (1919), at on the other hand to theories of co-construction and the Reggio Emilia Approach. Our research follows the paradigm of grounded theory. Children have a right of their own. These rights should be defined in concepts of preschools. The main aspects of a democratic education in preschools are attitude, anchoring and dialog. For this the concept includes two steps: In a first step the team of the preschool is assisted to plan a participation project, where children are involved in decision-making (e.g. planning the next excursion). In a second step the team develops a 'preschool-constitution', where they name children's rights concretely and establish committees and methods that are necessary for the children to develop an opinion and come to a decision for the whole preschool. Our studies give recommendations to develop preschools as an embryonic society and realize children rights at Kindergarten.

Keywords: children rights, kindergarten, democratic education, power in education, learning democracy

A comparison of national kindergarten core programmes of democracy in Central and Eastern Europe
ANIKÓ VARGA NAGY, University of Debrecen, Hungary

The aim of this research is to explore the different and similar features of kindergarten education in Central and Eastern Europe (Hungary, Romania, Slovakia and Serbia). The research builds on comparative perspectives of kindergarten curriculums, but is the first to consider these four countries. The research takes a socio-cultural perspective to consider how the socio-political history of the countries influences the development of the kindergarten curriculum. The research analysed the National Core Programmes of the four countries, considering the characteristic features of the programmes, comparing similarities and differences. The analysis is supported by a literature review. The Ethics Code of the Hungarian Academy of Sciences was followed. In particular we were aware of our own cultural biases in the analysis process. The presentation demonstrates how and in what way it is possible to achieve a democratic kindergarten education in the former dictatorial states. Our findings demonstrate how different countries focus on ECEC, including constructions of child development, child centeredness and preparation for school. The presentation has implications for the early childhood educators' training content for kindergarten pedagogues, policy makers and education stakeholders to reflect on educational change processes that have happened in the post-Soviet countries in Europe.

Keywords: early childhood education, core programmes, comparative education, democracy, child centredness

Civics education: Instructional opportunities in early education classrooms
KATHLEEN LORD AND ANDREA NOEL, State University of New York at New Paltz, United States

What early education practices support civics education (government and democracy/citizenship)? How do these practices align with topics encountered in later elementary grades? Preschoolers' oral language skills determine 8th-grade comprehension (Catts, 2006). Disciplinary knowledge enhances literacy levels and decreases achievement gaps (NCSS, 2009). Knowledge development begins before kindergarten and supports subsequent learning (Kintsch, 1999). From an ecological systems framework (Bronfenbrenner & Morris, 2006), multiple variables interact to support children's development and learning. Cognitive learning models suggest that learning requires prior knowledge to build upon (Kintsch, 1999). Adhering to the principles of Developmentally Appropriate Practice (Copple & Bredekamp, 2009), instruction must be designed around children's individual needs. We analysed 9 states' standards documents and also assessment questions from the fourth-grade NAEP civics assessment to identify civics concepts addressed by 4th grade. We also surveyed 157 preschool teachers to identify early education practices that can support subsequent civics education. Techniques from qualitative research included: discussion of definitions for coding concepts, data summary forms, checks on inter-rater reliability. This study, approved by our IRB, included adults, was voluntary, and anonymous. Preschoolers, third graders, and fourth graders learn about government (structure, roles, balance of power) and democracy/citizenship (rights, rules/laws, civic responsibilities, and representation). There are opportunities to vertically align lessons learned during preschool with subsequent instruction. Also, there is inconsistency in content/topics taught across states and assessed on the NAEP. Daily practices in preschool can support children's developing conceptual knowledge in civics education. Intentional alignment of these practices can support learning in later grades.

Keywords: early childhood education, instructional practices, conceptual learning, civics education, background knowledge

SYMPOSIUM SET D/ 20

GENDER AND INNOVATION IN ECEC: BRINGING BOYS AND MEN IN

Self-organised Symposium

CHAIR: TIM ROHRMANN
Dresden University of Applied Sciences, Germany

How can promotion of men contribute to innovation in ECEC? Innovation has taken a central position in discourses on the development and sustainability of welfare services, reflected e.g. in the EU Horizon 2020

programs. Innovation is regarded a means to address so-called ''wicked problems''. We regard the participation of men in ECEC as one such problem which has to be addressed. The research presented in the first two papers derives from a vocational orientation project for boys in Norway, where gender equality and gender balance in ECEC have been on the agenda for more than two decades. This is contrasted by an interview study with male workers from Indonesia, where traditional gender patterns are still very common. Connections between gender balance, quality and innovation in ECEC will be discussed from cross-cultural perspectives. This symposium is organized by the EECERA Special Interest Group Gender Balance (second of three symposia).

Innovation and gender balance in ECEC - Exploring the development of a Norwegian recruitment initiative 'Play Resource'

ELIN BIRGITTE LJUNGGREN AND KARI EMILSEN, Queen Maud University College of Early Childhood Education, Norway

The paper explores a new recruitment initiative for men in ECEC-organizations, 'Play Resource'. Here, young boys from secondary schools experience work in ECEC before their choice of career is made (Lauritzen 2015). It addresses questions of the participants' problems- understanding of gender balance, recruitment of men and relates this to the further development and improvement of the initiative. The paper relates to previous research on recruiting men to work in ECEC (C.f Opheim, Waagene, Salvanes, Gjerustad & Holen, 2014). It frames the problem of recruitment within governance discussions on ''wicked problems'' which are social tasks too complex in nature for one government unit to solve alone (Busch 2013, Sørensen 2014). Innovation, particularly driven by collaboration and partnerships is regarded a means to address them (Sørensen 2014, Bjørgo, Sandvin and Hutchinson 2015). The paper applies a bottom-up and social praxis-perspective on innovation in public sector welfare services, sensitive to conflict of (professional)values and differing understandings constructed in the social setting (Wegener 2012, 2015). Research questions are addressed by using qualitative methodology: observations in 4 ECECs and in -depth interviews with key informants: ECEC managers, headmasters, participating boys. Personal data is collected under participants' informed consent and anonymized. Data deletion 31.12.2017 according to approved notification to the Norwegian Centre for Research Data. Preliminary analysis suggest that participants understands Play Resource as a tool to achieve different means, not merely more gender balance in ECECs and this might affect the development work. Results might inform recruitment practices and organizational innovation processes in ECECs.

Keywords: recruitment of men, gender balance, innovation in ECEC, wicked problems, qualitative method

Young boys as ''Play Resources'' in ECECs - an innovative recruitment initiative

KARI EMILSEN, Queen Maud University College of Early Childhood Education, Norway

This paper presents findings from an ongoing research project aiming at exploring 'Play Resource' as a recruitment measure. The overriding objective for the research project is to find better ways for recruiting and retaining men in ECECs, to study, develop and disperse new ways of organizing recruitment and competence strategies in ECECs. The issue of gender balance in ECEC is not new, and the attitudes towards male participation in the upbringing of children are about to change (Rohrmann and Emilsen 2015). The Norwegian authorities have worked actively to increase the share of men in ECECs. There is a political goal of 20% men employed in ECECs, which is rooted in legislation and action plans (BLD 2011). Yet, the percentage of men in Norwegian ECECs is 8.6 % (SSB 2015). Peeters et.al (2015) finds that in spite of many measures there has been little progress. The purpose of ''Play Resource'' is to let boys experience work in ECECs institutions and thereby consider work with young children as a career option. The project`s methodical design have a qualitative approach, combining case studies, interviews, observations, and literature studies. Personal data is collected under participants' informed consent and anonymized. Data deletion December 2017 according to approved notification to the Norwegian Centre for Research Data. Findings show that ''play resource'' are considered as beneficial for the ECEC, the boys and the children. A long-term objective is to encourage recruitment of men to permanently work in ECECs and to increase the status of ECECs as workplace

Keywords: gender balance, recruitment of men, diversity in the ECEC workforce, care for young children, innovation

Conversation with male teacher trainees in ECE: A case study from Indonesia

JO WARIN (1), ANETTE HELLMAN (2) AND VINA ADRIANY (3), (1) Lancaster University, United Kingdom; (2) Gothenburg, Sweden; (3) University of Education, Indonesia

The global pattern of men's participation in early childhood education is persistently low despite efforts in some countries to recruit more men. Our purpose is to understand this pattern through a micro focus on the intrapersonal concerns of male ECE trainees interwoven with a macro-focus on wider socio-cultural influences. Many studies of men in ECE have failed to consider the wider context and most have been conducted in the West. We contribute an Indonesian case study, examining men's narratives of their ECE vocation in relation to wider cultural and religious influences. Within the dominant Indonesian gender order care has always been seen as a woman's job, bolstered by religious ideas about 'kodrat', what is 'natural' to each gender group. Our theoretical approach is derived from Connell's elaboration of masculinities and also draws on queer theory to emphasize the fluidity of gender performances. This qualitative study was based on a dialogic focus group method. Participants (male ECE trainees) engaged with researchers in an exchange of insights about gender and ECE. A thematic analysis of data was undertaken based on constructivist grounded theory. Ethics concerned trainees' sensitive insights. Participants gave fully informed consent. Confidentiality was achieved through anonymity. We found strong support for the idea of 'gender balance' based on family gender roles. The men also opened up about their fears concerning the way they might be perceived by others. We conclude that ECE training should develop gender consciousness.

Keywords: male ECE trainees, masculinities, teachers, ECE, gender consciousness

SYMPOSIUM SET D/ 21

PRAXEOLOGICAL LEARNING: SOCIAL JUSTICE AND SOCIAL CAPITAL

Individual Papers

CHAIR: VICKIE LAKE
University of Oklahoma, United States

A Journey of service-learning: Three different professional lenses

NANCY MCBRIDE ARRINGTON (1) AND VICKIE LAKE (2), (1) Georgia Southern University, United States; (2) University of Oklahoma, United States

This autobiographical case study chronicles how I, a former elementary music specialist, was propelled by the methodology of service-learning into a journey of rewarding experiences--from practitioner to researcher to professor. Previous research includes: (a) Through my practitioner's lens, I reveal my initial project birthed with third grade music students to help meet the needs of ten young special education students with profound intellectual and physical disabilities (Arrington, 2008). Outcomes included increased socialization with the students with disabilities, and increased responsibility with third graders. (b) With my researcher's lens, my account demonstrates my interest in 'so what?' as I conducted action research to measure self-efficacy for self-regulated learning in third graders in an intergenerational service-learning project (Arrington, 2015), and (c) Via my professor's lens, I reveal how a service-learning option with pre-service teachers increased their self-efficacy for teaching young children. (Arrington, 2014, Arrington & Cohen, 2015). Effects of participating in service-learning experiences on self-efficacy (Bandura, 1994). This is an autobiographical case study highlighting results of several service-learning experiences. IRB approval was obtained, participant/parental forms were collected and saved in locked files, and pseudonyms were used in publication. Positive results from implementing service-learning experiences in elementary classrooms lead one to conclude that introducing service-learning in teacher education courses will provide a foundation for implementing this methodology in the candidates' future classrooms. As I impart these stories through three different lenses 'Practitioner, Researcher, and Professor' I share challenges faced, and include directions to assist others embarking on similar journeys, including e-service learning in online courses.

Keywords: service-learning, early childhood teacher education, self-efficacy, e-service learning, research

Service-Learning + Social Justice = Justice-Learning
VICKIE LAKE, University of Oklahoma, United States

This paper will discuss how service-learning provides a foundation and understanding for students and lays the groundwork for social justice issues or justice-learning. There are scant resources for how to integrate social justice issues into preservice teachers' (PSTs) service-learning experiences and the developmental progression of implementing service-learning with children to college age students (Butin, 2007, Winterbottom, Lake, Etheridge Kelly, & Stubblefield, 2013). Utilizing How People Learn (Bransford, Brown, Cocking, & National Research Council (U.S.), 1999), the two theoretical models discussed are theory based and use current and historical developmental research to support the stages of development. Critical analysis of historical and current literature to develop both theoretical models. Ethical consideration was taken to ensure equal and fair representation of the literature by utilizing a variety of sources. Teacher education programs must do more than just discuss social justice theory, they must actually apply it. However, if teacher educators are unwilling or scared to engage in justice-learning, then there is little hope PSTs will have the knowledge, understanding, and courage to implement it with their students. Four implications for teacher educators are included for consideration: 1) confronting their own beliefs and stereotypes, 2) programs must change in order to meet the diverse school populations, 3) PSTs will need a lot of support as their beliefs change, and 4) teacher educators must walk the talk by modelling how they advocate for education issues.

Keywords: service-learning, social justice, justice-learning, teacher education, early childhood

Connecting communities: Multigenerational approaches to build social capital
JUNE O'SULLIVAN, London Early Years Foundation, United Kingdom

To explore how nurseries in London and Iceland use a multigenerational approach across diverse communities to build social capital and reduce social segregation. Research on multigenerational practice is limited in the ECEC sector. We therefore wanted to examine how broader claims for the benefits of multigenerational activities could be applied within Early Years. Included research from Generations United, Newman and Hatton-Yeo 2008 and the World Health Organisation on Age Friendly Cities and Communities. Social capital is second only to poverty in terms of the breadth and depth of its effects on children's lives. (Putnam pg. 31) Our starting premise is that multigenerational practice creates social capital through bridging and bonding community networks thus promoting equality across multiple generations through interdisciplinary practice, education, research. The preferred methodology was practitioner-led action research (Valsa Koshy and Pascal) in London and Iceland and literature review completed with Calouste Gulbenkian Foundation and Beth Johnson Foundation. We have a parent engagement strategy including focus groups, interviews and online surveys. The discussion focuses on the multigenerational activities and impact in both countries and the learning and next steps. Across public policy, from antisocial behaviour to political disengagement, to regeneration the capacity to engage and lead communities is an increasingly vital limiting factor in our ability to meet shared social objectives. (Craig and O'Leary, 2005, page 2) Our multi-generational models could play a significant part helping children and families better connect with both a wide diverse community but also integrating into a new community.

Keywords: connected communities, multigenerational, social justice, social capital, equality and diversity

DRAMA AND STORYTELLING

Individual Papers

CHAIR: ZOI NIKIFORIDOU
Liverpool Hope University, United Kingdom

Unfolding the theoretical connection of creative drama and play skills to support teachers' socio-dramatic play practices

ANTHIA MICHAELIDES, University of Cyprus, Cyprus

The study explores the potential of drama as a mediator for developing teachers' skills in children's socio-dramatic play through a literature review of the two areas. Previous research with early years' teachers, who participated in improvisation workshops, indicated positive changes in their play skills and behaviours. It was noted that the improvisation principles enabled the teachers to respond to children's play (Lobman, 2005). Play has been characterized as an improvisational action (Bredikyte & Hakkarainen, 2011, Lobman, 2005), where children and teachers are involved in spontaneous, ongoing actions that evolve along the way. Acknowledging this stance it is proposed that a broader relation between drama techniques and socio-dramatic play skills exists. For the purpose of this study, document review and theoretical analysis of the drama literature and socio-dramatic play skills was used. Coding schemes were formed in order to exemplify the connections between drama techniques and socio-dramatic play skills focusing on scenario and role enactment. Consent forms were not needed. The outcomes of the theoretical comparative analysis revealed a two level connection. The first level involves the use of drama techniques as a medium to support EC teachers to develop their own play skills and the second level highlights the implementation of these techniques during their involvement in children's play It is proposed that EC education programmes include drama courses that make the connection with play, help teachers develop the necessary skills to support children's socio-dramatic play.

Keywords: socio-dramatic play, creative drama, teacher's role, play skills, scenario & role

Drama, storytelling and empathic reasoning

ZOI NIKIFORIDOU AND JIM STACK, Liverpool Hope University, United Kingdom

The aim of this paper is to present the findings of a project exploring whether children's empathic and emotional understanding and reasoning can be enhanced through drama and story-telling (DraStEE project). Empathy and emotional understanding (Widen, & Russell, 2008), as part of social cognition, emerge early in life and are largely dependent upon appropriately positive forms of early social experiences (Carpendale & Lewis, 2006). Stories and drama have been found to be effective means of promoting children's empathic perception (Karniol, 2012). The role of Bruner's enactive representations (1967) are taken into account. Children aged 3-4 years (N=35) acted out the four characters of the classic story 'Little Red Riding Hood', through a series of sessions. By using enactment and narration, children would either face empathetic (Condition 1) or non-empathetic (Condition 2) dilemmas. Pre-tests and post-tests were conducted, through a mixed-methods approach. Parents, guardians and children gave their consent and participants were acknowledged about the tasks before participation. A familiar to them staff member was always present and BERA (2011) and EECERA (2015) ethical guidelines were followed. Findings show that when children felt, sensed, embodied and experienced situations with emotional implications, they were more likely to gain a better understanding of what the actors were going through. Such findings have implications for practice by underlining the pedagogical importance of stories and role-play enactment in promoting children's perspective taking and understanding of their own and others' social and emotional world.

Keywords: empathic understanding, drama, enactment, storytelling, early childhood

Socio-dramatic play and child development

PENTTI HAKKARAINEN (1) AND ILDAR SAFAROV (2), (1) Lithuanian University of Educational Sciences, Lithuania; Independent, Russia

The research aims at revealing new aspects from the relation between socio-dramatic play and child (3 - 5 years) development. Vygotsky (1978) proposed a two-step model of cultural development, 'general genetic law' of development. But he did not elaborate it in his analysis of the ZPD in play. As a recent review demonstrates (Lillard et al., 2013) a comprehensive causal analysis still is lacking from modern play research. Our theoretical framework is based on Vygotskian psychology of art, which has stimulated our play-world approach (Lindqvist, 1995; Hakkarainen et al., 2013). By definition a play-world is a joint imaginative play environment both for adults and children. A tale or a story is first orally presented to children and an imaginary environment is jointly constructed on its basis. During weekly play sessions new play elements are introduced to children by dramatising (teachers in role) or children construct new turns to the plot. After familiarising with the main ideas of the story and joint elaboration with adults, children are encouraged to self-initiated play episodes, which we analyse in our report. Informed consent for the use of video material was obtained from the parents and children. Greatest developmental potential of socio-dramatic play is found in dynamic system relations, in intentional contacts between role characters. Joint play actions combine intentions of all participants. Causality between play and child development has mutual character. There is a need for revising methodological approaches to play research and elaborating play intervention methods.

Keywords: socio-dramatic play, child development, causality, social contact model, role relations

SYMPOSIUM SET D/ 23

SCIENCE IN EARLY CHILDHOOD EDUCATION - A MATTER OF DIFFERENT LEVELS AND PARTAKERS?

Self-organised Symposium

CHAIR: SUSANNE THULIN
Kristianstad University, Sweden

Preschool in Sweden is a voluntary and separate school form and its activities are regarded as education and teaching. A national curriculum with learning goals regulates the educational activities, and prescribes covering science, e.g. chemical processes and physical phenomena (Ministry of Education, 2011). This mission affects teaching in preschool, and preschool teacher education. Teachers' knowledge, competences and didactical approaches in relation to children's learning are on the agenda. The purpose of this symposium is to present, discuss and problematize teaching of science from three different perspectives: (1) Preschool teachers'

professional teaching, (2) Children in preschool scaffolded by teachers and tablets, (3) Students in preschool teacher education. The theoretical framework is primarily based on phenomenography focusing on developmental pedagogy (Marton & Booth, 1997, Pramling Samuelsson & Asplund Carlsson, 2008). Learning is seen as based on own experiences and communication with the surrounding world, with individuals taking active part.

Science in ECE - Teachers' communication

LINA HELLBERG, SUSANNE THULIN AND ANDREAS REDFORS, Kristianstad University, Sweden

To develop knowledge about how science is communicated by the teachers in the preschool context, specifically teachers' communication about science while planning the intended object of learning. Preschool teachers' attitudes and perceptions of the mission, and what the child in preschool should and can learn, is of outmost importance for work with science, but also preschool teachers' knowledge of both science and science education (Eshach & Fried, 2005; Fleer, 2009; Thulin, 2011). However, the mission is manifold and further investigations of how different aspects come into play when planning science activities are needed. The theoretical framework is primarily based on phenomenography focusing on developmental pedagogy (Marton & Booth, 1997; Pramling Samuelsson & Asplund Carlsson, 2008). Design-based research (Barab & Squire, 2004) is used to develop and implement viable practices concerning science activities with a focus on communication. Video and audio are used to collect data. The research adheres to the ethical guidelines of the Swedish Research Council. All participants and children's caregivers are informed and agree to voluntary and anonymous participation with a right to abandon participation. The video-data collection of teachers planning consecutive activities with children focusing the intended object of learning (forces and motion) is on-going. Initially, the teachers tend to focus prerequisites and other aspects of their mission, the relation to the object of learning will be problematized during the symposium. The importance of content specific and educational knowledge, and teachers' experiences of their mission is stressed. The significance and complexity of this intertwined perspectives are discussed.

Keywords: preschool, communication, physics, teachers, intended object of learning

Science in ECE - Children and tablets

MARIE FRIDBERG, SUSANNE THULIN AND ANDREAS REDFORS, Kristianstad University, Sweden

To extend current understanding of how emerging technologies, i.e. tablets, can be used in preschools to support collaborative learning of real-life science phenomena. We continue our study of the potential of tablets as scaffolds in collaborative inquiry-based science learning in preschools. We investigate the role of Time-lapse photography and Slowmation production in scaffolding communication and learning during work with light and shadow. The teaching attempts to synthesise the two domains defined by Eshach (2006) for children's science learning: content and investigations. The theoretical framework is primarily based on phenomenography focusing on developmental pedagogy (Marton & Booth, 1997, Pramling Samuelsson & Asplund Carlsson, 2008). Design-based research (Barab & Squire, 2004) is used to bridge the worlds of academia with the realities of educational practice, to foster viable practices. A mixed-methods approach, including video and qualitative and quantitative data measures is used. The research will adhere to the ethical guidelines of the Swedish Research Council. All participants and children's caregivers are informed and agree to voluntary and anonymous participation with a right to abandon participation. In this paper we report on an on-going project where children investigate light and shadow by constructing, discussing, formulating and using explanatory models during work with time-lapse and Slowmations. (Fridberg et al. 2016). The potential of teachers, students and researchers jointly developing, enacting and evaluating learning processes supported by ubiquitous technologies in preschool will be discussed. Slowmation production focus explanatory models of science experiences and elicits critical aspects of the learning object.

Keywords: emergent science, preschool, ubiquitous technologies, collaborative learning, physics

Science in ECE - Student teachers' experiences

ANDREAS REDFORS AND SUSANNE THULIN, Kristianstad University, Sweden

Develop knowledge about different ways students experience Science in preschool, before and after a one-semester course with science content in preschool teacher education. The current national curriculum entails

discussions about pedagogical consequences for preschool and preschool teacher education. Aims for emergent science, children as 'beings' or 'becomings' (Qvortrup et al. 1994, Eshach, 2006, Fleer, 2013), and teacher competencies need to be problematized (Roychoudhury, 2012, Sundberg & Ottander, 2013). The theoretical framework is based on phenomenography focusing on developmental pedagogy (Marton & Booth, 1997, Pramling Samuelsson & Asplund Carlsson, 2008). A questionnaire has been distributed (pre/post) a course including science and practice teaching, in preschool teacher education. A phenomenographic analysis of 107 student responses revealing qualitatively different ways of experiencing is analysed for individual shifts. The research adheres to the ethical guidelines of the Swedish Research Council. All participants are informed and agree to voluntary and anonymous participation with right to abandon participation. Many students saw science as biology/nature and several did not adjust even though chemistry and physics were taught. Few students were negative towards science, none after the course. Most students described what and why perspectives, but few developed a synthesised view. Both teacher and child centred perspectives were used, use of a composite perspective increased in the post-test. The importance of establishing, and explicitly addressing, student teachers' experiences of science, and traditions of early childhood education. An inclusive discussion of preschool teachers' experiences and the benefits of connecting science teaching in pre-service education to realities in preschools.

Keywords: preschool, physics, chemistry, pre-service teacher education, beings-perspective

SYMPOSIUM SET D/ 24

NARRATIVE COACHING

Self-organised Symposium

CHAIR: KAAT VERHAEGHE
Erasmus University College, Belgium

We dream in narrative, remember, hope, despair, believe, doubt, plan, revise, learn, hate and love in narrative. As narrative beings we interpret the world through storytelling. It's so basic to our nature that we underestimate its importance. Stories are the way to give meaning to past experiences. It determines how we (inter)act in the present and want to live in the future. We are storytellers creating a personal chapter situated in the storyline of society. Co-influenced by discourse and culture we create our identity. What can be the role of narratives in developing professional identity? Can we facilitate professional change through cultural awareness? How can narrative coaching be implemented in ECEC? This self-organized symposium explores the richness of 100languages to tell your story. It gives insight in the narrative of the EC professional. This is the starting point to create a narrative coaching method.

The narrative of the early childhood professional
KAAT VERHAEGHE (1&2), JOKE DEN HAESE (1) AND GEERT DE RAEDEMAEKER (1), (1) Erasmus University College, Belgium; (2) Knowledgecentre Urban Coaching and Education, Belgium

Exploration of biographic interviews to get insight into the story of EC professionals. To know how people perceive their world, we examine their words to uncover meaning and explore the role of narratives in developing professional identity. The interest of the research lays in what people tell and how they (de) (re)construct themselves through stories. Kelchtermans (1994) states that identity is the core of professional development. To understand actions and beliefs we take life history into account (Wagner, 1987). Interviews are 'narrative occasions' and 'discursive accomplishments' in which active participants jointly construct meaning (Riessman, 2008). Research from a biographic perspective beliefs that actions are influenced by stories. The conceptual model of education shows an internal working model in which ideals about education, the role of the educator, the image of the child and the professional image influence pedagogical dialectic. (Golombek, 2015). Hermeneutic method, which uses narrative and discursive analyses to interpret diachronic data. Phenomenological practice in which 'verstehen' is the focus. Nvivo 11 Pro is used to structure the encoding process. Informed consent, exploration of biases Different images of the child, influenced by discourse, direct our way to relate to children. Act otherwise is difficult. We uncovered the intern working model of childcare takers through examination of their words. We recognize that every story is a co-construction with different

layers. The interviewer plays an important role in unfolding narratives. Stories deliver strong openings to explore the connection between told identity and lived life. Delivering a starting point to create a narrative coaching method.

Keywords: narrative, image of the child, discourse, life stories, childhood

100 languages and narratives to tell your story

JOKE DEN HAESE (1), KAAT VERHAEGHE (1&2) AND GEERT DE RAEDEMAEKER (1), (1) Erasmus University College, Belgium; (2) Knowledgecentre Urban Coaching and Education, Belgium

In the BECEC, art is a substantial part of the curriculum. We want to discover how art influences students, if growth is possible through cultural awareness. In a world where children's development often seems to be approached in a reductionist way, growing through can be an alternative. The introduction of art and cultural practices into learning environments demonstrate a balanced intellectual and emotional development of individuals and societies. Being sensitive to art facilitates interaction. As Nussbaum (2010) we believe in the unbreakable relationship between art and empathy. Students perceive the world through a personal and interpretative framework (Kelchtermans, 1994). It contains values, beliefs and experiences and guides actions and being. Art gives students a third person perspective to see the world, the others and themselves. It empowers students to examine their beliefs, explore their understandings of practice and to foster critical reflection (Gilles, Wilson & Elias, 2010). The Qualitative research uses participative observation and pedagogical documentation. The reflective journals are analysed to understand growth in cultural awareness. Consent of students, guaranteeing confidentiality Repeated analyse showed a growth in cultural awareness and sensitivity. Through documentation and reflection on children's everyday creations and stories, students discovered their own 100 languages through those of children. Growing through art enables students to build personal and collective identities as well as tolerance, acceptance and appreciation of others. Presenting a source of inspiration for educating practitioners coping with challenges of a world in transition by the introduction of art and partnerships with 'art orientated' organisations.

Keywords: growing through art, cultural awareness, 100 languages, identity, narrative

Building professionalism through narratives

GEERT DE RAEDEMAEKER (1), KAAT VERHAEGHE (1&2) AND JOKE DEN HAESE (1), (1) Erasmus University College, Belgium; (2) Knowledgecentre Urban Coaching and Education, Belgium

Creating strong professional identity is a constant process of re-construction. This research explores a narrative coaching method and the role of the coach to enhance professional identity. Narrative coaching is a holistic approach using life stories. Professional development is re-creating stories. (Sterlter & Law, 2010) While professional growth often focusses on behavioural change, changes in beliefs and attitudes are more likely when narrative are addressed. A narrative coach creates a holding environment in which people can bring their narrative material. Listening to people's stories demands a specific attitude to pay close attention to the nuances of what is said and not said verbally and non-verbally, and to be aware of the way in which the narrative coach's conscious and unconscious formulations shape the conversation. Stories are not objects that exist intact, but are co-created in course of a coaching session (Drake, 2014). This practical research uses pedagogical design. The analysis of reflection of the narrative coach gives insight in his role. The ethical considerations are ensuring informed consent and exploration of bias. The narrative coach is consciously in search of 'breaches of the commonplace', openings for change in the story of the teller, not to change but to deepen the story. The specific wording of a question is less important than the interviewer's emotional attentiveness and engagement. The role is active yet non-directive, engaged yet non-attached, deeply present yet keenly observant. Coaches describe the coaching process often as a voyage, a compass, a mirror… Narrative coaching in ECEC delivers a new perspective to foster professional development.

Keywords: narrative, coaching, professional identity, humanistic approach, moments of change

SYMPOSIUM SET D/ 25

OUTDOOR PLAY AND LEARNING: RISK-TAKING

Self-organised Symposium

CHAIR: ELLEN BEATE HANSEN SANDSETER
Queen Maud University College of Early Childhood Education, Norway

This is one of the self-organised symposia from the EECERA Special Interest Group (SIG) Outdoor Play and Learning. In this symposium the presenters will focus on children's risk-taking in play, and how this is perceived by child care professionals, parents and early childhood students.

Dutch child care professional's attitude towards children's risk-taking play
MARTIN VAN ROOIJEN, University of Humanistic Studies, Netherlands

This research uses data from an online survey aimed at examining how children get possibilities of experiencing risky play in child care professional environments. The growing focus on safety regulations in children's formal environments influence professionals working in these settings. Having positive perceptions of risk rather than negative ones is seen as crucial to give children opportunities to engage in challenging play activities (Sandseter, 2014). Since children spent much time in childcare it is important to understand the practitioner's perception on children's risk-taking play in these environments. Risk-taking is an important part of childhood development, age-appropriate outdoor experiences deliver confidence, resilience and creativity to children while testing their limits (Gill, 2007; Stephenson, 2003; Staempfli, 2009; Tovey, 2007). Being involved in risky play has many benefits, children are engaged into important experiences for their overall development (Ball, 2002) and increase their risk-competence profitable in growing up to be a capable adult (Ungar, 2007/2008). An on-line questionnaire was submitted to Dutch child care professionals. Participants are asked to reflect on the possibilities of risk and challenge in children's outdoor play and influencing factors on their attitude towards risk-taking play. Respondents are given information about the aims, confidentiality and use of data, and by responding to the questionnaire informed consent is assumed. The analysis of this survey will be reported and discussed as preliminary findings. A better understanding of factors impacting on children's risk-taking play in guided settings and professionals' attitude contributes to enhancing outdoor play environment and early childhood pedagogic foundations.

Keywords: professionalism, risk in play, survey, outdoor environment, teacher's role

Reframing healthy risk taking: Parents' dilemmas and strategies to promote children's wellbeing
ANITA NIEHUES, Lenoir-Rhyne University, United States

This paper has two aims: 1) to highlight dilemmas adults experience as they attempt to find a balance between protecting children and offering them autonomy support (structure, guidance, connectedness) (Grolnick, 2009; Grolnick & Seal, 2008) for age-appropriate risk taking, and 2) to outline some of the strategies adults used to manage their own uncertainties as they offered children the chance to develop practical life skills by accessing and mastering a variety of healthy, age-appropriate risks. This paper relates to everyday uncertainties and parents' perceptions of risk and the opportunities children have to experience telic and paratelic motivations to engage in outdoor play and the everyday uncertainties needed to develop practical life skills. Data was analysed using theoretical perspectives of risk, happiness and wellbeing, motivation, self-determination and resilience. This qualitative study utilised a card sort during which parents selected characteristics they desired for children. Parents then engaged in semi-structured interviews conducted by the first author. Interviews were transcribed and analysed using constant comparative analysis and discussion with peers and research colleagues. Participants were volunteers. Ethics approval was granted by the University of Sydney Human Research Ethics and the Catholic Education Office of the Archdiocese of Sydney. This study provides unique insights into the ways adults manage their own uncertainties and employ strategies to offer children practice in managing everyday risk. These practices supported children in developing qualities and characteristics (e.g., resilience, courage) that contribute both to children's own wellbeing and to collective wellbeing of families, schools and communities.

Early childhood students' beliefs about risk-taking and physical activity in outdoor learning environments
HELEN LITTLE, Macquarie University, Australia

This longitudinal study aims to examine the development of students' understandings of subject matter related to outdoor learning environments, risk-taking, risk management and physical activity. Although Early Childhood educators understand the importance of physical activity and opportunities for risk-taking in play to support children's development, previous research indicates educators have a limited understanding of risk and children's risk-taking behaviour (Little, 2010, 2015; Waters & Begley, 2007), and generally lack both the knowledge and motivation to provide support for children's learning and development through outdoor play (Little, 2015; McClintic & Petty, 2015). This suggests that current approaches to early childhood teacher education, where content related to outdoor learning environments are typically embedded within broader units on play and pedagogy, may not provide sufficient knowledge and skills to equip teachers in supporting children's development through challenging, physically active play. The conceptual framework of the study draws on Gibson's theory of affordances and Sandseter's (2007) categories of risky play. Student teachers' beliefs about risk-taking and opportunities for physical activity were examined via an online questionnaire. Student participation is voluntary and participants provided informed consent. The study has the approval of the Macquarie University Human Research Ethics Committee. This paper presents findings from the first wave of data collection highlighting the diversity of students' understanding of children's risk-taking behaviours. The study will support the development of curriculum content focused on outdoor learning within early childhood education programs, particularly in relation to the provision of challenging, physically active play.

SYMPOSIUM SET D/ 26

RISKY PLAY

Individual Papers

CHAIR: CLAIRE DUGAN-CLEMENTS
University of Northampton, United Kingdom

Risky play - What are three fathers and three child care practitioners views of outdoor risky play?
CLAIRE DUGAN-CLEMENTS, University of Northampton, United Kingdom

This paper considers three fathers' and three child care practitioners' views of risky play. Practitioners' memories of outdoor play and their definition and the benefits of risky play. There exists a drive to encourage play and learning in the outdoors (Department for Education, 2014). Risky play is also being highlighted (Sanderson, 2007, 2009, 2010; Little, H, 2006, 2010; Lindon, J, 2011) as well as concern for litigation (Gill, T, 2007). Through an empirical study, social constructionism was chosen as the epistemology. The interpretive paradigm was used, the most suitable methodology was the qualitative approach. Phenomenology considers perceptions and beliefs it is useful in areas where people's thoughts and ideas are sought Semi structured interviews explored the fathers and child Care practitioners. Ethical issues were considered (British Educational Research Association, 2011, EECERA 2015) names of the participants would be changed to maintain confidentiality A letter also explained the interview would be recorded and kept as a WAP file and destroyed on completion. Risky play is important for the physical, emotional and social wellbeing of children. Although the fathers and child care practitioners believed risky play was an important aspect of learning and development, practitioners feared litigation. Child care practitioners fear of litigation has a detrimental impact on the availability and scope of risky play in setting, causing tension for both the fathers and the child care practitioners due to the conflict between their beliefs about the benefits of risky play and their need to keep children safe.

Defining 'risky play' in the setting of Dutch day care

MARIAN JOVEN, University of Applied Sciences Leiden, Netherlands

Children engage in play forms that involve risk. This ''risky play'' is part of children developing skills and strategies. In our research we aim at describing categories of risky play in Dutch kindergartens. Based on Sandseter's (2007) method to describe categories of risky play, we have developed an instrument to categorise risky play and to measure changes in supervisors' attitudes towards this form of play in two Dutch kindergartens. Considerations on risky play can be viewed from the child's perspective or from the perspective of the supervising adult (Adams, 2001; Sandseter 2007; Little, 2011). When analysing our data this double perspective posed a problem in defining categories of risky play. Other than Sandseter's approach, we have chosen to tackle the question of risky play solely from the child's perspective. To do this we: 1. describe the children's play, 2. the affordance or ''question'' the child wants answered and, 3. if an issue of risk is being addressed through the child's play. From these answers we define categories of risky play Parents have been informed and consent has been asked to film. Approach to 'risk' is within the pedagogical and legal framework of the participating centres. The first results of this project will describe different categories of risky play and reveal how day care staff experience and handle risky play of young children in Dutch day care. Identifying categories and opportunities for development that lie behind children's risky play will contribute in the discussion around risk management in day care in the Netherlands.

Keywords: outdoor, play, risky play, development opportunities, affordances

Risky play in Icelandic preschools

KRISTÍN DÝRFJÖRÐ, University of Akureyri, Iceland

The purpose of this study is to determine whether the outdoor play areas in Icelandic preschools provide children with opportunities for risky play and how and if preschool teachers encourage or hinder children's risky play activities by exploring the teachers' attitudes and perspectives The study is based on literature on risky play, (Armitage, 2011; Coster & Gleeves, 2008; Jarvis, 2010; Tovey, 2011; Little, 2010; Sandseter, 2010; Stephenson, 2003). A point of departure is Sandseter's (2011) definition of risky play being 'set of motivated behaviours that both provide the child with an exhilarating positive emotion and expose the child to the stimuli they previously have feared'. The study was based on interviews with 12 preschool-teachers from three rural preschools and three urban preschools. Emerging patterns, themes, regularities or unusual information were highlighted and coded. Participation was voluntary and the anonymity of the participants was guaranteed. The results shows that overall play areas in Icelandic preschools offer some opportunities for risky play, especially climbing. However, these opportunities are limited due to the equipment only providing minimum risk and the preschool teachers' perspectives and approaches to risky play. Although teachers are open to the idea of risky activities, overall health and safety issues have increased. Many teachers feel there is now an overemphasis on safety which is been imposed on to preschools by policy makers For policy makers and preschool-teachers alike there is a need to discuss, if security measures are in danger of intoxicating the childhood and children's developmental possibilities.

Keywords: risky play, outdoor, learning environment, teachers' attitudes, preschool

UNDERSTANDING PLAY

Individual Papers

CHAIR: RAMONA BERNARD
Høgskolen i Oslo og Akershus, Norway

An exploration into, and an investigation of, children's schematic behaviours within a Foundation Phase pedagogy
AMANDA THOMAS, University of South Wales, United Kingdom

Schemas are patterns of repeated behaviours and a way of assimilating and accommodating new knowledge. Previous research indicates that observing and supporting children's schemas allows for deeper concentration, satisfaction and increased cognitive development (Athey, 1990, 2007; and Meade and Cubey, 2008). This PhD study sets out to capture and explore children's schematic behaviours in one Foundation Phase (FP) setting. Schemas were first identified by Jean Piaget (Louis et al, 2008). Athey built upon Piaget's work, where she identified a typology of schematic behaviours in young children (1990, 2007). This study draws upon the work of Athey and the concept of constructivism and schema stage level theory. This is an action research, mixed methods study. Data was gathered from observations and photographs of children. Levels of involvement were measured and compared using the Leuven scale. Stakeholder knowledge and understanding of schemas was gathered through questionnaires and semi- structured interviews. The Foundation phase setting was provided with detailed information about the study and parental consent was gained for observing and photographing the children. Findings indicate that children in the FP were exhibiting different types of schematic behaviours. Levels of involvement were generally higher when children's schemas were supported in activities. However stakeholder knowledge and understanding of schemas was limited and they felt that more training and support through FP policy and documentation was needed. Schemas can be another lens to observe children through in the play based FP curriculum. However staff need training and support in order to develop schematic pedagogy and practice.

Keywords: schemas, foundation phase, pedagogy, observation, involvement

Play in early childhood education
RAMONA BERNARD, Høgskolen i Oslo og Akershus, Norway

The aim of this research is to analyse and discuss play in early childhood education. Focus is on play as an immersive, self-organized activity (a,), an assertive and purpose-driven (b,) and in the light of acceptable or not (c). The work is inspired by the research on play in early childhood education at Dronning Mauds Minne University College, Norway (Aam 1989; Trastad 1997; Steinholdt 1998). The theoretical and conceptual framework is an aesthetic experience of play (Dewey, Huizinqua and Gadamer), a purpose driven didactic organized and a catharsis play (Freudian thinking). In a hermeneutic phenomenological paradigm, play is perceived as a human expression in a historical and socio-cultural context. Ideal cases represent empirical issues that children and educators face in practice. Official White Papers on the subject of play in early childhood education are additional historical frame of references. If constructing ideal cases and theoretical perspectives, choosing other perspectives and other cases might give alternative understanding to play. Being able to trace sources is important. Play is a complex phenomenon of ambiguity in theory and in praxis. In Norwegian official White Papers as well as in empirical experiences the aesthetic and the purpose-driven play have a central position. Less so has the catharsis approach though it is of value when analysing and discussing 'not acceptable' play. Increased understand and insight in play can help educators to understand and support children's play in the kindergarten everyday life.

Keywords: play, early childhood education, purpose-driven, immersive, catharsis

In search of the Holy Grail: Towards a shared understanding of play as learning in practice
GLENDA WALSH, DOROTHY MCMILLAN, AND ANDREA DOHERTY, Stranmillis University College, United Kingdom

This paper reports upon an innovative shared training intervention (between infant teachers and early years professionals) that was put in place in Dublin, Ireland in an effort to ensure a more collective understanding of play as learning in practice and in turn encourage improved transitions for children in the early years of education. Much has been written about the value of play for young children's learning and development. Yet the evidence-base suggests that play in practice is highly problematic (Hunter and Walsh, 2014; Wood, 2014), many practitioners appear to lack the skills and understanding to effectively translate play into learning The theoretical framework for the paper is provided by Weick's (1979) model of means convergence, embedded in the underpinning notion that participants learn better in communities. Framed in an interpretative paradigm, data were obtained through focus groups, questionnaires, interviews and reflective practice diaries. Strict adherence to ethical guidelines was in place at all times and institutional approval was granted. Overall the findings revealed some positive developments, in particular the enhanced profile of play in terms of time and value attributed to it.   However, the shared element of the training seemed to detract from its overall success. Entrenched tensions appeared not to have been appropriately dealt with in the early stages of the training, thus diluting the achievement of a more collective understanding of play as learning in practice.

Keywords: play, learning, professional development, quality, young children

SYMPOSIUM SET D/ 28

STRENGTHENING EDUCATIONAL LEADERSHIP IN AUSTRALIAN EARLY CHILDHOOD EDUCATION AND CARE: FROM POLICY TO PRACTICE

Self-organised Symposium

CHAIR: SUSAN IRVINE
Queensland University of Technology, Australia

Australia is implementing a range of policy reforms to realise the national vision - by 2020 all children have the best start in life to create a better future for themselves, and for the nation (COAG, 2009). A key component is the National Quality Framework (NQF) for ECEC which raises quality expectations, emphasises early learning and promotes a culture of critical reflection and ongoing learning to enhance professional practice. While there is general support for the NQF, successful implementation and enhanced child outcomes depend on the new standards being translated into educators' daily practice. This requires effective educational leadership at a range of levels (nationally through to local level). This symposium reports on research undertaken by the Australian Education and Care Quality Authority tracking implementation and impact of the NQF, and two applied research studies examining the relationship between leadership, educators' deep level learning and quality practice in Australian ECEC.

Strengthening educational leadership in Australian early childhood education and care: A national policy perspective and its impact
RHONDA LIVINGSTONE, Australian Children's Education and Care Quality Authority, Australia

The Australian Children's Education and Care Quality Authority (ACECQA) is the lead national agency overseeing quality assurance in early childhood education and care. Drawing on four years of data, this presentation reports on implementation of the National Quality Framework (NQF), and impact of a strengthened focus on educational leadership on quality practice. In 2012, Australia introduced the NQF, comprising a National Quality Standard and Assessment and Rating System. The impetus for change was fuelled by international research (OECD, 2006, 2012). The NQF marks a cultural shift in quality assurance in Australia (Irvine & Price, 2014), new performance-based standards prioritise process quality elements (Ishimine, Tayler & Bennett, 2010) and children's experiences and outcomes. This research is based on understanding of the connection between pedagogical leadership, critical reflection, professional learning and continuous quality improvement in ECEC (Siraj-Blatchford et al., 2008). Most ECEC services are required to participate in the NQF. The assessment protocol employs a mixed method approach, with trained assessors using a standardised instrument to collect practice

examples across seven quality areas and rate these using a four-point Likert scale. Analysis explored correlations between educational leadership, educational program and practice. Services are provided with detailed information about the assessment process and indicators of quality practice. Findings emphasise the critical need for educational leadership, at multiple levels, to drive and sustain practice change and improved child outcomes in ECEC. Findings also highlight patterns in service provision, revealing strengths in current practice and priority areas for leadership and additional support.

Keywords: leadership, educational program, national quality framework, policy, early learning

Strengthening educational leadership in Australian ECEC: Driving policy and practice change through deep learning

SUSAN IRVINE (1) AND JULIE PRICE (2), (1) Queensland University of Technology, Australia; (2) Clear Focus Consulting, Australia

The research aim was to (i) support implementation of the new role of Educational Leader, and (ii) examine the efficacy of action research to support leadership, educators' deep learning and policy implementation in ECEC. The National Quality Framework (NQF) (ACECQA, 2012) has established higher quality expectations for Australian ECEC services. While there is broad support for the NQF, as with any policy change, success in real terms relies upon local leadership to build educators' capacity to apply new standards in their daily practice (Irvine & Price, 2014). The conceptual framework underpinning this study draws on theories and research relating to effective leadership in ECEC (Waniganayake et al., 2012), transformational learning (Cranton, 2006) and policy implementation science (Fixsen et al., 2005). The study applied an action research model (MacNaughton & Hughes, 2009) and a qualitative multi-case study design. Educators planned and led action research projects within their services and met regularly as a community of learners. Data was collected across the project from multiple sources (e.g., a shared reflective journal, professional conversations, self evaluations). Informed consent was sought from all participants and ongoing ethical considerations included respect for persons, confidentiality, honesty and integrity (NHMRC, 2007). The study findings highlighted a shift in thinking and practice with respect to the role of Educational Leader, away from monitoring the behaviour of others to mentoring and supporting professional practice. Findings also attest to the efficacy of action research as an active approach to strengthen leadership and support policy and practice change within ECEC services.

Keywords: educational leader, action research, policy, deep learning, practice change

Strengthening educational leadership in Australian ECEC: Supporting educational leadership in practice

JANE BOURNE (1) AND JULIE PRICE (2), (1) Lady Gowrie Queensland, Australia; (2) Clear Focus Consultant, Australia

The research aim was to examine (i) pedagogical leadership in Australian kindergartens and (ii) ways to build and sustain leadership capacity to achieve and exceed new national quality standards. In 2012, Australia introduced a new National Quality Framework (NQF) for ECEC. Acknowledging the link between effective leadership, deep learning and enhanced quality (Irvine & Price, 2014, Siraj-Blatchford & Manni, 2007), the NQF requires all services to appoint a suitably qualified and experienced Educational Leader to lead educational programs and practices. Within kindergartens, the Educational Leader is generally the early childhood teacher. As a Central Governing Body, Lady Gowrie is responsible for ensuring the quality, viability and sustainability of 100 kindergartens. Applying Senge's (1990) construct of the learning organisation, the study engages early childhood teachers as researchers (Moss, 2006) to explore implementation of the Educational Leader role. The study used a practitioner inquiry paradigm (Newman and Woodrow, 2015) to explore and build pedagogical leadership within individual services and across the Lady Gowrie Queensland organisation. Educational Leaders and central support colleagues completed reflective questionnaires and participated in professional conversations within localised kindergarten learning communities. Ethical considerations included respect for persons and different views and perspectives, confidentiality, honesty and integrity (NHMRC, 2007). Findings offer insight into the different ways this role may be enacted and how it has developed over three years. The study reveals the efficacy of organisational strategies to grow and support local leadership, providing a basis for future planning and development, and demonstrating reciprocal benefits for all concerned.

Keywords: educational leader, practitioner inquiry, practice change, organisational leadership, early learning

EARLY YEARS LEADERS

Individual Papers

CHAIR: SHIRLEY ALLEN
Middlesex University, United Kingdom

Headteachers as leaders of change - Results from a qualitative interview study in day care centres in Germany

ITALA BALLASCHK, Freie Universität Berlin, Germany

The current study investigates how headteachers of day care centres in Germany perceive their role as leaders and how they pursue the goal of organisational development. Research shows that leadership plays a pivotal role in the functioning and developing of an organisation (Yukl, 2002). However, leadership theories have long neglected the distinct context of the early years setting, and little is known about the role, qualifications and leadership strategies of headteachers in day care centres. Currently, day care centres in Germany are undergoing a change, and there is a need to redefine which aspects of leadership are necessary for organizational development. The study is based on the concept 'leaders of change' (Whalley, 2011). The sample of 26 headteachers was drawn from the evaluation of the German national initiative 'Early Chances'. Data of the qualitative study were collected by means of episodic interviews and analysed by the principles of case specific thematic coding (Flick, 2014). Participation was voluntary. All interviews were anonymised. Confidentiality and preservation of anonymity of participants were guaranteed. Interviews illustrated three types of leadership patterns: rejection, ambivalence, reflection. Exclusively headteachers with the pattern 'reflection' brought professional impulses into the organisation, which was interpreted as transformational leadership behaviour. Results suggest that the employed leadership strategies for organizational development are related to headteachers self-conceptions as leader. However, a professional self-conception as 'leader of change' is still lacking. There is a need for structural change in favour of distributed and transformational leadership in the early years setting (Ballaschk & Anders, 2015).

Keywords: leadership, management, headteacher, day care centre, professional self-conception

Professional development of directors in Japanese day care centres: Analysis on relation between leadership, professional qualification, years of experience as director, and job burden

YUMI YODOGAWA, MIDORI TAKAHASHI, YUSUKE MURAKAMI, TOSHIHIKO ENDO, AND KIYOMI AKITA, University of Tokyo, Japan

This study aims to elucidate the structure of 'leadership' and to investigate its relation with 'professional certification', 'years of experience as director', and 'job burden'. Professional development of directors at ECEC settings, including leadership, has been recognized as an important component of quality ECEC (Hujala & Eskelinen, 2013; Sims et al.; 2014, Iram et al. 2015). For example, leadership is indispensable for 'learning organization' and its positive change and growth (Fullan, 2001, Senge, 1990). In this study, 1,331 out of 2,500 directors at Japanese licensed day care centres answered to our questionnaire (response rate: 53.2%). Items representing 'leadership' were prepared based on previous research and 5 factors were extracted by exploratory factor analysis. Our research got permission from Office for Life Science Research Ethics and Safety, The University of Tokyo. The results are: 1) 'years of experience' and 'certification' relates independently to the kinds of 'leadership' s/he takes account of, 2) relation analysis among 'years of experience', 'certification', and 'leadership' indicates that among directors with certification, 'leadership' and 'job burden' have negative correlation and this tendency is stronger when 'years of experience' is longer, on the other hand, among directors without certification, there were no significant relation among 'years of experience', 'certification', and 'leadership'. These results show that holding professional certificate and having longer years of experience as directors strengthen director's leadership. It suggests that it is important for directors to hold professional certificate and/or to learn at alternative training for directors to develop their leadership.

Keywords: leadership, quality, large-scale-study, questionnaire-survey, factor-correlations

Navigating the complexity of being a leader within children's centres
PAOLA PEDRELLI, Birmingham City University, United Kingdom

The exploration of how the complexity of leadership life is navigated within Children's Centre. Looking at agency (Giddens) within the daily life of a leader and the affordance given within the (Gibson) Children's Centre structure. The theory used to inform the research is symbolic interactionism (Pollard and Filer, 1996) and social constructivism (Gergen, 2009). For the analysis of the portraits, Pascal and Ribbens (1998), stages in leadership development will be used to aid structure. Goleman's leadership styles will be used and linked to leadership tasks and issues. The research is using an interpretivist paradigm and a case study approach has been used. Twenty Heads of Children's Centres have been interviewed and four Heads of Children's Centre have been observed in both a leadership meeting and in a 'regular day'. The research is about four individual portraits of the leaders with a different focus on each portrait. The research will be examining the leaders from a life history/biographical approach. . British Educational Research Association (BERA) ethical guidelines were used during the research paying particular attention to informed consent, anonymity and voluntary withdrawal. Discussing the portraits of the Leaders of Children's Centres and looking at the differences and similarities of the individuals. Exploring their personal biography, including personal and professional heritage. The portraits are about ensuring that the individual leaders' voice is heard. It also aims to map out the complexity of leadership life. Exploration of interaction between policy and practice. How policy, the individual and context all interact together.

Keywords: leadership, personal experiences, professional heritage, career development, children's centre

SYMPOSIUM SET D/ 30

LOCATING UK PROFESSIONAL LEARNING AND DEVELOPMENT (PLD) RESEARCH IN AN INTERNATIONAL CONTEXT

Self-organised Symposium

CHAIR: JANE PAYLER (1) and JANE WATERS (2)
(1) The Open University, United Kingdom, (2); University of Wales, United Kingdom

This symposium presents recent PLD research in the UK, locating it internationally. Payler and Waters frame the symposium with an overview of PLD in the international context. In the last two decades, an international project to improve the quality of ECEC via PLD has ensued, resulting in a proliferation of policy, funding and educational interventions. Research tracking developments across numerous countries shows that to be effective PLD in ECEC needs to be systematic, sustainable and transformative (Waters and Payler 2015). We explore how UK PLD is located within this vision. The symposium examines: a review of PLD research in UK since 2003, tracing trends, developments and impact (Davis and Payler), the potential of enquiry as a framework for ECEC PLD in England (Aaronricks and Luff), and the challenges and implications for PLD of working effectively with families (Georgeson and Campbell-Barr).

Professional learning and development: Trends, developments and impact in the UK since 2003
GERALDINE DAVIS (1), JANE PAYLER (2), (1) Anglia Ruskin University, United Kingdom; (2) Open University, United Kingdom

We provide a critical review of UK professional learning and development (PLD) research for early childhood education and care (ECEC) since 2003. This rigorous, thematic review of UK research studies on PLD is part of the BERA TACTYC Review of Early Childhood Education, 2004-2015, building on the BERA EC SIG review (2003) and the work by Payler & Wood (2014). Research about PLD (e.g. Manni & Siraj-Blatchford 2007; Sylva et al, 2011) and its impact on the ECEC sector is examined and critically reviewed. We use thematic analysis to scrutinise the literature. The shift towards sociocultural theories (e.g. Elfer & Dearnley 2007) alongside recent influences from post-structural and critical theories (e.g. Mathers et al, 2011; Moss, 2007; Osgood, 2011) is identified. Using a systematic process of review with protocols agreed with an external reference group, we developed research questions, search terms, inclusion criteria and systems for recording processes and decisions. Aiming to better understand the current situation in the UK, we were inclusive in our search criteria, adhering to BERA (2011) ethical guidelines. Policy shifts have led to changes in ECEC professionalization

including: expectations for qualifications but without associated roles, titles, salary, conditions, challenges to male roles, the importance of leadership to enable practice change to improve children's outcomes, the changing nature of practice, developments in learning communities, conceptualisations of professionalism. This paper evidences the potential for policy to enable the ECEC workforce to improve experiences and outcomes for children and families, set against the challenges faced in everyday practice.

Keywords: professionalism, professional learning, professional development, early childhood practice, thematic review

The value of learning through enquiry for professional development
PAULETTE LUFF AND KAY AARONRICKS, Anglia Ruskin University, United Kingdom

In this paper we explore the potential of enquiry based professional development for early years educators, in England. Nine thematic characteristics are drawn from a review of recent studies of professional development in early childhood education (e.g. Bleach, 2014; Cherrington and Thornton, 2013; Hordern, 2012; Lazzari et al, 2013; Lightfoot and Frost, 2015; Swim and Isik-Ercan, 2013). This work indicates that effective professional development should be: aspirational, autonomous, proactive, individualised, collaborative, ongoing, praxeological, well led and managed, and reflective. These key features are proposed as a basis for planning and implementing enquiry based professional development. The concept of professional development through enquiry is underpinned by ideas of experiential learning from John Dewey (1933). Exemplars are taken from two small-scale qualitative research studies. The first is a case study of the value of professional enquiry in a taught postgraduate module, based upon analysis of texts and interviews with students. The second is a project with early career teachers who undertook action research into creative writing through the arts in their classrooms. Both studies were approved by the relevant University Ethics panels. The aim of the work is ethical: the pursuit of positive professional learning opportunities for educators that, in turn, benefit young children and families. The findings show the extent to which the nine thematic characteristics from the literature were evident in the exemplar studies. This paper highlights the importance of enquiry as a means of professional development for early years practitioners and proposes this an area for further empirical research.

Keywords: enquiry, professional development, professional learning, John Dewey, action research

Professional development for work with parents and families
JAN GEORGESON AND VERITY CAMPBELL-BARR, Plymouth University, United Kingdom

Weaving together findings from three different research projects which aimed to investigate how practitioners develop knowledge, skills and attitudes for working with young children, we focus on one aspect: the development of competence in working with parents and families. This synthesis is informed by a thematic literature review of research into involvement of parents and families, charting changing conceptualizations of the family and attendant shifts in policy on parental engagement as a tool for social inclusion and/or early intervention (BERA/TACTYC, 2016). These policies demand a workforce with considerable professional competence in working with families. We draw on the work of Le Boterf (2015) highlighting the context-dependency of competence and the transformation of individual knowledge and skill into competence through acting and reacting in meaningful situations. The research studies adopted mixed methods approaches to gathering quantitative and qualitative data from early childhood practitioners and managers, through online surveys, interviews and focus groups. Participation in all data collection was voluntary and contributions anonymised. While the literature (Desforges and Abouchaar, 2003) documents many benefits of involving parents in children's learning, our empirical work revealed concerns over practitioners' opportunities during initial training to acquire competence in working with families. Managers acknowledged the importance of particular knowledge, skills and attitudes and also highlighted work with vulnerable families as area for further professional development. We conclude that, given the skilled sensitive work with parents and families underpinning many policy initiatives, further investigations are needed into how practitioners acquire the necessary competences to do this work.

Keywords: competence, parents and families, social inclusion, professional development, vulnerability

PARTICIPATORY PEDAGOGIES

Individual Papers

CHAIR: KELLY BAIRD
Macquarie University, Australia

'If you annoy me I won't invite you for my birthday'- Children's perspectives about rules and rites in kindergarten
JULIA HÖKE, University of Paderborn, Germany

This study focuses on children's strategies of and perspectives about dealing with pronounced, implicit, self-selected and external rules in kindergarten. Theoretical concepts and empirical studies in context of participation substantiate positive effects of social skills and interaction competences (Frädrich & Jerger-Bachmann 1995). Pedagogical professionals mostly expect the children to obey rules reliably when they have the possibility to play a part in them (Knauer, Hansen & Sturzenhecker 2016).   ). On the other hand experimenting with rules is an important part for children to reach next development zone (Zimpel 2013). The study explores everyday life in a kindergarten working with a participation concept. In ethnographical video observation (Breidenstein 2013) in multi-aged groups (1-6) it was first examined which strategies children use to be integrated into a play group, to deal with rules of using material and to solve conflicts. Furthermore, 13 children in the age of 4 to 6 years told us their perspectives in photo-based interviews to approximate children's logic of action (Heinzel 2012). EECERA ethical code (2014) is followed in the conduct of the study. First results show heterogeneous strategies of children to deal with rules in kindergarten. These strategies range from conscious breaking rules and accepting rules to over-regulation. The difference between observation and interview results is particularly interesting, because only in combination of both results children's perspectives can be reconstructed. Results of the study are important for methodological questions in context of discovering children's perspectives, theoretical discussions about participation and practical reflections on professional expectations.

Keywords: dealing with rules, participation, children's perspectives, children's action logic, paradigms, competent child

Capturing the perspectives of young children at risk: Reflections on the effectiveness of participatory methods for this group
KELLY BAIRD, Macquarie University, Australia, REBEKAH GRACE , Macquarie University, Australia, ANNE MCMAUGH, Macquarie University, Australia, FRANCES GIBSON, Macquarie University, Australia, JENNIFER BOWES, Macquarie University, Australia

This presentation will reflect on the methods used to support child participation in a study that aimed to explore the perspectives of young children, aged 3 - 5, who were at risk of removal from their families. In particular, it sought to understand their experiences of participation in an intensive family intervention program, and their perceptions of family life. Children who are vulnerable and/or disadvantaged are significantly under-represented in research (Clark & Statham, 2005). Little is known about how these children experience family and early childhood intervention programs, or life within their families. There is a challenge for the research community in understanding how to engage this hard-to-reach group well. A rights-based perspective underpinned the study, positioning children as experts on their own experiences of the environments in which they participate (Prout & James, 1997). A mixed-, multi-methods (e.g., child-led photography, child interviews), participatory approach was used to address the study's aims. Child and parent informed consent was sought and strategies were employed to reduce unequal power relationships between the children and researcher. Prolonged researcher engagement over 9-11 months and the use of flexible methods supported the meaningful inclusion of young children in the study. Other common early childhood research practices (e.g., child-led photography) were less successful. Understanding the lived experience of young, vulnerable children through research can make a significant contribution to the design of intervention services. There is a need for researchers to continue to work together to explore methods that support meaningful engagement.

Model of children's participation in ECEC

LEENA TURJA, University of Jyväskykä, Finland

The aim is to form a model for developing pedagogy that pursuits children's participation. Children's participation is increasingly studied in pedagogical work (Bae 2009; Clark & Moss 2007; and Sandberg & Eriksson 2010) as well as in childhood research process (Einarsdóttir 2007) during the last two decades. However, educators of ECEC are unsure what does children's participation mean in practice (Leinonen & Venninen 2012). Hence, this concept needs to be clarified more closely. Participation is seen as a realization of the UN Convention on the Rights of the Child in the 'child-sized' spaces for citizenship (Jens, 2004). It serves the fundamental human needs for autonomy, connection and competence (Ryan, 1995). The model bases both on the earlier research and educators' narratives (N= 450) about children's participation in practice. They are collected in a written form during the in-service training courses organized for ECEC staff in several municipals around Finland during 2006 - 2016. The compatibility is tested against every new narrative received from the participants. All the narratives of the research data are anonymized and the narrators have given a written permission to use them for research purposes. The main dimensions of the model concern empowerment, scope of participation, time and emotion. Participation depends on trust, communication, and access to information and resources in ECEC context. Children's participation has effects both on children's and educators identity, self-esteem and trust to each other. Participation is strongly emphasized in the new Finnish Act of ECEC. This model helps to put it in practice.

SYMPOSIUM SET E
FRIDAY 2ND SEPTEMBER
14:30 – 16:00

SYMPOSIUM SET E/ 1

CONSTRUCTING IDENTITY (CHILDREN AND TEACHERS) THROUGH NARRATIVE ASSESSMENT (LEARNING STORIES): PERSPECTIVES FROM AOTEAROA NEW ZEALAND

Self-organised Symposium

CHAIR: WENDY LEE
Educational Leadership Project, New Zealand

As Project Facilitators working within the Educational Leadership Project Aotearoa New Zealand we have put together three perspectives that consider the ways in which children build their identity in the early years. The three perspectives we present are: Tracking the growing complexity of children's working theories through utilising Learning Stories to document progress over time and thus build a sense of each child's identity as a learner-in-action; Drawing on New Zealand's indigenous paradigms to grow teaching and learning through narrative assessment; Using Learning Stories to make empathy and social competence visible. This work illustrates the transformational power of using narrative assessment practices. In Aotearoa New Zealand, Learning Stories have changed the face of teaching and learning and assessment making room for teachers and children to explore the space between teacher intention and child intention.

Tracking the growing complexity of children's working theories through utilising Learning Stories to document progress over time and thus build a sense of each child's identity as a learner-in-action.
LORRAINE SANDS, Educational Leadership Project, New Zealand

Our research illustrates how Learning Stories (Carr, 2001), that track the resilience, resourcefulness, and social responsiveness children pour into building working theories, enhance children's sense of themselves as capable learners-in-action. This paper is part of ongoing research on children's working theories (Davis and Peters, 2011) developed through New Zealand Ministry of Education, Centre of Innovation research at Greerton ECE (EECE Research Journal Vol. 20, No. 4, December 2012, 553-564). The research methodology is narrative inquiry (Connelly & Clandinin, 1990) and includes action research (Carr and Lee, 2012) designed to strengthen teacher practice. The method is a case study (Carr et al. 2009) using a collection of Learning Stories over time. We analyse new data, teacher interviews, assessments and reflections. Participants were given information sheets and consent forms. Teachers, families, children (infants' and toddlers' parents gave informed consent), provided their permission for this research and could withdraw at any time. Children's working theories are complex responses to their social world. When children are offered learning environments that value struggle, practice and social competency, they set themselves edgy, difficult goals, far in excess of what teachers could visualise for them. When children explore their working theories with creative flair, energy that comes from the motivation of passionate inquiry, inside communities that value effort, practice and social collaboration, learning that results is impressive. Making this visible through Learning Stories that track continuity over time, results in less pressure for the schoolification of children and instead nurtures the pedagogy of complex play into school.

Keywords: narrative assessment, dispositions, learning stories, complex play, emotional connection

Drawing on New Zealand's indigenous paradigms to grow teaching and learning through narrative assessment
TANIA BULLICK, Educational Leadership Project New Zealand

This paper outlines New Zealand teacher's exploration of the document 'Te Whatu Pōkeka', commissioned by the Ministry of Education to share and build on the philosophies and practices related to ways of knowing, being and doing of Māori, NZ's indigenous peoples. This paper draws from research on assessment in NZ, including the

research based resource KeiTuaoTePae (Carr, Lee & Jones, 2005, 2007, 2009), Te Whatu Pōkeka (Ministry of Education, 2009) and the thesis, Te Whatu Kākahu (Rameka, 2012). Educational Leadership Project (ELP) uses an action-research approach (Lee et al. 2013) where practitioners research their own practice, (Kemmis & McTaggart, 2000) innovating and strengthening successful outcomes for children and families. Te Whatu Pkeka explores assessment from a Māori/indigenous world view. Teachers build on their current knowledge of narrative assessment to accommodate the ways of knowing, being and doing of Māori. We analyse new data collected from teacher interviews, documented assessments, reflections, and self-review documentation. ELP have developed ethical guidelines for research. These include: consent forms, information sheets, option to withdraw data, and pseudonyms where requested. A key ethical principle is that teachers own the research process - it parallels their collaborative formative assessment practice. Teacher reflections and documentation will be presented, illustrating the deepening of pedagogical thinking and practice, curriculum and assessment in line with bicultural aspirations of NZ. 'Te Whatu Pōkeka' provides a framework for assessment, enabling teachers in ECE NZ to engage, discuss and implement, ideas empowering children to learn in a place where their heritage and culture is known.

Keywords: deep level learning, indigenous, bicultural, socio-cultural, assessment

Using learning stories to make empathy and social competence visible
WENDY LEE, Educational Leadership Project, New Zealand

Formative assessments can influence children's social, emotional and relational dispositions. We illustrate how teachers' documentation can strengthen children's identity around empathy and improve social competence. This paper contributes to research on assessment and curriculum in New Zealand, including Centre of Innovation, other action research projects (Ramsey et al 2006), and research-based resources such as Kei Tua o te Pae (Carr, Lee and Jones 2005, 2007, 2009). The Educational Leadership Project uses an action-research approach (Lee et al. 2013) where practitioners research their own practice (Kemmis and McTaggart 2000) in order to innovate and strengthen successful outcomes for children and their families. Learning Stories (Carr 2001) provide the platform to challenge pedagogy (Carr and Lee, 2012): an assessment approach where curriculum is co-constructed between teachers and children (Lee et al. 2013). We analyse new data from teachers' interviews, documented assessments, reflections, and self-review documentation. ELP have developed ethical guidelines for all their research. These include: consent forms, information sheets, the option to withdraw data, and pseudonyms where requested. A key ethical principle is that the teachers own the research process, it parallels their collaborative formative assessment practice. Empathy is often missing from curriculum, teachers' reflections around pedagogy in relation to empathy and social competence have added to our understanding of how this can be strengthened and what it looks like. We emphasise the urgent need to provide children with opportunities to develop and strengthen social dispositions such as empathy, illustrating the role of revisiting narrative documentation with children and families.

Keywords: assessment, emotion, relationships, happiness, deep level learning

SYMPOSIUM SET E/ 2

SOCIAL COMPETENCE AND A PEDAGOGY OF EMOTION

Individual Papers

CHAIR: LESLEY JONES
Australian Catholic University, Australia

Educator perspectives of children's social competence: A symbolic interactionist view
LESLEY JONES, Australian Catholic University, Australia

The aim of this Australian PhD multi-case study has been to explore the individual perspectives of participants about their capacity to teach towards social competence in young children. The study has sought to understand the influences, barriers and enablers that impacted on the participant's professional practice. This study relates to the body of research exploring the influences on professional practice including, organisational and public

policy influences. The study also relates to research focused on personal influences on practice including epistemology, values and beliefs. The multi-case study was guided by a constructivist theoretical framework and informed by symbolic interactionism (Blumer, 1969). Semi-structured interviews, in-situ observations and focus group sessions were used to gather data for analysis. Data was thematically analysed to distil the key findings drawn from the lived experiences and personal perspectives of participants. This study was deemed ethically a low risk study. As such participant's personal discomfort during interviews and focus group sessions was considered. The study proposes a new transactional model for understanding the holistic and integrated nature of the influences, professional practice and transactional relationship between educator and child that emerges as social competence is supported. Beyond this exploratory study there is future opportunity to investigate if the findings of this study hold true more broadly. Understanding the interplay of influences on professional practice to support social competence, is critical for individual educators and organisations in delivering the aspirational outcomes embedded within the Australian National Quality Framework and the Early Years Learning Framework.

Keywords: social competence, educator perspectives, symbolic interactionism, professional practice, constructivism

Structural conditions for the development of children's social competence in Norwegians kindergarten
MARIANNE TORVE MARTINSEN, University of Stavanger, Norway

The aim of the study is to investigate how daily activity settings are expressed in kindergarten, and investigate a possible correlation between children's social competence at three years and the daily activity settings. This study is a part of the research project BONDS examining the development of social competence and behavioural problems in 1159 children from infancy to the age of nine. The study has a socio-cultural perspective, where children's learning and development is depending on the environment and social context where they are participating. The head teachers and the pedagogical leaders have completed questionnaires that covered a wide range of characteristics of the institutions, including structural conditions. The pedagogical leaders have also completed questionnaires about the children's social competence, applying a rating scale based on Gresham and Elliot (1990) and developed further by Lamer (1997). Dimensions of social competence assessed by this scale are, consisting empathy, play, assertiveness, self-control and prosocial behaviour as key elements of social competence. Statistical analysis of the study is ongoing through multilevel analysis. Norwegian Data Protection Authority has approved the study and participants' confidentiality is considered in all situations, and anonymity is guaranteed. One of the preliminary findings show that a high level of daily teacher-directed activities are associated with less social competence, while a high number of group activities per week are associated with a higher levels of social competence. The study will contribute with new knowledge about the relationship between structural quality in Norwegians kindergarten and children's social competence.

Keywords: social competence, daily activity settings, kindergarten quality, structural quality, learning environments

Emotional development and learning in early childhood: A qualitative study considering a pedagogy of emotion
ESTELLE MARTIN, University of East London, United Kingdom

To address the significance of relationships and emotional connection in children's learning during early childhood. This theme is considered through the discussion of the study exploring a pedagogy of emotions across a range of early childhood education and care settings for their PhD. The research draws upon the relational pedagogy considered in other studies and literature (Papatheodorou & Moyles, 2009; Luff, 2009; Bae, 2009, 2012; Clark, 2005; Rinaldi, 2006; Rose et al., 2014). The relational pedagogy and children's participation is revealed in the social interactions. The theoretical and conceptual framework is underpinned by the socio-cultural perspectives of Vygotsky, 1978; Malaguzzi, 1993, 1998; Rinaldi, 2006). The interactions and diversity of children's identities and subjectivities are embedded in the ethnographic study. The paradigm was an interpretivist qualitative ethnographic multiple case study with semi structured interviews with adult participants and focus group work with parents and children. The multiple methods also included video reflective dialogues with practitioners. The ethical procedures and permissions were addressed and included by the awarding university. This involved the researcher adhering to code of ethics for BERA and the BPS ethical guidelines. The findings include that there are several reasons being identified for emotion education to be

integrated in children's learning. The role of emotion and learning is complex. The argument for more understanding of the cultural context of children and the emotional process of learning is necessary. The intention that other educators, policymakers and researchers may benefit and take forwards any insights and improve practice that will support moving towards a Pedagogy of Emotion.

Keywords: emotion, pedagogy, participation, listening, democracy

SYMPOSIUM SET E/ 3

MEDIA LITERACY AND EDUCATION

Individual Papers

CHAIR: ŞULE ALICI
Middle East Technical University, Turkey

Investigation of process drama workshops' impact on teacher candidate's media literacy levels
ŞULE ALICI (1) AND Ö.ÖZLEM GÖKBULUT (2), (1) Middle East Technical University, Turkey; (2) Ministry of National Education, Turkey

In this research, we intend to investigate the change in teacher candidates' media literacy levels and how to use their related skills throughout and after process drama settings. Teacher candidates' media literacy levels are identified according to their ability to carry out three steps, namely, 'to access the media', 'to comprehend/criticise distinct aspects of the media and media contents', and 'to design media contents/involve in the production process' (Von Feilitzen, 2007). According to Hobbs (2010), media literacy education can only realise with educators having knowledge and skills to instruct it. However, nowadays, most of the K-12 teachers' knowledge about instructional practices of media literacy education is relatively insufficient and this deficiency leads to leadership gap in schools. The analysis of media literacy literature in Turkey indicates the similar lack with the world (Altun, 2014). Through conducting this research, we try to fill the gap. We adopt a qualitative research method. The data are collected from 35 teacher candidates' written as well as oral reflections, assignments and documents prepared by the participants. The participants involve in this research voluntarily based on the official permissions. The results of this study demonstrate how participants' media literacy levels alter and how they utilise their skills about media literacy steps-access, understand and evaluate- during and after process drama sessions. By this research, we can present an educational implementation to the researchers about how they may actualise one of the UNESCO (2007)'s recommendation emphasising that promoting media literacy education can be achieved by constructing appropriate and effective pedagogical methods.

Keywords: media literacy, teacher candidate, early childhood education, process drama, media

Advocating to be a media literate preservice teacher: A research of the first implementation of a new course in higher education in Turkey
ŞULE ALICI AND VOLKAN ŞAHIN, Middle East Technical University, Turkey

This study aims to explore the impact of a child and media course on early childhood preservice teachers' media literacy levels, and how this course would affect their daily and academic life. Participants' media literacy levels and how they actualise their experiences obtained during the course are determined based on European Commission Directorate General Information Society and Media, Media Literacy Unit (2009)'s criteria. Nowadays, media literacy is a precondition of effective involvement in technologically-advanced communities where alteration in knowledge and communication services fast has fast occurred as a principle (Reding, 2007). Hence, there is a need to increase the role of media literacy in education because 'media literacy education empowers young people, from kindergarten to college, to apply reasoning and critical thinking to everything they read, see, hear, and interact with in complex media environments' (NAMLE, 2014, p.7). For this research, qualitative research method is used. The data are collected from 20 pre-service teachers via pre and post interviews, their activity plans and reflections on implementation of these activities. The required official permissions are taken. The findings would provide important clues on how pre-service teachers' media literacy skills develop and how they adopt these skills effectively not only to their everyday life but also future career.

Given the media saturated world young children living in the ever increasing role of media literacy in early childhood years, this study may take an important step and shed light on how to integrate media education in pre-service teacher training in the universities.

Keywords: early childhood education, media literacy, pre-service teacher, media, undergraduate course

Constructing professionalism: Media education and ICT in Finnish kindergarten teacher education
SAARA SALOMAA (1) AND PEKKA MERTALA (2), (1) National Audiovisual Institute/ University of Tampere, Finland; (2) University of Oulu, Finland

The renewed Finnish curriculum for pre-primary education will be introduced in August 2016, including new transversal competence areas 'ICT' and 'Multiliteracy', which includes media literacy. But how kindergarten teachers' pre-service education is constructing professionalism for media education (ME) and ICT, especially in relation to general early childhood education and care (ECEC) competences? This presentation discusses the results of the first media education and ICT focused study on Finnish kindergarten teacher education curricula and course literature. It draws from previous curriculum research targeting teachers' training programmes (e.g. Korhonen & Rantala, 2007) and from ECEC professionalism studies (e.g. Karila, 2008). The data consist of curricular texts and mandatory course literature of all seven university bachelor's degree programmes that offer the kindergarten teaching qualification. These texts are scrutinised through the competences needed in ECEC as described by Finnish educationists Karila and Nummenmaa (2001): competences for education, care and pedagogy as well as cooperation, interaction, reflection and information management and knowledge of ECEC's contextual framework. Also the discourses that construct pre-service teachers' professionalism within these relatively new fields of expertise are described. Analysed study programmes and literature are anonymised to avoid ranking the universities or identifying individual authors. The primary findings suggest that ME and ICT are marginal topics in Finnish university level kindergarten teacher training and they are taught almost separate from each other. In addressing competence areas, pedagogical competences are emphasised whereas e.g. cooperation competences are neglected in curricula. The research provides implications for ECEC professionals' pre-service and in-service training.

Keywords: teacher professionalism, curriculum, media education, ICT, early childhood education and care

SYMPOSIUM SET E/ 4

REFLECTIVE PRACTICE AND LEARNING COMMUNITIES

Individual Papers

CHAIR: KJELL AAGE GOTVASSLI
Nord University, Norway

Creating a learning organisation: Using reflection as a tool to build better practice
KJELL AAGE GOTVASSLI, BERIT IRENE VANNEBO AND TORILL MOE, Nord University, Norway

Understanding how ECECs use reflection groups as a tool to become learning organisations. We examine how the methodology of action research can be applied to instigate learning processes at various levels in the ECEC, and more particularly, the use of reflection teams/groups can contribute to organisational and staff learning. We look at the various tools that help develop the various aspects of a learning organisation (Senge, 1990, 1994; Coghland and Brannick, 2005). We focus on how reflection can be used as a tool to organise learning (Schön, 1983). We ask the following questions: How can action research methodology help develop ECECs as learning organisations? Which various tools can ECECs employ to encourage learning at various levels in the ECEC - organisational learning and staff learning - and how can reflection be utilised to develop the ECEC as a learning organisation? Interviews with ECEC managers and staff, observation of meetings and staff work in ECECs. Comparative case study of ECECs. Anonymity secured in interviews, and in any written recordings of observations. Our analyses identify key factors that are important to encourage learning at various levels. We demonstrate the various ways in which ECECs successfully have integrated reflection groups as a tool to help encourage organisation learning and strengthen core competence areas among staff, and show that these are

key to creating a learning organisation. Findings are interesting to all who seek to build the ECEC as a learning organisation, and to utilise action research methodology to build better practice and strengthen staff competence in ECECs.

Keywords: action research, organisational learning, reflection teams, leadership, staff competence

Practitioners' perceptions of reflective practice: The implications for professional development
CELONY DOWNS, University of East London, United Kingdom

The aim of this research is to explore the correlation between how practitioners perceive reflective practice and their use of it and examine the differences in perceptions of managers of early years settings and those of the practitioners that work within them. Assess the value placed on reflection by practitioners. Analyse the links between reflection and professional development. Brock (2012) researched practitioners' perceptions on professionalism as a basis to inform the discussion on professionalism, this research builds on the notion the practitioners' voice. Reflective models such as those formed by Ghanye, Gibbs, Driscoll, and Bassot, provided the basis for comparative analysis against the reflective strategies used by practitioners. The qualitative research paradigm was adopted in the form of a case study involving one nursery setting, the data was obtained through the use of interviews and questionnaires with early years practitioners. Ethical considerations centred around the vulnerability of practitioners, this was addressed by briefing participants fully on the aims and outcomes of the research and the disclosure of information. The findings show variations in the definitions of reflective practice by practitioners in comparison to those found in the literature on reflection. Furthermore, the reflective strategies used by the nursery setting as a whole differed from those used by individual practitioners. Discreet links were identified between reflective practice and the professional development of practitioners. Consequently, the research highlights factors that support and hinder the reflective process, influencing the way in which reflection is approached by early years settings.

Keywords: reflective, practice, professional, development, perceptions

Engaging early childhood educators in professional learning communities
VICTORIA WHITINGTON (1), JAMIE SISSON (1) AND MARY SCALES (2), (1) University of South Australia, Australia; (2) Lady Gowrie Child Centre, Australia

The research aimed to investigate the effectiveness of a professional learning community (PLC) model in building childcare centre capacity to offer a preschool programme. Recent reform increasing the participation of 4 year olds in preschool with qualified early childhood teachers (The Australian National Quality Framework 2012) enabled long-day childcare centres in South Australia to apply for funding under the provisions for Universal Access to Preschool (Department of Education Training 2016). This presentation reports on the evaluation of a project intended to support sites offering preschool through a PLC focused on distributed leadership, educator as researcher, emergent curriculum and pedagogical documentation. The project drew on Vygotsky's premise that human actions are essentially social in basis (Scribner, 1990). Social constructivism contends that understanding of the world is situated in human interactions and relationships with others (Schwandt 1994). During this project, teams were brought together in a PLC model (Hord, 2009; Stoll, 2006) for lectures, lecture meetings, mentoring and hub groups, to deconstruct and co-construct understandings about practice. Qualitative data included site needs analysis, parent and educator surveys, and director and mentor interviews. Participants consented in writing. The study found the PLC model strengthened educators' understanding of their professional identities as collaborative team members and reduced feelings of isolation, as well as contributing to educators' understanding and engagement in emergent inquiry based pedagogy. Findings demonstrated how providing a range of professional learning opportunities to create a PLC with collegial dialogue at its centre has considerable potential in EC contexts working to improve practice.

Keywords: early childhood, professional learning communities, preschool, universal access, social constructivism

OBSERVATIONS OF BELONGING IN INFANT-TODDLER EDUCATION AND CARE: A 3-YEAR STUDY

Self-organised Symposium

CHAIR: LINDA HARRISON
Charles Sturt University, Australia

Belonging is recognised in the Early Years Learning Framework for Australia, and other international early years curriculum frameworks, as central to children's well-being, development, and learning. Early childhood educators, therefore, are expected to promote a sense of belonging amongst children and families, but typically they are given little guidance as to the complexity of belonging, or how it might be fostered in practice. The Babies and Belonging project sought to identify how a sense of belonging is (or is not) fostered in early childhood education settings for infants and toddlers, especially those growing up in marginalised communities. A further focus of the study was to explore the ways that babies can be agents of belonging in group care settings, and contribute to a broader 'climate of belonging'. This 3-year study was conducted in collaboration with Matt Stapleton, our Industry Partner, and supported by an Australian Research Council Linkage Grant.

Building a knowledge base about the impact of early learning frameworks for infants and toddlers
JENNIFER SUMSION, LINDA HARRISON AND BEN BRADLEY, Charles Sturt University, Australia

In this paper, we argue for the need to build a cumulative, and ideally, cross-national knowledge base about the impact of early learning frameworks for (or encompassing) infants and toddlers. Within the context of Australia's Early Years Learning Framework, we outline the study protocol for the Babies & Belonging project. Following Bammer (2013), we advocate for 'integrative, applied' approaches to building knowledge about complex, real-world phenomena (such as curriculum impact and belonging), with an emphasis on interdisciplinary syntheses / investigations that include practitioner as well as academic knowledge and insights. The project reflects our commitment to bringing together diverse disciplinary lenses, theories and methodological approaches (Sumsion & Harrison, 2014) to build multi-layered, critical, and situated accounts of how infants may experience, and contribute to fostering, a sense of belonging in ECEC settings. We draw on constructs from developmental psychology (temperament, dyadic interaction between infants and educators, secure base behaviour), social psychology (triadic relationships, group sociability, thirdness), and the sociology of childhood (collective space, agency, negotiation) to inform ethnographic case studies in four infant-toddler rooms. Mindful of the ethical challenges in video-mediated research involving infants (Elwick & Sumsion, 2013), we emphasise that our interpretations are inevitably partial and speculative. This interdisciplinary, integrative and applied approach has highlighted the multidimensionality of infants' belonging. As well as being generative at the project level, we contend that this type of approach has considerable potential for building rich, interconnected webs of knowledge about the impact of early learning frameworks for/ encompassing infants and toddlers.

Keywords: infants, curriculum frameworks, belonging, knowledge base, interdisciplinary

Babies and belonging: The politics of belonging for infants in Australian early childhood education and care

TINA STRATIGOS, JENNIFER SUMSION AND BEN BRADLEY, Charles Sturt University, Australia

This paper presents findings from the Babies and Belonging project. The politics of belonging are examined in the daily experiences of infants in Australian early childhood education and care (ECEC). A sense of belonging is widely acknowledged as an essential aspect of young children's wellbeing and plays a role in a number of ECEC curriculum frameworks including Belonging, Being and Becoming: The Early Years Learning Framework for Australia. However, belonging tends to be poorly defined and theorised, and is often used as a taken-for-granted or self-explanatory concept potentially limiting its impact in ECEC. Drawing on Sumsion and Wong's (2011) cartography of belonging and Yuval-Davis' (2011) politics of belonging we understand belonging to be a complex, dynamic and political process. This paper draws on video data of infants' everyday lives in Australian ECEC, accompanying reflective notes and interviews with the infants' educators. Approval was obtained for images to be captured and used in research dissemination. Due to the nature of research with preverbal infants, our interpretations of the data are tentative. Viewing belonging as a political process draws attention to complex

aspects of children's social lives in ECEC such as flows of power, processes of categorisation and the roles of materiality. The findings have implications for how educators understand belonging in ECEC and how they work with children to negotiate the politics of belonging in ways that mean everybody has an opportunity to experience a sense of belonging and ECEC settings are fair and welcoming spaces for all.

Keywords: infants, curriculum frameworks, belonging, politics of belonging, toddlers

Circles of security in infant-toddler education and care: Is 'belonging' like a woven ball?

LINDA HARRISON, JENNIFER SUMSION AND BEN BRADLEY, Charles Sturt University, Australia

This study sought to examine what belonging 'looks like' for sixteen focus children in four infant-toddler education and care centres. Belonging is described in terms of 'children's interdependence with others' (Early Years Learning Framework, Australia), feelings' 'that he or she belongs (Ontario Early Years Policy Framework), growing up secure in their sense of belonging' (Te Whariki, New Zealand), and being 'emotionally strong self-assured, and able to deal with challenges and difficulties' (Aistear, Ireland). Using child-adult attachment theory (Bowlby, 1988) we considered the dynamics of secure base behaviour (attachment and exploration) in infant-educator dyads, in particular the ways that patterns of dyadic interaction could be described. Informed by the Circle of Security model of 'secure base' behaviours with adults at home (Cooper et al., 2005) and in early childhood education and care settings (Dolby, 2007), video observations were collected of each focus child's dyadic interactions at arrival, separation, and during free play. Informed consent was obtained for the collection of video data from parents and educators. Research assistants were sensitive to any signs of discomfort when filming children, and ceased immediately. The focus of our analyses was on dyadic, child-educator secure base behaviour, but interactions between educators and a group of children, and between child-child dyads, could not be ignored. In some centres we saw what looked like 'circles of security' in children's interactions with each other when they were away from the educator. We discuss the potential for an interweaving of secure relationships between babies and educators, and among babies.

Keywords: infant-toddler, relationships, attachment, secure base, belonging

SYMPOSIUM SET E/ 6

SUPPORTING CHILDREN'S LEARNING AND PARTICIPATION

Individual Papers

CHAIR: JOHN SIRAJ-BLATCHFORD
Plymouth University, United Kingdom

Enhancing children's participation through learning communities - A pilot study among preschool teachers in Sweden

ÅSA OLSSON AND LOTTA ÖSTERLING, Karlstad University, Sweden

An important task for the Swedish preschool is, according to the Education Act (2010:800), to establish respect for fundamental democratic values among preschool children. The aim of the study is to investigate if learning communities may support preschool teachers in documenting, reflecting, analysing and developing activities in preschool regarding children's participation and influence previous research with significance to the study are (e.g. Sommer, Pramling Samuelsson & Hundeide, 2013) about a child perspective in early childhood education and Sheridan, Williams, & Sandberg, 2013 on systematic quality work in preschool. The study may be placed within an overall theoretical framework of social studies of childhood, where children's agency in co-constructing their childhood experiences is acknowledged as well as their right to have their voices heard. A model for Professional Learning Communities is tried out as a method for developing preschool teachers' every day reflection and analysis of planned activities in preschool, focusing on children's participation. Empirical data will be collected through surveys and focus group interviews. In the analysis Social Representations Theory (SRT) will be used in order to examine how participants produce, negotiate, and maintain shared knowledge within groups. Ethical aspects will be been taken into account, such as requesting informed consent and securing

participants confidentiality. Data is collected April-July 2016 and will be presented in September. Based on the results of the pilot a general project will be launched in 2017.

Keywords: children's participation, democratic values, children's influence, systematic quality work, professional learning communities

From policy to practice - A teacher's journey to a play focused approach to curriculum in a junior primary classroom

DEIRBHILE NIC CRAITH AND MAEVE MCCAFFERTY, Irish National Teachers' Organisation, Ireland

Aistear, which means journey, is a curriculum framework for 0-6 year olds (NCCA, 2009). The aim of this study is to provide an in-depth insight in to the experience of teachers in a rural multi-grade context in using Aistear to support a play-focused approach to learning. Previous work by INTO (2013), the NCCA (2013), ATECI (2013) and Fallon (2015) suggest that there are many barriers to using Aistear, even when teachers are enthusiastic about its approaches and methodologies. Drawing on the science of implementation (Burke, Morris and McGarrigle, 2012) this study explores how Aistear was made reality in a small rural school. The intentions of policy-makers are not always experienced at the level of practice (Lipsky, 2010), creating an 'implementation gap' between what works in theory and what becomes practice. This educational case study (Bassey, 1999) illustrates the complex relationship between policy and practice, by exploring how a play focused approach to early learning was introduced in a multi-grade context. Participation was voluntary and confidentiality was assured. The study indicates that there are many steps to take and many supports to put in place to enable the policy intention of a curriculum framework to become real for children and teachers in classrooms. Such supports include professional development, funding for materials and resources and access to external support and guidance. The findings inform policy regarding the need for high quality professional development to support changes in teachers' practice and the need for support from the whole-school community to address curriculum change.

Keywords: curriculum, policy, practice, implementation, play

Playing and learning in the Zone of Proximal Developmental Flow (ZPDF)

JOHN SIRAJ-BLATCHFORD (1) AND LYNNETTE BROCK (2), (1) Plymouth University, United Kingdom; (2) Montessori Centre International, United Kingdom

The overall aim of this study has been to identify the most appropriate role that early childhood educators should take in supporting children's learning in free flow play. Applies a distinction made by Piaget (1969), Furth (1969), Athey (1990) and Siraj-Blatchford, (2002) between cognitive schemes that provide the child with operational knowledge, and children figurative schemas. See also: http://tactyc.org.uk/wp-content/uploads/2015/10/John-Siraj-Blatchford-and-Lynette-Brock_TakingPlayMoreSeriously.pdf. Vygotsky's Zone of Proximal development and Czikszentmihalyi's description of 'flow' have been employed in the analysis of a series of observed learning journeys to provide an elaboration of popular accounts of schema theory and practice, and in the identification of play within a 'Zone of Proximal Flow' (ZPD). Longitudinal qualitative case study analysis has been carried out identifying learning journeys and effective educational practice in a Montessori preschool. Data collection was carried out thorough participant observation, backed up by collaborative video analysis. Research consent has been obtained from all participants including the children themselves and their parents. Compliant with BERA guidelines. Teacher directed learning experiences provide children with the schematic resources that they can then draw upon and consolidate in their free play. The role of the educator has been to provide these focused learning activities, and to maintain extended periods of free play within the 'Zone of Proximal Flow' (ZPD). The study suggests that it may be extremely valuable for practitioners to differentiate between cognitive schemes and schema in early childhood education. The ZPD model provides teacher educators and trainers with a powerful new explanatory framework for free flow play.

Keywords: free flow play, pedagogy, resilience, child development, Montessori

SYMPOSIUM SET E/7

EARLY INTERVENTION STRATEGIES

Individual Papers

CHAIR: JANE MURRAY
University of Northampton, United Kingdom

Fifteen hours, free childcare and family lives: Parents' views on how family life is affected by 15 hours of funded education and care for their two-year-olds
JANE MURRAY (1) AND JEMIMA MURRAY (2), (1) University of Northampton, United Kingdom; (2) Islington Borough Council, United Kingdom

This small-scale study investigated perspectives of parents regarding effects on their family lives of 15 hours of free early childhood education and care (ECEC) for their two-year-olds (2YOs) in an inner city school. European governments should prioritise high quality, affordable childcare to address economic and social inequities and child development (EGGE, 2009). In England, the 40% 'most disadvantaged' 2YOs and all 3-4YOs are entitled to 570 hours of free ECEC annually (Waldegrave, 2013), taken up in 2015 by 58% of entitled 2YOs, 94% of 3YOs and 99% of 4YOs (Whitaker, 2015). Cost and availability are well documented barriers to ECEC (Booth et al., 2013, Ellison et al., 2009): this disparity suggests other social and economic issues at play (Campbell-Barr and Garnham, 2010). A consumer-object relations model was applied. Subtle realism and instrumental case study were adopted. Parents (n=28) whose 2YOs attend one setting in an urban area of super-diversity were invited to complete questionnaires (n=12) and interviews (n=6). BERA (2011) guided the project. No harm was done, participants gave voluntary, informed consent and are anonymous, and rights to withdraw were respected. Participating parents indicated 2YO provision made little difference to their work or study, but were happy about their children's experiences and linked provision to beneficial changes in their children's behaviours. A universal offer may lead to greater uptake of 2YO provision in England, more flexibility in hours and signposting may help parents to work and study. The role of 2YO practitioners needs clearer definition therefore: family support or children's workers?

Keywords: parents' perspectives, early childhood education and care, two-year-olds, family lives, inequalities

How can practitioners be supported to work on early intervention programmes within multidisciplinary teams?
SHIRLEY ALLEN, Middlesex University, United Kingdom

This study aims to develop understanding about training opportunities for practitioners who work on early intervention programmes within multidisciplinary teams. The study relates to independent reviews, which have advocated 'early intervention' as an effective approach to support young children's future outcomes (Field, 2010, Marmot, 2010, Allen, 2011). Moreover, Tickell (2011) has advised that the benefits of early intervention are only fully realised when professionals work effectively together. Nutbrown (2012) and Betram and Pascal (2014) have called for effective training to support practitioners to undertake their roles in early years practice. The study draws on the Effective Provision of Pre-School Education (EPPE) project (Sylva et al., 2004), which established the relationship between high quality provision and improved outcomes for children, especially for the most disadvantaged children. Sylva et al. (2004) noted that effective provision was supported by a well-qualified staff. A qualitative approach was used in this study to gain practitioners' perspectives on training to support their role when working with other professionals. An interpretive paradigm was used to explore their interview responses. The research was undertaken in accordance with BERA's (2011) ethical guidance, with consideration of Whitmarsh's (2012) principles of respect, beneficence and justice by seeking to avoid any harm or exploitation of research participants involved in the study. Initial data from this study suggests that practitioners would value further training opportunities that would support them to undertake their role within multidisciplinary team contexts. The study aims to contribute to the wider debate on training for the early years workforce.

Keywords: training, multidisciplinary, early intervention, children, outcomes

The prevention and early intervention initiative
SARAH ROCHFORD, AISLING SHEEHAN, STELLA OWENS AND NUALA DOHERTY, Centre for Effective Services, Ireland

The aim is to provide an overview of the learning from early years programmes implemented as part of the Prevention and Early Intervention Initiative (PEII) in Ireland. The presentation will be based on evaluations of the individual programmes in the PEII, and a synthesis of these findings conducted by the Centre for Effective Services (CES). The focus is on what learning for policy and practice can be gleaned from the different types of programmes and evaluations, with a focus on a prevention and early intervention conceptual framework. A variety of approaches were adopted by early years programmes in PEII, including the implementation of evidence-based or adapted evidence-based programmes, support to implement early years curricula and quality standards, staff support and development and associated work with parents and caregivers. This presentation is based on evaluations which are in the majority publically available and which have received clearance from ethics committees, and as a function of funding, have been subject to review by an established Expert Advisory Group. The main findings from the programmes will be discussed, including improvements programmes made in the quality of the settings and home learning environments, professional practice and learning and development outcomes for children. The implications for policy and practice will be presented, including the need to plan for and manage educational transitions for children, and the need to promote a love of learning as opposed to just a focus on core literacy and numeracy skills.

Keywords: prevention, early intervention, early years, programmes, Ireland

SYMPOSIUM SET E/ 8

INCLUDING MINORITY GROUPS

Individual Papers

CHAIR: KARIN WHITE
IT Sligo, Ireland

Managing space and making culture: Mothering and childhood at the margins
KARIN WHITE AND CAVALLERO TAMSIN, IT Sligo, Ireland

International migration has resulted in a diversity of spaces and localities of childhoods and notions of upbringing. This research takes a closer look at motherhood outside the dominant culture and taken-for-granted notions regarding mothering, taking into account different ways of being a mother within a particular context, culture and space. Using an anthropological lens, it also examines, assumptions made about what 'normal' in children's development and 'milestones' is reached. Already Margaret Mead's (1928) anthropological study 'Growing up in Samoa' critiqued the culture-bound shortcomings in psychological theories such as Hall's claim that stress was an inevitability of childhood, or Freud's Oedipus complex. In 1987, Le Vine challenged mother-infant attachment in his observations of Western Kenian Gusii parents in comparison with Boston middle-class parents and questioned the excessive claims of universality in fields of child development and parenting styles. Furthermore, Norman (1991) in his ethnographic research among a German community finds that the Bowlby-Ainsworth model of attachment does not allow for cultural variations. This contribution offers contextualised knowledge and theoretical conceptual perspectives and discourses on mothering practices and childhood. Ethnographic research takes place among a community of asylum-seeking mothers living in Irish direct provision, the Irish Traveller community and Canadian mothers. Power-imbalance will be addressed through co-constructed research methods based on participatory action research, ethical guidelines of both colleges. This research is in progress, findings will be discussed at the presentation. There will be Implications for policy and practice across the ECCE sector in addition to housing, employment, health and education policies.

Keywords: motherhood, childhood, culture, space, attachment

Roma and non-Roma families' way of education

ANIKÓ VARGA NAGY, University of Debrecen, Hungary

Over the last two decades preschool education for European Roma children has become a pressing issue. Early childhood education for Roma children is essential for their successful school readiness. The aim of the research is to reveal the Roma and non-Roma families' educational attitude, including their cultural habits as being an essential part of the efficient inclusive education to support Roma children's preschool education. The research builds on emerging understandings of the inclusion of Roma children in kindergarten education. Despite the adherence of European countries' recommendations, Roma children still suffer from persistent discrimination and exclusion from education. I base the analysis in a framework of early childhood education providing the foundations to children's' later well-being, development and learning. This study gathered data using a questionnaire with135 Roma and 69 non-Roma families in Hungary. The empirical analysis compared the educational habits of both groups. The Ethics Code of the Hungarian Academy of Sciences was followed in relation to participants' protection, voluntary informed consent, confidentiality, anonymity and scientific validity. Assistance was provided to complete the questionnaire to overcome literacy problems. The data identifies the educational habits of Roma families, enabling a comparison between Roma's and non-Roma's objectives in the area of education. The results indicate that the local kindergarten programmes in Hungary must be complemented with the basic knowledge of Roma families' culture and that professionals must also know the Roma culture. The survey can inform future practitioners' knowledge, skills and attitudes to improve the overall situation of Roma children in early education.

Keywords: Roma and non-Roma, early childhood practitioners, early childhood education and care, attitude, knowledge

Conveying Sami culture in Norwegian kindergartens

HENRIETTE HARBITZ AND HANS MARK SVEDAL, Sogn og Fjordane University College, Norway

The Norwegian Act for Kindergarten states 'The Kindergarten shall contribute with that children gain knowledge that the Sami is The indigenous people of Norway and that they get knowledge of Sami stories, saying and other parts of culture and everyday life.' (2011) The research aims are: 1: To create and develop didactic means and methods in accordance to Sami cultural values for and with children from 2-5 years of age. 2: Convey a complex and modern image of Sami Culture in a way that creates understanding, curiosity and engagement through drama and music. This research project is a continuation of 'Cultural Bridge building' (Harbitz/Svedal, 2014) in which we focused on developing 4 didactic cues in Cultural Bridge Building in Kindergarten. This project is based on aesthetic communication. The theoretical framework is within hermeneutic, phenomenological and social anthropological approaches. We use qualitative methods: A: Creating the project and presenting it for children in 'Kyrkjebakken Kindergarten'. B: Observation of children participation in the project. C: interviews with staff. D: staff interview with children a period after the project. We follow the Guidelines of Norwegian centre of Research Data. The findings so far is that this project engaged all the children, and they were eager and willingly to interact with us. The next question is what do they remember and how do they express their interpretation of Sami Culture. This project may say something about what can children understand and experience of culture which is not your own?

Keywords: conveying cultural complexity, Sami culture in kindergarten, aesthetic communication, cultural understanding, music and drama

SYMPOSIUM SET E/ 9

STRATEGIES TO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Individual Papers

CHAIR: ALEXANDRA GUNN
University of Otago, New Zealand

When the child doesn't speak in kindergarten: Communication, conceptualisation and capacity building in cases of Selective Mutism (SM)

HEIDI OMDAL, University of Agder, Department of Education, Norway

The study aims to demonstrate new ways for professionals to communicate with children with SM, to obtain evidence for a revised conceptualisation of SM, and to identify teacher practices that facilitate communication and inclusion of children suffering from SM. APA (2013, p. 195) describe SM as ''a consistent failure to speak in specific social situations in which there is an expectation for speaking, (e.g., at school) despite speaking in other situations''. SM might be seen as a specific phobia of expressive speech and is sometimes maintained by reactions of others (Omdal & Galloway, 2008, Omdal, 2008). Interactions in kindergarten proves crucial in overcoming SM (Omdal, 2015 and 2014). The learning culture within the staff assumes vital in developing inclusive practices (Fullan, 2001, Nordahl, 2012, Senge, 2006, Stoll et al, 2006). The study has a case-study design (Yin, 2014), including video observations of interactions with SM children in kindergarten and home, focus-group interviews with staff and in-depth interviews with parents. NVivo (Richards, 2002) is used in sorting out common themes in accordance with grounded theory (Corbin & Strauss, 2008). NSD approved the study, based on ethical guidelines from NESH (2006). Participants gave their informed consent. Publications are based on themes rather than case histories to ensure anonymity. Successful inclusion which resulted in speech occurred when professionals, other children and parents constantly expected speech within a safe environment. SM was maintained when the surroundings accepted the lack of speech or allowed over-dependency of certain people. System-thinking is urgent in cases of SM.

Keywords: Selective Mutism (SM), communication, inclusion, social interactions, specific phobia

Children's play behaviour and cognitive development in integrated special kindergarten groups

JONNA KESÄLÄINEN, NINA SAJANIEMI AND EIRA SUHONEN, University of Helsinki, Finland

The purpose of the research is to study how children's play behaviour relates to their cognitive development in integrated kindergarten groups. Previous studies show that inclusive early childhood special education is one of the most effective ways of support children with compromised development. (Burger 2010) Play enhances opportunities learning to learn abilities, such as self-regulation, problem solving and self-expression. All of these are necessary for successful academic progress in later life. (Bodrova and Leong 2005) However, some studies show that today's children engage in a diminishing amount of play. (Singer et al. 2008) This longitudinal study is a part of a research project concerning children's stress regulation, learning and quality of early childhood education. The data was collected between 2012-2015. It consists 297 children from which 121 had special educational needs (SEN). Children's cognitive skills were measured with standardized psychological tools, Wechler Preschool and Primary Scale of Intelligence (WPSSI) and Developmental Neuropsychological Assessment (NEPSY). Play behaviour was evaluated with Preschool Play Behaviour Scale-PPBS (Coplan & Rubin 1998). The data were examined with statistical methods. This study adhered statements of ethically acceptable and reliable research practices. Children with self-regulatory difficulties appear to have lower development path in cognitive skills than children without special educational needs (p= 0,001). Their play behaviour appears to develop similarly as children without SEN. Analysing data is in process. The aim for education is that it supports all children equally. This study compares children's learning paths to assess how this is realised.

Keywords: play behaviour, cognitive development, integrated kindergarten groups, special educational need (SEN), self-regulatory difficulties

Enhancing peer interaction during scaffolded play in early childhood special education

MARJA SYRJÄMÄKI (1), PÄIVI PIHLAJA (2) AND NINA SAJANIEMI, (1) University of Helsinki, Finland; (2) University of Turku, Finland

This paper focuses on children's peer-interaction, and professionals' role in promoting interaction and participation during play practices in Finnish ECSE groups. Successful peer relations strengthen self-perception and increase well-being, meanwhile social rejection feeds negative self-concept and causes exclusion, victimization, bullying, and sense of loneliness. Peer- interaction may meet challenges, when there are children with additional needs involving (Koster et al. 2009). Studies have indicated associations between early peer problems, and later social exclusion, decreasing classroom participation, and reduction in achievements (Laine et al., 2010; Buhs et al., 2006). Pedagogy in enhancing peer-interaction is seen here as a key factor in promoting inclusion and equality. Moreover, according to the sociocultural theory (Vygotsky, 1978), learning is a social phenomenon, and belonging to a community of learners is a crucial element of educational process (Barab & Duffy, 2012). With qualitative orientation the aim is to get material by videotaping and by observation. Visual material can be seen as visual texts and with observations the 'picture' will complete. By paying attention to visual elements in ethnographic research it is possible that new ways of understanding individuals and cultures may emerge (Pink, 2005; Harper, 2000). Informed consent was asked from the participants. The opportunity to withdraw from the study at any time was given. Preliminary findings indicate varying opportunities for peer interaction. Part of children's initiations for interaction escaped professionals' attention. We expect to point pedagogical practices, promoting inclusive early childhood education, and show critical aspects for improving every child's experiences in participation and interaction.

Keywords: peer interaction, participation, social inclusion, scaffolded play, video ethnography

SYMPOSIUM SET E/ 10

THEORIES OF TRANSITION

Individual Papers

CHAIR: ALINE-WENDY DUNLOP
University of Strathclyde, Scotland

An integrative review of transitions to school literature (2000 - 2015)

TESS BOYLE (1), SUE GRIESHABER (2) AND ANNE PETRIWSKYJ (3), (1) Southern Cross University, Australia; (2) Monash University, Australia; (3) Queensland University of Technology, Australia

To synthesise and analyse the theoretical perspectives informing transitions to school literature 2000-2015. This new analysis of literature reveals theoretical perspectives influencing transitions to school literature and changes over time. An integrative literature review critiques and synthesises representative literature on a topic to reveal new perspectives on the topic (Torraco, 2005). The literature was grouped according to four major theoretical frames identified during the analytic process: developmental, ecological, socio-cultural, and critical. It was further analysed to identify key concepts of transitions within and across each theoretical frame. These concepts were synthesised and collated into tables providing a succinct comparative overview of their application within each of the theoretical frames. The doctoral research informed by this review was formally reviewed and approved by the Queensland University of Technology's Human Research Ethics Committee, Brisbane Australia. Complies with the principles and guidelines set out in the EECERA Ethical Code for Early Childhood Researchers. A frequency count of the texts within each category confirmed the predominance of ecological and socio-cultural perspectives of transitions, yet developmental theoretical perspectives continue to influence transitions practices and policies. The review also revealed a small but growing body of literature informed by critical theory. The synthesis provides thought-provoking conceptual model through which to establish new understandings and perspectives of transitions that support children's and families 'pursuit of happiness'.

Keywords: transitions to school, integrative literature review, theoretical perspectives, concept matrix, critical theory

Informing transitions: Theories of learning or development?
ALINE-WENDY DUNLOP, University of Strathclyde, Scotland

This paper contests the concept of 'readiness' as a toxic product of a developmental approach to transitions in early childhood and proposes that a focus on learning may be a more powerful theoretical tool. The two predominant approaches to transitions rest on competing models of the child. Analysis of the 3-6 curriculum in Scotland illustrates the conflict between a curriculum based on development which also seeks to assert the importance of learning outcomes (Wood, 2016). The paper expands on previously presented work (Dunlop, EECERA 2013). In seeking to reconceptualise children's 'entry-transitions' these are reframed as relational, dialogic and interactive using working theories as a lens on children's agency and learning at times of transition. The process of reconceptualising children's transitions draws from the 'Taking Learning to School' study currently being piloted in a community cluster in one Scottish Local Authority. Observation, discussion and documentation form this practitioner-researcher cooperation through an action research cycle. Due consideration has been given to the ethical issues of researching in early childhood settings: consent has been sought and identities are protected. At the scoping stage of the study it was found that shifting the lens through which children's early childhood experiences are observed has the potential to challenge pre-determined notions of 'readiness' and bridge learning into school more effectively. Greater curricular cooperation between early learning and childcare practitioners and first stage school teachers promises an opportunity for children to build on what they know and do as they start school.

Keywords: learning, development, readiness, working theories, action research

The power of 'process': The role of relationships in supporting positive educational transitions
LEAH O'TOOLE, Marino Institute of Education, Ireland

This paper explores the power of Bronfenbrenner's Bio-ecological Model of Human Development (Bronfenbrenner and Morris, 2006) as a framework for theory and research, foregrounding the emphasis on relationships in its most recent iterations. This model has been identified as an appropriate conceptual framework for a wide range of research. It can elucidate potential contributors or inhibitors to positive outcomes, and explain interactions between influential factors. However, its explanatory capacity has remained largely unrealised to date, regarding its potential to provide for conceptual synthesis of other theories from psychology, sociology and education. In deconstructing Bronfenbrenner's concept of 'proximal processes', this paper draws on other well-known theories, including Bourdieu's sociology, Baumrind's work on disciplinary styles, socio-cultural theory and Rogers' humanism, to highlight the vital impact of relationships on children's development and learning. Within this Bio-ecological framework, the transformative power of relationships is illustrated through study of educational transition in Ireland. The research qualitatively examines the move from pre-school to primary and primary to secondary school, drawing on data from interviews and focus-groups with children, parents and teachers. Ethical concerns centre around power relations and the importance of creating space for the voices of children and families. Key relationships highlighted include those between children and their peers, between children and parents and teachers, between home and school, and between educational levels. This research finds that relationships are crucial to positive transitions, perhaps even more important than the contexts in which they take place. The paper concludes with recommendations for policy, research and practice.

Keywords: bio-ecological, educational transition, relationships, children, parents

CHILDREN'S TRANSITION FORM PRE-SCHOOL TO PRIMARY SCHOOL - LEARNING FROM RESEARCH, POLICY AND PRACTICE TO DEVELOP A NATIONAL TRANSFER TOOL IN IRELAND

Self-organised Symposium

CHAIR: MARY DALY
National Council for Curriculum and Assessment, Ireland

This series of papers will focus on the transition from pre-school to primary school.

Setting the scene: Developing a national tool to support children's transition from preschool to primary school
ARLENE FORSTER, National Council for Curriculum and Assessment, Ireland

This paper explores the context for the development of reporting templates to support children's transition from pre-school to primary school in Ireland. The work comes from the national strategy, Literacy and Numeracy for Learning and Life (Department of Education and Skills, 2011). The National Council for Curriculum and Assessment (NCCA) which advises the Minister on curriculum and assessment, is tasked with the development of the templates. In preparation, the NCCA commissioned a review of literature on children's transition from pre-school to primary school (O'Kane, 2016a). In addition, an audit of relevant policies in other jurisdictions (O'Kane, 2016b) and an audit of transition work in Ireland were completed (O'Kane, 2016c). This research built on previous work by O'Kane (2007) and Hayes and O'Kane (2010) as well as NCCA's work on transition from primary to post-primary school. The theoretical framework drew on the work of Vygotsky (1978) and (Bronfenbrenner 1979, 1992). A review of literature and desk-top audits informed the work. The review and audits were based on secondary data. Ethical consideration was given to ensuring fair representation from a range of sources. Where relevant, funding sources were indicated to avoid bias. This paper contextualises the research describing policy drivers, purpose, and cultural milieu. The findings will support the development of templates to transfer information on children's progress and achievements in their learning and development as they move from pre-school to primary school in Ireland. The templates will be developed in partnership with pre-schools and primary schools and be available in 2018.

Keywords: transitions, pre-school, primary school, continuity, progression

Audit of transition policies in 14 jurisdictions
MARY O'KANE, Maynooth University, Ireland

The purpose of this research is to provide information on policies and procedures used internationally to support children making the transition from preschool to primary school, and to compare these with the Irish context. The audit followed on from previous research undertaken in the Irish context (O'Kane, 2007; Hayes and O'Kane, 2010) and internationally in which the importance of coordination and communication between these two educational settings was noted. The transfer of information between these two settings has been recognised as beneficial to all stakeholders in the process. The theoretical framework for the research drew on the work of Vygotsky (1978) and (Bronfenbrenner 1979, 1992). A review of international practice with regard to transfer documentation at this point of transition was undertaken (O'Kane, 2016). The research also involved an audit of policies relating to the transition from preschool to primary school in 14 jurisdictions (O'Kane, 2016). Although this research was a literature review and based solely on secondary data, ethical consideration was given to ensuring fair representation of literature from a wide range of sources. Findings are considered under the following themes: tools and resources to support transfer of information, key dispositions and skills that support children during this period, the role of curriculum, pedagogy and play, and relationships, roles and responsibilities. The findings from the research will be used to support the development of a template for the transfer of information about the progress and achievements of children making the transition from preschool to primary school in Ireland.

Keywords: transitions, preschool, primary school, continuity, progression

Transfer tools developed in Ireland to support children as they move from preschool to primary school
MARY DALY, National Council for Curriculum and Assessment, Ireland

The paper reviews tools that have been developed in Ireland to support children making the transition to primary school. This was done to support the development of a national tool to transfer information on children's learning and development as they transition. The research builds on previous Irish research (O'Kane, 2007; O'Kane and Hayes, 2010), National Early Years Access Initiative (2011-2014) (McKeown, 2014) about the transfer of information between pre-school and primary settings. The theoretical framework for the research drew on the work of Vygotsky (1978) and (Bronfenbrenner 1979, 1992). A desktop review of tools was undertaken (O'Kane and Murphy, 2016). While a wide range of tools are used at local level nationally the audit considered nine specific tools that were developed for use in Ireland following consultation and cross-sectoral co-operation. The analysis focused on aspects of children's learning and development recorded, the level of parental and child involvement, when and how information transfers, and Aistear's visibility within the tools (Aistear is the Early Childhood Curriculum Framework in Ireland (NCCA, 2009). The review of tools is based on secondary data only. Ethical consideration was given to ensuring fair representation of tools developed and to acknowledging those who developed them. This paper examines the tools included in the national audit and their relevance for the development of a transfer tool. The findings will be used to support the development of a national tool for the transfer of information as children make the transition from pre-school to primary school in Ireland.

Keywords: transfer tool, pre-school, primary school, learning and development, Ireland

SYMPOSIUM SET E/ 12

REWEAVING THE TAPESTRY OF THE GENERATIONS: INTERGENERATIONAL LEARNING INVOLVING YOUNG CHILDREN AND OLDER PEOPLE IN IRELAND

Self-organised Symposium

CHAIR: ANNE FITZPATRICK
Dublin Institute of Technology, Ireland

In Western Europe, children often live in a separate world to older people and except for family members many have little contact with older adults. Together Old and Young (TOY), an EU-funded research project (2012-14) examined ways of bringing together young children and older people to socialise and learn together. Ireland, along with six other European countries investigated intergenerational (IG) projects and practices in the early years and elder care sectors. Findings from the TOY project will be presented and there will be a particular focus on the Irish context. The symposium will examine the key learning and the question of the sustainability of IG initiatives in early years and older people's settings in Ireland. Specifically, it will consider what contributes to successfully embedding IG practice in these settings. A case study of innovative IG practices emanating from a pre-school in a small Irish town will be presented.

'It's a win-win situation': Intergenerational practice in the early years sector in Ireland
ANNE FITZPATRICK, Dublin Institute of Technology, Ireland

The presentation will focus on particular approaches to Intergenerational (IG) practice in the Irish early years context. Opportunities offered through recent IG projects for enhancing the learning processes of young children will be outlined. It will examine key elements of successful and embedded IG practice. It will present findings from the EU TOY project 'Together Old and Young' (TOY), 2012-2014. Findings from a small follow-up Irish study will also be presented with particular emphasis on the question of the sustainability of IG practice. Children are seen as active learners and reciprocal intergenerational relationships in communities can foster deep learning. The TOY project used mixed methods including case studies, interviews and action research. The Irish study used a qualitative approach involving interviews with practitioners. Ethical considerations were carefully applied in relation to informed consent, confidentiality, sharing benefits of the research, use of photographs etc. DIT ethical approval was obtained. Practitioners noted the development of kindness and empathy in young children and their openness and spontaneity which helped to challenge stereotypes and promote inclusivity. Intergenerational programmes demonstrate innovative pedagogical approaches to young children's learning.

They recognise the socio-emotional context, the cultural richness of the learning experience and the role of the community. The challenges for successful IG practice lie in opening the institutional and social spaces of young children and older people to enhance the learning and wellbeing of young and old. This calls for approaches that embed IG practice in pedagogy, policies and day-to-day activities in early years settings.

Keywords: intergenerational practice, early years sector, toy project, children as learners and teachers, community and learning

'It was great for them to have contact with little children': Intergenerational practice in the elder care sector in Ireland
CARMEL GALLAGHER, Dublin Institute of Technology, Ireland

This paper examines intergenerational (IG) projects in care settings for older people seeking to identify the mutually beneficial socialising and learning experiences involving young children and older people. Findings from the EU project, 'Together Old and Young' (TOY), 2012-2014, will be presented which examined aims, benefits and challenges of IG practice. A small Irish follow-up research project will also be presented. Intergenerational learning is viewed as a vehicle for promoting social engagement and wellbeing among potentially marginalised older adults. Social capital gains are created through reciprocal learning opportunities between children and older people. The TOY project used mixed methods including case studies, interviews and action research. The Irish study used a qualitative approach involving interviews with early years/social care practitioners. Research on ageing, lifelong learning and social engagement is also referenced. Ethical considerations were carefully applied in relation to informed consent, confidentiality, sharing research knowledge, use of photographs etc. DIT ethical approval was obtained. The research highlights the value of the social interactions involved: sense of self-worth and purpose generated, expanding social networks created and increase in visibility of groups of older people who are often otherwise marginalised. The importance of new experiences, re-connecting with childhood memories and establishing new relationships were evidenced. IG learning provides an innovative approach in elder care settings to normalise and empower elders by reengaging with children. The particular approaches demonstrated can be contrasted with traditional views of care-giving and learning that marginalise and deny older people opportunity to participate and contribute in their communities.

Keywords: intergenerational learning, elder care settings, toy project, social capital, relationship with children

Out of our comfort zone and into the community: The experiences of a preschool intergenerational initiative
ASHLING SILKE, Ballapousta Preschool, Ardee, Co. Louth, Ireland

The presentation will describe three intergenerational (IG) learning projects developed by a preschool in County Louth, Ireland, firstly, with a day centre for older people, secondly, an elder care residential centre, and thirdly, a multi-generational community project. This action was inspired by the TOY project (www.toyproject.net) and teaching/ research links with Dublin Institute of Technology in relation to Early Years and Elder social care. The conceptual framework arises from the practice wisdom of an Early Years provider/ practitioner who used social and professional networks and a vision of active pedagogy to initiate innovative IG projects. The methodology involves a case study of three IG projects with personal reflection on the approaches and challenges involved. Ethical considerations were carefully applied in accordance with preschool regulations in Ireland and DIT research ethical requirements in relation to parental informed consent, rights of children, confidentiality, sharing benefits of the research, use of photographs etc. The findings present data on the planning and preparation involved, the events and activities that took place, the resources and contacts used, the impressions and feedback obtained from children, older people and parents. It will involve reflections on what facilitated the IG projects as well as the challenges encountered. Photographic evidence will demonstrate the levels of engagement, celebration and fun that participants experienced.

Keywords: case study, intergenerational, fun in learning, professional and social networks, planning

SYMPOSIUM SET E/ 13

SUPPORTING ACCESS TO AND ENGAGEMENT WITH ECEC SERVICES

Individual Papers

CHAIR: REBEKAH GRACE
Macquarie University, Australia

Do all young children in Iceland have equal access to the good Nordic childhood?
LEIGH O'BRIEN (1) AND KRISTIN KARLSDOTTIR (2), (1) State University of New York at Geneseo, United States; (2) University of Iceland, Iceland

I aimed to answer the question, 'do all Icelandic children have equal access to the 'good Nordic childhood'? with an emphasis on children who struggle with schooling. I did research in Sweden where government documents assert that 'All students should have access to and receive an equivalent education'. Since Iceland has a similar goal, an 'education for all,' I ask, does 'all' really mean all? Most acknowledge the importance of high-quality ECE. However, what quality means and who has access to high-quality ECE is not as clear. I believe we must expand the international conversation about varying approaches to ECE. The concept of 'the good childhood' is a shared Nordic value that anchors much Early Childhood discourse. I lived and worked in Iceland for four months, conducted preschool and primary classroom observations and interviews, and analysed government and site documents. Observations and interviews were done with the consent of programme staff, and confidentiality was promised. No children were interviewed or photographed. Icelandic early educators are trying to include all children, and are concerned about those who don't readily fit in, further, they acknowledge the many struggles they face. Also, preschools were much more inclusive than primary schools. If all really means all, there is still much work to do - for preschools, much of it on the societal level as lack of funding and respect drives low pay and high turnover, for primary schools, to find a way to balance a focus on academics while responding to children's differences.

Keywords: Nordic, childhoods, inclusion, schools, ethnography

Community volunteer home visiting to support the engagement of vulnerable families with early childhood services
REBEKAH GRACE (1), KELLY BAIRD (1), LYNN KEMP (2), JAYNE MEYER-TUCKER (3), GRAINNE O'LOUGHLIN (4), ZEAH BEHREND (5), REBECCA O'CONNOR (6), JACQUELINE BARNES (7), (1) Macquarie University, Australia; (2) Western Sydney University, Australia; (3) Volunteer Family Connect, Australia; (4) Karitane, Australia; (5) Save the Children, Australia; (6) The Benevolent Society, Australia; (7) University of London Birkbeck, United Kingdom

This research explores the effectiveness of volunteer home visiting (VHV) programmes in supporting families with young children. VHV mobilises trained community members to support vulnerable and/or isolated families. Programme objectives include supporting the provision of home environments conducive to optimal child development, and facilitating family engagement with local services, including early childhood services. Research suggests that the VHV model may contribute to improved outcomes relating to maternal wellbeing and competence, and family connectedness to services (e.g. Dekoviä et al., 2010). To date, evidence of improved child outcomes are primarily health outcomes, e.g. improved nutrition (Scheiwe et al., 2010). There is a need for further robust research. This research is underpinned by Bronfenbrenner's Bioecological Model. It seeks to understand child and family wellbeing in the context of social, cultural and environmental factors that operate in their lives. A randomised-controlled trial of VHV is currently underway in four states of Australia in partnership with three leading not-for-profit organisations. Pilot study findings will be presented. The RCT design has raised concern for some about how control families will be supported. Strategies to address this have included capacity building within organisations, and mechanisms for information sharing with families. Pilot study findings indicate that VHV supports improved parent and child outcomes, as well as increased engagement with local services. These findings will be discussed. This research makes a significant contribution to understanding family support needs, and contributes to the evidence-base. It serves as a model of effective partnership between researchers, community members, and service organisations.

Supporting access to early childhood care and education programmes: Lessons from a national evaluation of provision in Ireland
EMER RING AND PATRICIA DALY, Mary Immaculate College, Ireland

Based on a national evaluation of provision for children with autism spectrum disorder in Ireland (National Council for Special Education (NCSE), 2016), the authors, who were the joint-principal investigators for the research, will identify the critical components of effective inclusion for children with disabilities in the early years. This research is linked to research completed by the first author related evaluating education provision for children with autism (Department of Education and Skills (DES), 2006) and an examination of concepts of school readiness among parents and educators in Ireland (Department of Children and Youth Affairs (DCYA), 2016). The theoretical and conceptual framework is embedded in rights-based and child-centred practice and focuses on the holistic development of the child in the context of inclusion. A rigorous, methodological approach was adopted, concerned with capturing the voices of all stakeholders and included telephone interviews with parents, observation of practice, semi-structured interviews with practitioners and child-conversations. Ethical clearance for this research was granted by Mary Immaculate College, Limerick, Ethics Review Committee. The inclusion of children with disabilities in the early years emerges as a multi-faceted concept related placing the child at the centre, engaging parents as partners, committing to assessment, planning and review processes, ensuring curriculum access, harnessing the environment, cultivating positive and sustainable pedagogies and managing additional support appropriately. Effective strategies are identified for policymakers and practitioners in providing for, and ensuring the effective inclusion of children with disabilities in early childhood care and education.

SYMPOSIUM SET E/ 14

ANALYSING, EVALUATING AND INTERROGATING ECEC LEARNING

Individual Papers

CHAIR: MILDA BREDIKYTE
Lithuanian University of Educational Sciences, Lithuania

ReVEaL - Researching and Valuing Early Learning
BRIDIE THORNTON (1), SHEILA GARRITY (1) AND NÓIRÍN HAYES (2), (1) National University Ireland Galway, Ireland; (2) Trinity College Dublin, Ireland

The ReVEaL project aims to give greater visibility to children's early learning. ReVEaL is informed by Narrative Enquiry (Carr et al, 2010) as a method of analysing and interrogating experiences captured through 'episodes' within children's learning stories. The Irish context presents the possibility to 'tether' emerging ideas to Aistear (NCCA, 2009), drawing on the underpinning concepts. A teacher-led, structured pedagogy, underpinned by constructivist theory, viewing the child developing in isolation evolved to one underpinned by socio-ecological and socio-cultural theories leading to a more holistic, open, child-led, emergent curriculum. Narrative enquiry provides a robust approach to reflect on the experiences of children within early childhood settings, as captured by practitioners. It opens up the potential to analyse these episodes from a range of theoretical standpoints, to do so from the perspective of individual practitioners/researchers. The research ethics protocols of NUI Galway and Trinity College Dublin and the policies of the early years research setting guided this study. Significantly, play is viewed as the vehicle for early learning, with positive relationship between the adult and child as central. Play opportunities provide for crucial social interactions within an accessible, flexible environment based on emergent interests. The child is valued and respected as an active, competent learner constructing his/her own mean making. Extending interests and creating 'learning opportunities' is achieved by considering the play environment, the materials, equipment and the varied relationships in both the setting and the child's life.

Outcomes from ReVEaL have potential to support practitioners' engagement with the Aistear curriculum framework.

Keywords: play, relationships, holistic, emergent curriculum, learning stories

Progressive feedback in ECEC - a Finnish-Asian research and development project
KATI RINTAKORPI AND JYRKI REUNAMO, University of Helsinki, Finland

A large amount of money is invested in the evaluation of ECEC. However, reliable tools and methods to measure and develop abstract processes in ECEC are difficult to construct. Instead of speculating and using the method of trial and error it is important to create research-based tools to develop ECEC. Our project (http://blogs.helsinki.fi/orientate/) has been conducted in the University of Helsinki, Finland since 2007. Taiwan and Hong Kong are also active participants. The educational activity and the child are discussed in the continuum of accommodation - assimilation and adaptation - agency, based on Piaget and Vygotsky. Children's and educator's orientations influence the learning environment. Through collecting, combining and analysing large amount of quantitative data we have been generating tools for developing ECEC by progressive feedback in practice. The observers' and interviewers' training included aspects of respecting children's rights and feelings. The permits for the children to participate in the research were collected from the guardians. The personal details were not collected. The Orientate project main development tool can be described as progressive feedback, by which societies, municipalities, ECEC personnel and children can get hold of the dynamics of the ECEC processes. The tool of Progressive feedback in ECEC is designed for easy application to allow global use.

Keywords: assessment, development, observation, learning environment, progressive feedback

The emotional roots of learning: Esther Bick's method of infant observation and integrated working in a multi-disciplinary team
FELICITY NORTON AND COLETTE TAIT, Pen Green Research Development and Training Base, United Kingdom

This research has looked at the 'Emotional Roots of Learning - An Infant Observation Course' at Pen Green. This work has led to the development of an observational tool, 'consultancy observations', for use when practitioners in early years settings have concerns about particular children in their care. This research follows on from that done in the 'Emotional Roots' work at Pen Green in conjunction with the Northern School of Child and Adolescent Psychotherapy. Psychoanalytic theory drawn on for the Emotional Roots course and this research project includes Bowlby's 'attachment' (1969), Winnicott's 'holding (1965) and Bion's 'containment' (1962). This is interpretive research, employing a qualitative methodological approach involving observations, including the version pioneered by Bick (1964), along with seminar discussions among workers and semi-structured interviews. All participants were assured that their identities and data would be anonymised and protected respectively and that they could withdraw from the research at any time. Members of staff gain insights into children's particular vulnerabilities and strengths through the Bick observation method. Through thinking and talking together and reflecting, deeper understandings of what the experience is like for the child are gained and staff behaviours change in subtle ways, changing the child's experience for the better. We will begin to offer 'consultancy observations' and opportunities for organisational reflection both within our own organisation and elsewhere. We will continue to offer an Emotional Roots course, and continue to implement an 'Advanced Emotional Roots Course', for previous participants, 'to keep the learning alive'.

Keywords: attachment, holding, containment, observation, integrated approach

SYMPOSIUM SET E/ 15

WORKFORCE PROFILES IN EUROPEAN ECEC SYSTEMS: THE SEEPRO STUDY UPDATE

Self-organised Symposium

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

The symposium will report on an ongoing project (2015-2017) which is reviewing the ECEC workforce in 30 countries (SEEPRO-R). The sue novingeroriginal SEEPRO project (2006-2009) provided a systematic review and analysis of the professional education/ training systems of early childhood staff in 27 European Union states, placing these within the country-specific ECEC system and the wider socio-cultural context. Commissioned by the German Federal Ministry for Family and Youth Affairs, SEEPRO-R will be revising, updating and extending the original data to account for recent reforms and to broaden the conceptual framework for cross-national analysis. Paper 1 will set out the project design and outline details of the research specification. Papers 2 and 3 will present selected preliminary findings from two countries with contrasting workforce histories: Sweden and Ireland.

ECEC workforce profiles in Europe: re-investigating the terrain (seepro-r)
INGE SCHREYER AND PAMELA OBERHUEMER, State Institute of Early Childhood Research, Germany

Commissioned by the German Federal Ministry of Family and Youth Affairs (8/2015-7/2017), SEEPRO-R aims (1) to map and contextualise key features of the early childhood workforce in 30 countries (EU28, Russia and the Ukraine), and (2) to develop a conceptual framework for cross-national analysis. SEEPRO-R will both update and extend the original SEEPRO data on professionalisation strategies in the EU27 (Oberhuemer, Schreyer & Neuman 2010). It is one of recent (CORE 2012, Oberhuemer 2012, 2014) and current (ISSA/R4D 2015, UNESCO 2015) European and international review studies with a systemic perspective on the ECEC workforce. Framed within a critical-comparative education and social policy perspective, SEEPRO-R aims to highlight both strong and weak systemic features relating to the ECEC workforce. Located within a descriptive paradigm, national experts generate reports based on a research specification, drawing together country-specific research evidence, national/regional documentary sources, and evaluative assessments. Key contextual data on the ECEC systems are compiled by the principal investigators. Research data are based primarily on a careful selection of publicly accessible documents. If participating experts conduct a country-specific survey, it is their responsibility to adhere to ethical conventions. The research is ongoing and there are no final findings to report as yet. Presentations from two countries with very different workforce histories (Sweden and Ireland) will provide country data related to the research specification. The study will arguably generate a number of national and cross-national policy implications related to enhancing the professionalisation and status of the early childhood workforce across Europe.

Keywords: ECEC workforce, Europe, professionalisation, policy reforms, workforce issues

Working with young children in Ireland: A country profile (seepro-r)
MAELIS KARLSSON LOHMANDER, University of Gothenburg, Sweden

In Sweden, the quality of education - starting from an early age - and the qualifications of staff across the education sector have been high on the political agenda for some time. As part of a wider European project on workforce profiles (SEEPRO-R), the aim of this study is to identify key professionalisation and staffing issues for early childhood education in Sweden. It builds on previous research conducted on the early years workforce (Oberhuemer, Schreyer, & Neuman, 2010, Oberhuemer, 2012, 2014). Informed by Education Policy and Critical Education frameworks (Ball, 1990), the study focuses on the education and workforce conditions of the staff in early years settings in Sweden. Framed within a descriptive paradigm, the country case study draws on national, regional and local policy documents as well as research, using a documentary analysis approach (Hammersley & Atkinson, 2007). Overall the Swedish Ethical Guidelines for Educational Research (Vetenskapsrådet, 2015) were taken into account. However, given the reliance on publicly available research and policy documents, there were no particular ethical issues to consider other than a rigorous and careful selection of sources. Preliminary findings of the data collated for the SEEPRO-R project will be presented. These indicate that there are key critical issues regarding staff qualifications with implications for the quality of ECEC. By identifying 'critical issues', a number of policy implications will be drawn related to safeguarding high quality qualifications in Sweden and to ensuring high and even quality of ECEC provision across the country.

Keywords: ECEC workforce, Sweden, professionalisation, policy reforms, workforce issues

Working with young children in Ireland: a country profile (seepro-r)

MARESA DUIGNAN, Department of Education and Skills, Ireland

Ireland's Early Childhood Care and Education sector has been experiencing a sustained period of investment since 2013, with a significant focus on the early years workforce. As part of a wider European project on workforce profiles (SEEPRO-R), the aim of this study is to identify key early childhood professionalisation and staffing issues in Ireland. It builds on research conducted on the early years workforce (Oberhuemer, Schreyer, & Neuman, 2010, Oberhuemer, 2012, 2014). Informed by Education Policy and Critical Education frameworks, the study focuses on the education and workforce conditions of early years staff in Ireland. Framed within a descriptive paradigm, the country case study draws on national, regional and local policy documents as well as research, using a documentary analysis approach (Hammersley & Atkinson, 2007). The study complied with ethical guidelines supplied by the Irish Research Council for Social Science. However, given the reliance on publicly accessible documents, there were no specific ethical issues to consider beyond a rigorous and careful selection of sources. Preliminary findings of the data collated for the SEEPRO-R project will be presented. These indicate that there are key critical issues regarding staff qualifications with implications for the quality of ECEC. At a time of change in the landscape of both provision and practice in the ECEC sector in Ireland, the findings of this project have potential to significantly influence the trajectory of both policy and funding decisions relating to the development and professionalization of the Early Years workforce.

Keywords: ECEC workforce, Ireland, professionalisation, policy reforms, workforce issues

SYMPOSIUM SET E/ 16

VARIATIONS IN SHARED BOOK READING

Self-organised Symposium

CHAIR: SHAROLYN POLLARD-DURODOLA
University of Nevada, United States

This symposium explores the modifications and teacher perceptions of a scientifically tested interactive shared book reading approach implemented with preschool and kindergarten children that were culturally and linguistically diverse. In each study, the purpose was to extend children's content vocabulary knowledge while talking about thematically paired storybooks and information texts with opportunities for deep processing. The goal was to develop lexical networks of knowledge to support oral language development and content learning in a non-English language. The conceptual framework derives from the knowledge hypothesis (Nagy, 2005), a theory that proposes that children accrue vocabulary knowledge by understanding relationships between new words and their connected concepts. Paper 1 examines the transformation of the intervention implemented with speakers of Dutch. Paper 2 builds on previous work and examines teachers' perceptions of the shared book reading approach in Mexico. Paper 3 examines the efficacy of this approach in a U.S. Spanish Heritage school.

'Wereldwoorden': A Translation of an effective U.S. preschool vocabulary intervention into the Flemish preschool context
HELENA TAELMAN, ODISEE, Belgium

We translated an effective U.S. content enriched shared book reading vocabulary intervention into the Flemish preschool context. The original program (Authors, 2011) was embedded into the traditional thematic approach and transformed to a whole-class-approach, alternating whole-class and small group activities. Other changes stressed the meaningful nature of planned vocabulary instruction to accommodate it to the Flemish language policy debate (Devlieger et al., 2009). The connection between language stimulation and the expansion of world knowledge (Neuman & Wright, 2013) was emphasized. The intervention was implemented during 10 weeks in 5 preschool classrooms with many Dutch Language Learners (average 51%) while 6 other classrooms served as a control group, receiving another language intervention. Children were pre- and post-tested on a researcher-developed receptive vocabulary measure (intervention n=80, control group n=93). Teachers' impressions about the program's effectiveness, feasibility and innovative character were collected through weekly questionnaires and a final in-depth interview. Children were only tested after their parents' consent. The testing procedure was brief, playful, and stopped if the child did not consent. A multilevel analysis revealed a strong and significant impact of the intervention. Other significant parameters were language learner status, pre-test measure, age, and phonological awareness. Teachers rated the vocabulary components as innovative, effective, and easy to implement. Read-aloud activities in small groups were perceived as valuable because of linguistic and socio-emotional benefits, but hard to conduct inside the classroom. We conclude that there is room for this approach in the Flemish context if schools support small group activities outside the classroom.

Keywords: shared book reading, preschool teachers, vocabulary instruction, social validity, dual-language learners

Social validity of shared book reading in private preschool settings in Mexico

SHAROLYN POLLARD-DURODOLA (1), JORGE GONZALEZ (2), GABRIELA LOPEZ AYMES (3) AND ANITA MCCORMICK (4), (1) University of Nevada Las Vegas, United States; (2) University of Houston, United States; (3) Universidad Autonoma del Estado de Morelos, Mexico; (4) Instituto Humanista Gestalt, Mexico

This paper summarizes 20 preschool teachers' beliefs about the effectiveness and feasibility of an evidence based content-related shared book reading intervention that was implemented in whole classroom settings with Spanish-speaking children in Mexico. Previously, this pedagogical approach was implemented in small-group settings with Latino children acquiring English as a second language in the U.S. Although interactive shared book reading interventions with young children have investigated the benefits of developing content vocabulary knowledge (Authors, 2016; French, 2004; Leung, 2008; Neuman & Dwyer, 2011; Silverman, 2007), previous studies have not examined teachers' perceptions of scientifically based vocabulary practices and the relation between teachers' perceptions and children's language outcomes. Social validity is 'an estimate of the importance, effectiveness, appropriateness, and satisfaction an implementer has with a particular intervention' (Wehby, Maggin, Partin, & Robertson, 2012, p. 23). It refers to the perceived acceptability of intervention practices by interventionists and may be related to student outcomes. The implication is that the effectiveness of a scientifically based intervention may depend on teacher perceptions of strategy usefulness (Kazdin, 1981). Teachers provided 20 minutes of daily content-rich shared book reading instruction for 8 weeks, exposing children to explicit Spanish vocabulary instruction (before, during, after book reading) via thematically (science, social studies) paired texts and visuals. Teachers completed a post-intervention social validity questionnaire and participated in a focus group. Consent was obtained for all participants. Data analysis indicates positive teacher ratings of intervention effectiveness and feasibility (e.g. analytical tasks) within a whole class context. Practical implications will be discussed.

Keywords: shared book reading, preschool teachers, content vocabulary instruction, social validity, science and social studies

Linking classroom and family-based literacy for heritage language learners: A coordinated intervention

TERESA SATTERFIELD, University of Michigan, United States

Findings presented on effectiveness of a 24-week Saturday-school and home-based parent-delivered Spanish shared book-reading curriculum for Spanish-speaking preschool-aged and kindergarten children in the En Nuestra Lengua (ENL) program. Intergenerational ties through language and culture positively impact children of immigrants (Montero-Sieburth & Barth 2001). U.S. Latino children's home cultures are key in shaping youth identity. Young Latinos closely connected to heritage language and culture attain higher literacy (Arredondo, Rosado & Satterfield 2016). Despite strong family ties, Latino families do not practice reading with their children before child's school-age, 5 - 6 years (Childs Omohundro 2012). First-language (L1 Spanish) literacy scaffolds second language learning (L2 English), essential to developing early L1 literacy (Slavin & Cheung 2005, August & Shanahan 2006). Two classrooms of ENL families. Thirty (N=15 per class) participated in Project WORLD (Words of Oral Reading and Language Development (WORLD, Authors, 2011) home-based Spanish intervention. Ten families participated as comparison condition (typical ENL practice without home readings). Parental consent and workshop attendance. Analysis includes multileveled statistical model, nested longitudinally (repeated measures for children over 2+ years) and hierarchically (Pre-K versus Kindergarten). Intervention groups obtained significantly higher expressive scores (M=13, 24) on proximal language measure, controls (M= 6.8, 19). Intervention groups significantly higher receptive outcomes. Largest gains in Kindergarteners previously participating in World during Pre-K. ENL Saturday Spanish (with World intervention) when English (L2) is weekday school, potentially achieves outcomes in English-Spanish literacy equivalent to dual-language programs. ENL's added value provides heritage language children a supportive sociocultural base (Tjunelis, Satterfield, and Benkí 2013).

Keywords: shared book reading, heritage (minority) language, content vocabulary instruction, social validity, community-based initiatives

SYMPOSIUM SET E/ 17

STUDYING BABIES AND TODDLERS: SPACES, RELATIONAL TRANSITIONS AND TRANSITORY MOMENTS

Self-organised Symposium

CHAIR: AVIS RIDGWAY
Monash University, Australia

Finnish and Australian infant-toddler long day care research aims to connect development and learning with significant emotional moments in relational transition spaces. With ethical approvals Rutanen's presentation

relates to 'The Academy of Finland' project. Monash University co-authors Li, Quinones & Ridgway investigate 'Studying babies and toddlers project'. Theoretical frameworks include Lefebvre's approach to social production of space, and cultural historical theory conceptualises infant activity in relational spaces. Video-elicited interviews and audio recordings, enable analysis of lived spaces, relational transitions and transitory moments. Rutanen presents a Spatial perspective on everyday transitions: analysing the lunch hour within a toddler group care setting and Li, Quinones & Ridgway examine Transitory moments in babies' triadic play, and Neighbourhood Space: A transitory joyful and dramatic place. Findings contribute to understanding learning and development of infants in long day care, suggesting they are active agents redefining lived spaces, implying important educator recognition of infant-toddlers' transitory moments.

Spatial perspective on everyday transitions: Analysing the lunch hour within a toddler group care setting
NIINA RUTANEN, University of Jyväskylä, Finland

This presentation focuses on small-scale, horizontal transitions that occur on a daily or weekly basis in early childhood education. Here transitions refer to the symbolic transformation of particular setting into something new and transitions that are constructed actively by the educators and children themselves. Prior studies have addressed children's transitions from one educational institution to another or from home care to out-of-home care, but less studies have focused on small-scale transitions. Here a specific case, the lunch hour, will be analysed by applying Henri Lefebvre's approach to social production of space. In Lefebvre's thinking, social production of space is based on a dynamic 'spatial triad' of conceived, perceived and lived space. The analysis is based on an ethnography conducted in one Finnish day care centre, in a group for 1 to 3-year-olds. An informed consent has been obtained from children's parents and the day care centre. The participants' names and the centre will be kept anonymous. The lunch hour is framed by the ideals and values expressed in the guidelines (conceived space). The lunch hour brings forth particular hierarchical constraints for children's actions, such as particular seating order that is subject to negotiations (perceived space). Children are active agents redefining the space: with imagination and play they transcend the physical boundaries of the setting (lived space). The spatial perspective provides possible lenses to analyse the complexity of the small-scale transitions. As these transitions are repetitious and small-scale, their meaning for children can remain unnoticed for the practitioners.

Keywords: space, transitions, infant-toddler group care, Lefebvre, ethnography

The transitory moments in babies' triadic play
LIANG LI AND AVIS RIDGWAY, Monash University, Australia

This paper focuses on babies' transitory moments in their play and how educators become aware and recognise these transitory relationships to inform their pedagogical teaching. Previous study only focuses on babies and adults' interaction and joint attention, but less research explores babies' transitory moments, how transitions impact on young babies' everyday life and educators' awareness of these transitions. Vygotsky's concepts of social situation of development and perezhivanie orient the foundation of the research project. The analysis is based on a cultural-historical study conducted in a long day care centre by using the video observation of the interaction between 1-3 year old children and educator and interview with the educator. An informed consent has been obtained from children's parents and the day care centres. The participants' names and the centres will be kept anonymous. This paper analyses an episode where an educator and three toddlers involved in lunch time routine to identify how three toddlers created the smooth transitory relationships through collective play with the support of their educator. This paper unpacks the various dimensions of the triadic play activity and ends with a discussion of the effectiveness of educator's response. It argues with the support of the educator, young babies are capable of reciprocating expressive movements and coordinating sound in a triadic form of pleasurable and affective experience. The findings show the need for educators to make intentional reflections and develop their awareness of the babies' transitory moments in relation to the space.

Keywords: transitory moments, triadic play, perezhivanie, educators' awareness, infants and toddlers

Neighbourhood Space: A transitory joyful and dramatic place
GLORIA QUINONES, Monash University, Australia

This presentation focuses on the transitory moment's children experience when transitioning and moving from their group room to a special place in their centre called neighbourhood space. Previous studies have shown the

importance of educators working with infants and toddlers and the significant need for educators in understanding the context they work to improve their practice. Cultural - historical theory is used to analyse the dramatic and lived space and toddler's and educator dramatic interactions. The cultural - historical concept of drama is explored to analyse the dramatic actions and encounters in the space and how this extends their learning. The methodology used is visual narrative methodology to show a learning event in a long day care centre in Australia. The case example showcases the educator and a group of three toddlers aged 2 years old. Reflective dialogue is used to further understand how educator reflects on her pedagogy. Ethical approval has been granted by Monash University. An informed consent has been obtained from children's parents and educators, participant's names and centres kept anonymous. The findings show how drama is lived and how children are skilful at communicating with the educator the human - educator, children and the non-human - physical and imaginative space. The implications for pedagogy are discussed in the importance of the educator in reflecting on how the neighbourhood space acts and transforms into a joyful and dramatic place to learn and how toddler's use the neighbourhood space for cultural negotiation.

Keywords: space, place, infant and toddlers, drama, reflective dialogue

SYMPOSIUM SET E/ 18

OUTDOOR PLAY AND LEARNING: SPACE AND PLACE

Individual Papers

CHAIR: MANDY ANDREWS
Plymouth University, United Kingdom

Movement, curiosity and creativity in outdoor play
MERETE LUND FASTING, University of Agder, Norway

The aim of the research is to learn more about children's bodily expressions and children's curiosity and creativity in play. How do the children communicate with their play areas and other children in play?   The work will be based on a phenomenological approach with a focus on bodily expressions (Hangaard Rasmussen, 1992, 2014; Merleau-Ponty, 1968) and aesthetic (Lindquist, 1991; Hansson, 2015). I have been observing outdoor play in two kindergartens, all together 16 days. I have been together with, talked with and played with 2, 5-5 years old children in self- induced play on the playground and in nature areas. The present study is notified to the NSD (Norwegian social data services). Permission to conduct observation and take pictures of the children were given in writing by the parents, and a consensus was given by the children as we were together. My research gives knowledge about children's play, children's imagination and children's movement. I observed their physical expressions and their physical competency, and how their play in a dialogue between the children and the surroundings change in a creative and esthetic way: from walking together, walking behind each other, jumping and later on jumping and pushing each other. The Norwegian authorities have expressed a need of a deeper understanding of how children learn in the kinder garden. My focus is arguing the importance of playfulness, physicality and creativity in children's life.

Keywords: movement, creativity, esthetic, self-induced play, learning

Assemblages of play: Relational place and personal context
MANDY ANDREWS, Plymouth University, United Kingdom

To research outdoor play in places of children's choice. Exploring the nature of affective places and 'lived spaces' (Lefebvre, 1991). This research draws on a wide body of research from different disciplines. Little is known of why children gravitate to certain localities outdoors (Hart, 1979; Sobel, 2002; UNCRC, 2013). There is a growing body of research into children's experiences of place and space but need for further study into children's spatial engagement and affective experiences. (Holloway, 2014) Drawing on a range of theoretical perspectives, the post-human view of material agency is one in which non-human things are able to influence actions (Änggård, 2015), not merely being placed to respond to cultural expectations. Does this material engagement offer affective anchors in early experiences of place-attached play? This research is qualitative and interpretive. The

Deleuzian (1994) concept of 'Assemblages' offers the opportunity to gather experiences of play that can then be 'turned in the light' through a process of crystallisation analysis (Richardson, 1994). Children as participants in the research process capture and reveal their 'lived spaces' through a range of creative methods. Sensitive engagement and consented involvement of children in a creation of a bricolage of their play experiences helps to ensure respectful research into children's secret lives. The research is cleared through the university ethics committee applying BERA guidelines. The research is expected to reveal the importance of secret places and the effect of play in places meaningful to, and chosen by children. May inform future design of children's outdoor spaces.

Keywords: play, place affect, lived space, assemblage, children's cultures

Let's get ready to go outside
AOIFE COONEY AND SILVIA GURSINSKI, IT Sligo, Ireland

This research project aims to explore how using an outdoor space in initial training impacts on Early Childhood Care and Education students' ability to utilise this type of space effectively in practice. Kernan & Devine (2010) found that there is limited access to the outdoors in many Early Childhood Care and Education (ECCE) settings in Ireland and when access is provided the space is not always used to its full potential. O Doody and Condon (2013) highlight that students' competence and in depth knowledge of important topics which are relevant to practice can be promoted through the use of a simulated environment whilst Kernan & Devine (2010) highlight the importance of the training, support and mentoring of early year's practitioners in order to improve pedagogical practices in the outdoors. This study is based on the theories of experiential learning which espouses that learning occurs through relevant and meaningful experiences (Furman & Sibthorp, 2013). This study derives from a post positivism perspective and will utilise qualitative approaches. Focus group interviews will be conducted with students and will be transcribed and thematically analysed using an interpretive approach. The ethical guidelines of IT Sligo will be adhered to and the main ethical concern relates to conducting research with students. Participation in the study will be voluntary and follow informed consent. This is a working paper which will present the finding of an ongoing project currently being conducted. Findings from this research may impact on future teaching practice on ECCE training courses.

Keywords: experiential learning, outdoors, practitioner training, simulated space, research with students

SYMPOSIUM SET E/ 19

SOCIO-DRAMATIC AND ROLE PLAY

Individual Papers

CHAIR: ELENI LOIZOU
University of Cyprus, Cyprus

The drama in sociodramatic play
UNA MCCABE, St. Patrick's College, Ireland

The research sought to combine the pedagogies of drama and play, using drama as a methodology to effect levels of engagement in socio dramatic play. The study draws on research by the initiators of socio dramatic play training (Smilansky and Shefatya, 1968, 1990), and seeks to connect their work to the field of Drama in Education. Drama is seen as having similar characteristics to play, and as having its roots in children's socio dramatic play. Learning in drama is seen as needing structure as well as freedom while play has traditionally been regarded as a child initiated activity, free from structure and rules. A tradition of play training has existed since the late 1960s, although practice in this area has generally occurred within the field of psychology. The research examines borders and commonalities between the discourses and practices of the fields of drama in education and early childhood education. The paradigm includes interpretative and positivist approaches. Quantitative and qualitative findings which emerged from the research are reviewed as a means of documenting children's experiences of play and drama interventions. Informed consent permissions were obtained from all children in the study and their parents and educators. The drama and play sessions were resourced and

facilitated at no cost to the schools in order to ensure benefit to the children. Conclusions relate to outcomes of the Drama interventions and children's deeper explorations of imagined worlds. Ways in which Drama interventions can be used to support both skilled and struggling players are outlined.

Keywords: sociodramatic play, drama, intervention, arts, education

Wave play: Fluid play to support social co-construction
ZENNA KINGDON, Newman University, United Kingdom

This research considers children's experiences of provision, particularly role-play, within aspects of the non-maintained sector in England. An area which is currently under-researched. This paper is part of an ethnographical study exploring children's experiences of role-play in pack-away early childhood education and care settings. This paper is framed in terms of the Sociology of Childhood, recognising children as both beings and becomings utilising an integrated approach. This piece of research is located within the paradigm of critical theory and is concerned with children's voice. The ethical concerns of working with young children were addressed ethical clearance was sought and the principles applied utilising University of Plymouth 'Principles for Research Involving Human Participants'. Wave play is the term I coined to describe a particular form of play. I observed across the two settings in which the research was conducted. The term describes the fluid nature of the play as the children move their play and resources from locality to locality within the setting. It would seem that often when we consider that a play episode has ended it may not have done, the children may have moved somewhere else taking the play theme with them. Assumptions are often made that a play theme has come to an end when children leave a particular area of the setting, when they appear to engage in other activities. Yet Wave Play would suggest that this is not always the case. Instead play themes are integrated into other activities moving from place to place.

Keywords: wave play, role-play, pack-away settings, social co-construction, meta-communication

Socio-dramatic play: Scenario and role development as enacted by children and as facilitated by their early childhood teacher
ELENI LOIZOU AND ANTHIA MICHAELIDES, University of Cyprus, Cyprus

Research questions: 1. What is the state of children's scenario and role enactment during play in an EC setting? 2. How does the EC teacher intervene to facilitate mature forms of play according to the children's state of scenario and role enactment? Teacher's play involvement has been investigated through different lenses, types of teachers roles (e.g. facilitator, co-player, play tutor) and levels of guidance they can provide (e.g. direct, indirect, outside and inside intervention) are highlighted. Drawing on the work of Vygotsky focusing on the Zone of Proximal Development we acknowledge the importance of teacher involvement in expanding the zone of play development for each child towards mature forms of play. This is a case study and data is collected through video recordings, the teacher's own reflection journal, monthly curricula documents and conversational interviews. Consent forms were provided by teacher and parents. Children could leave the play area during videotaping. Case study was discussed with the teacher. Findings show three typologies of children's scenario and role involvement: high, average and minimum scenario and role enactment. The teacher involvement was differentiated according to the typology of scenario and role enactment, it was especially focused on play skills needed in terms of enacting mature forms of scenario and role development. Both direct and/or indirect teacher involvement was employed in every case. The study provides a set of practical guidelines on how teachers can support role and scenario development based on a set of play skills necessary to reach mature play.

Keywords: socio-dramatic play, teacher play intervention, scenario and role development, mature forms of play, typologies of play

SYMPOSIUM SET E/ 20

REVIEWING AND RETHINKING EARLY YEARS TRAINING

Individual Papers

CHAIR: MARGRETHE JERNES
University of Stavanger, Norway

ECEC master programmes in Germany: Results of a survey of demands
TIM ROHRMANN (1) AND SANDRA PATTING (2), (1) University of Applied Sciences Dresden, Germany, (2) University of Applied Sciences Dresden, Germany

This research is part of a university programme for developing extra-occupational master programmes in ECEC and in nursing sciences. A nationwide survey of demands in the field of work with children and families shall serve as a basis for the development of an ECEC master course. In Germany, the majority of ECEC practitioners are trained at vocational schools. Only recently academic programmes in ECEC have been started. This research builds up on several surveys of ECEC Bachelor graduates all over Germany. The theoretical background of the study derives from profession theory, academisation and concepts of ECEC as newly developing profession. The research is conceptualised at the crossroads of challenges and demands of modern society, and intentional self-development of possible students. The study has a multi-method approach including quantitative and qualitative methods. Semi-structured interviews and an online questionnaire were used to collect data from all relevant target groups, including students, practitioners, administrators, providers, and academic teachers/researchers. The research followed EECERA ethical guidelines. Participants gave informed consent and were informed about research results. Results show that for practitioners and providers, it is fundamental to link academic training to needs and demands in the field. It is also reported that training on masters level is seen as more relevant for work with adults (parents, teams, colleagues) compared to work directly with children. Results of the survey enhance the debate on the need for academic training in the field of ECEC in Germany, and serve as a basis for the development of master programmes.

Keywords: professionalism, master programme, survey of demands, teachers' training, professional development

Educational Sciences - Close to practice
MARGRETHE JERNES AND INGER BENNY ESPEDAL TUNGLAND, University of Stavanger, Norway

In the Norwegian Curricula for Preschool Teacher Education (2012), the link to kindergartens as field of practice is emphasised. The research aim is to gain knowledge of the quality of this. The primary goal is developing deep level of pedagogical knowledge for quality in preschool teacher's practical work. The paper is based on a research project progress, using experiences in teacher training. The paper is based on socio cultural perspectives (Dewey, 1996; Säljö, 2000) and the philosophy of power, recognition, and respect (Honneth, 2012). The paper discusses the importance of the situated teacher in practice (Lave & Wenger, 1991). The methodology is within qualitative research. Different methods are current (Denzin & Lincoln, 2000), dialogue based interviews (Kvale & Brinkman, 2015) and action research (Freire, 1970; Mac Naughton, 2001). Preschool teacher students, their teachers in practices and educators at the university are participants. The project is in an early phase, so the declaration of consent has not been asked for yet, but will be when the project has been accepted in the Norwegian Centre for Research Data (NSD). Included are issues of confidentiality and information about publishing of the results. The discussion will circle around in what degree active participation in practice is dependent on structured tasks in relation with activity at campus and explore the deeper lever of understanding the role of being Preschool teacher. Findings might be relevant for preschool teacher education, both at campus and in the field of practice.

Keywords: preschool teacher education, deep level learning, situated learning, assessment in practice, relations

The Lived Experience - Student's Perceptions of Placement in ECE Settings
MARLENE MCCORMACK, Dublin City University, Ireland

Placement forms a key component of professional education but it is not without its challenges for those actors involved (Oberhuemer, 2015; Jytte Jull Jensen, 2015). This scoping study explores the perspectives of 1st Year ECE students before and after their initial placement experience, to better understand how they might be supported in their learning. Findings from the CoRe study (Urban et al., 2011) highlight the complexity of knowledge and competencies required of those in the ECE sector but there is a paucity of research in the Irish context as to the role of placement in developing the ECE professional. The study is underpinned by concepts of relational agency (Edwards, 2005) and is theoretically grounded in an understanding that all learning happens within a social and cultural context (Rogoff, 1990). This study adopts a qualitative approach, drawing on semi structured interviews with a purposive sample of self-selected 1st year early childhood students. Participation in this study is voluntary and University ethical protocols have been followed. All interview commentary has been anonymized to protect the identities of both the individual students and the ECE settings. Pre-placement, students were concerned with 'fitting in' and once out on placement they were confronted daily with pedagogical and relational uncertainty. They felt strongly that college based modules supported them in practice, equipping them with strategies in their work with children. This initial study provides guidance for 3rd level institutions on student preparation and offers insights to ECE settings on the importance of the cooperating educator.

Keywords: placement, student, perspectives, learning, support

SYMPOSIUM SET E/ 21

GENDER AND PLAY

Individual Papers

CHAIR: KARI EMILSEN
Queen Maud University College of Early Childhood Education (QMUC), Norway

Parent-child interactive play: Relations to child's gender and parental knowledge of child development
LJUBICA MARJANOVIČ-UMEK, URŠKA FEKONJA-PEKLAJ AND SIMONA KRANJC, University of Ljubljana, Slovenia

In our study, we aimed to analyse the effect of child gender on parental and child interactive play as well as to determine relations between parental knowledge of child development and parental play behaviour. Several gender differences were found in symbolic play during the preschool period, namely in the amount (Cote & Bornstein, 2009) and themes of symbolic play (Holland, 2003) as well as in toy preference (Rotsztein & Zelazo, 2000). The study is based on the socio-cultural theoretical framework, emphasising the role of adult's participation and scaffolding in children's symbolic play (Bodrova & Leong, 2007; Bredikyte, 2011). The sample included 99 families with children, aged from 1 to 6 years. Parent-child interactive play with standard toys was recorded and analysed using the Scale for Observing Child-Adult Play. Parental knowledge of child's development was assessed using the Knowledge of Infant Development Inventory. Only families for which we received informed written parental consents were included in the study. They could cancel their participation at any time. We found that there were more similarities than differences between girls and boys and their parents in various aspects of interactive play. Although, parents used significantly more mental transformations during their play with girls than with boys. Parental knowledge of child development was related to parental play behaviour in the group of older children but not in the group of toddlers. The ways of scaffolding girls' and boys' symbolic play in the periods of toddlerhood and early childhood are discussed.

Keywords: symbolic play, gender differences, parent-child interactive play, knowledge of child development, parental play behaviour

Does children, parents or educators gender have an impact on interactive play, communication and interactions?

MARINA FUERTES, OTÍLIA SOUSA, ANDREIA FERREIRA, CATARINA VELOSO, ISABEL BARROSO, ISABEL FERREIRA, FILIPE PINTO AND MIGUEL BRANCO, Escola Superior de Educaçào de Lisboa, Portugal

To investigate the children, parents and educators' (from both genders) contributions for the quality of adult interactive behaviour (cooperativity, empathy, ability to challenge the child, reciprocity, elaboration) and type of communication (e.g., suggest, direct, teach) with children. Infant development is associated with the quality of infants' interaction with adults, adults' role in communication (e.g., adult repetitions, meaning making, and contents generalisation) and opportunities to play. Our previews research indicates that parents and educators have different but complementary styles of interaction and communication. Gender studies in education, learning and developmental theories as well as parenting studies and attachment theory. Semi-experimental study: 22 dyads of female educators-children, 20 dyads of male educators-children, 20 dyads of mother with their children and 19-fathers with their children used a variety of materials (e.g., pencils, wood, wool) and tools (e.g., scissors, hammer) to produce something of their choice during 20-minutes. Each dyad was observed and videotaped independently. Adults and children agreed and consented to participate. Experimental conditions were suitable, pleasant and age appropriated. Gender of both children and adults affected the results. Moreover, adults acted differently with girls and boys (e.g., female educators were more empathic with girls and used more tools to work with boys). A multiple regression analysis indicate that parent versus educator status predict their behaviour and type of communication with children. Taking our results and past studies, we reflect about: i) the children, parents and educators contribution to the child development and education, ii) the significance of play and individualized activities with children.

Keywords: early childhood education, parenting, gender studies, play and development, communicative and interactive behaviour

Gender differences in preschool teachers' perceptions of children's rough-and-tumble (R&T) Play
RUNE STORLI AND ELLEN BEATE SANDSETER, Queen Maud University College, Norway

This study aims to examine gender differences in ECEC practitioners' perceptions of children's R&T R&T refers to vigorous behaviours appearing to be aggressive except for the playful context (Pellegrini & Smith 2005), and is commonly observed in children's free-play (Humphreys & Smith 1984). While there is a growing body of evidence of the benefits of R&T, it remains one of the most challenging kinds of play to support (Hewes 2014; Flanders, 2009; Pellis, Pellis, & Reinhart, 2010), and it is often inhibited or prohibited in ECEC (Logue & Shelton-Harvey, 2010; Storli & Sandseter, 2015). This study draws on research showing that fathers engages in more vigorous physical play, e.g. R&T, than mothers (MacDonald & Park, 1984; Fletcher et al., 2011), and aims to examine if similar gender differences exists among ECEC practitioners. In this study an online questionnaire was combined with qualitative interviews. A total of 423 ECEC practitioners (381 women and 42 men) completed the questionnaire, and six practitioners (3 women and 3 men) participated in interviews. Norwegian Social Science Data Services approved the study. Confidentiality and anonymity is secured in all phases of data collection and publication. The results show that male practitioners perceive R&T more positively and allow/engage in R&T more than their female colleagues. Still, the results show that female practitioners become more positive to R&T when they work closely together with male practitioners. The results of this study are relevant to the Norwegian political aims of an increased share of male ECEC practitioners.

Keywords: rough-and-tumble play, ECEC practice, gender, practitioners, changing practices

SYMPOSIUM SET E/ 22

PREPARING, WATCHING, MINDING: LEARNING TO WORK RELATIONALLY WITH TWO-YEAR-OLDS

Self-organised Symposium

CHAIR: JAN GEORGESON
Plymouth University, United Kingdom

This symposium builds on findings from our research project 'Two year olds in England'. We asked practitioners and leaders of settings how confident and competent they felt about working with two year olds and we report what they told us about what is needed to prepare people to work with very young children. We consider how this preparation can be further developed into 'professional attention' or sensitive watchfulness and we consider how adults and communities contribute to the 'minding' of children through the sharing of interests and attention. We conclude that the development of professional behaviour, both in and beyond initial training, may require the development of strategies for recognizing and nurturing important aspects of practice, such as watchfulness and minding, which may be difficult to capture or describe outside particular contexts of practice. Sara de Barros Araújo will join the session to contribute to the discussion.

Preparedness for working with two year olds
VERITY CAMPBELL-BARR, Plymouth University, United Kingdom

In September 2013 early education places were introduced for disadvantaged two-year-olds in England. The two-year-old offer was more than an expansion of the free early education entitlement for three- and four-year-olds, as for some providers it would be their first experience of working with two-year-olds. The research considers how early education staff prepared for working with two-year-olds. There is consensus that the pedagogy for children under three is specialised, but that those working with the youngest children tend to have low qualifications and few opportunities for professional development. Modernist frameworks of quality early education identify the qualification level of the workforce as central, but offer little indication of whether a qualification prepares an individual for working with two-year-olds. Socio-cultural perspectives illustrate the complexities and multiplicities of preparedness. A mixed method study involving an online survey and qualitative case studies of those working with two-year-olds explores the features that facilitated staff to feel prepared for working with two-year-olds. Participation in the survey and case studies was voluntary and anonymous, with participants being provided with detailed (ethical) information sheets. Participants were favourable about qualifications as a general preparation for working with children 0-5, but less favourable about preparation for working specifically with two-year-olds. Those with higher qualifications reported higher feelings of preparedness. However, qualifications are only one feature of preparedness as both experience and professional development are important. Preparing the workforce is more than recommending minimum qualifications levels, it is a complex interweaving of training, experience and understanding children and their families.

Keywords: prepared, workforce, two-year-olds, socio-cultural, qualifications

Watching and waiting: Joining in with two year olds
JAN GEORGESON, Plymouth University, United Kingdom

As part of our project on Two-Year-Olds in England, we aimed to find out more about how practitioners work with two-year-olds. This presentation considers how early education and care practitioners use their knowledge, skills and experience to join in with two-year-olds as they play. We build on previous research into the nature of pedagogy for children under three and other work on the development of 'attentive watchfulness' and 'watchful waiting', where inaction is a deliberate choice. To analyse these aspects of practice we have used the work of Shotter, who draws attention to the role of anticipation and awareness of the other's next move in interactions. Qualitative data were collected from an online survey, observations and interviews with practitioners working with two-year-olds. Participants were given detailed information sheets, explaining that participation in the study was voluntary and all data would be anonymised. Children's reactions to the reseacher's presence were carefully monitored and observation ended if signs of discomfort were detected. We observed skilful sensitive responding to children which included what could be interpreted as inactivity, but which supported two-year-olds to pursue their own interests without harming themselves, distracting other children or disrupting their

play. This subtle, skilled behaviour may not look like 'doing early childhood education and care' but it does support children's developing independence and enables them to pursue their own learning. As early years practitioners are increasingly accountable and expected to demonstrate their competence to an external gaze, it is important to recognise the benefits of watchful waiting.

Keywords: two-year-olds, watchfulness, observation, anticipation, play

The minding of two-year-olds
ROD PARKER-REES, Plymouth University, United Kingdom

By focusing on minding as a process, rather than on minds as entities, I aim to shift thinking about the minding of two-year-olds from a focus on what children must acquire or develop towards considering how participation in sociocultural processes enables them to share attention, interests and meanings with others. I will draw on work by Nelson, Shotter, Trevarthen, Hobson, Reddy and others which builds on Vygotsky's and Merleau Ponty's explorations of the internalisation of interactions as the foundations of communication. The primary conceptual framework is sociocultural theory but I will consider how understanding of very young children's participation in social processes can be illuminated by findings from work in other paradigms, including dynamic systems theory and '4E' (embodied, embedded, enactive, extended) models of cognition. A comparison of conceptual perspectives on the sharing of meanings will illustrate how the study of very early interactions can help us to recognise aspects of social processes which can easily be overlooked. The ability to anticipate how others will be affected by our actions, for example, informs our ethical decision-making and the 'minders' of young children have an important role in developing their interest in the interests of others. The distinctively human process of actively sharing meanings is itself actively shared as infants are helped to participate in distributed minding in sociocultural contexts which help to frame meaning-making and sharing. Recognition of the role of caregivers in helping children to participate in minding with others should help to enhance their status as child-minders.

Keywords: minding, two-year-olds, relationships, shared attention, meaning making

SYMPOSIUM SET E/ 23

SOCIAL EMOTIONAL DEVELOPMENT AND EMPATHY

Individual Papers

CHAIR: DISA BERGNEHR
Jönköping University, Sweden

The role of caregiver touch in children's socio-emotional development: Lessons from a Swedish preschool
DISA BERGNEHR (1) AND ASTA CEKAITE (2), (1) Jönköping University, Sweden; (2) Linköping University, Sweden

In Sweden, 98% of the 2-5 years olds participate in childcare through preschools that are regulated by the National Curriculum. Thus, preschool teachers play a significant role in children's socio-emotional development. This study explores the functions of teacher-initiated touch. Research has shown that tactile caregiver-child contact is essential for the child's development and wellbeing, and that caregivers utilise touch. However studies on touch in preschools are scarce. Theories on caregiving inform the work. Care implies to protect, to nurture and to train (Ruddick), and it is relational, depending on the one-caring as well as the cared-for (Noddings). The study departs from the sociocultural paradigm. It is based on 35 hours of video-ethnography. Naturalistic observations were conducted of 2 units with 6 teachers and 30 children. The data were coded into: 1) instances of touch, 2) teacher-child touch, and 3) functions of touch. Written consent was obtained from parents and teachers. The person video-recording was sensitive to the children's reactions, and stopped when there were signs of discomfort. Three distinct characteristics of teacher-child touch appeared: affectionate touch, touch to control, and touch to get attention. These forms were often interlaced. Teachers recurrently applied affectionate touch after or together with physical contact and/or speech that aimed to discipline. This technique may signal to the child that the teacher-child relation is intact, despite the reprimand. Physical contact is integrated in caring, and touch is a significant pedagogical technique. Positive aspects of touch must be acknowledged and further discussed.

Social education as a spectacle

KATHRIN AGHAMIRI, Münster University of Applied Sciences, Germany

This dissertation-study reconstructs social educative group work in Primary-school as a ''pedagogic spectacle'' from the involved children's point of view (Aghamiri 2015). What are the children, which are mainly 6/7 years old, doing within the social educative offer? How do they understand the learning process? What can be learned about the programme and the children's interaction? The study follows the conviction of childhood studies, that children are competent members of everyday-life and builders of their own cultural knowledges and meanings (Cf. Alanen 1992; Christensen/James, 2000). The study refers of activity theory (Wygotski, Leont'jew, Lave/Wenger) and aims to reconstruct the social educational perspectives on social group work. Hereby it has been acted on the assumption, that the children are adopting these elements of the social educative learning offer, which seems to be reasonable in their own perspective. The study follows the Grounded-Theory-Methodology (Strauss/Corbin, Charmaz) in proven style of Ethnography (Atkinson et al., 2011). The children were participated in the whole process of research. A consent information sheet was provided to all parents and teachers. The study presents findings concerning firstly a grounded understanding of the learning process within the social educational environment and secondly the study shows how activity theory could be utilised empirically. The participation on social situations generates an action in the children, which further develops and changes the given situation. The study opens the scientific debate concerning a theoretical as well as practical enhancement of the explored social educative approach and the children as co-constructors of education.

Keywords: social group work, activity theory, children creates education, participation on social situations, research with children

SYMPOSIUM SET E/ 24

TEACHERS' POSITIONALITY AND THEORIES OF PRACTICE

Individual Papers

CHAIR: KATE ORD
Te Rito Maioha Early Childhood New Zealand, New Zealand

Bodies of knowledge: embodiment as an alternative to theory/practice debates in the preparation of teachers
KATE ORD (1) AND JOCE NUTTALL (2), (1) Te Rito Maioha Early Childhood New Zealand, New Zealand; (2) Australian Catholic University, Australia

This paper explores the concept of embodiment in the preparation of early childhood teachers as an alternative to long-standing technical/rational entanglements in debates about learning to teach (Zeichner, 2008). It draws on a larger study exploring early childhood pre-service teachers' sense of preparedness for teaching (Ord, 2011), as part of a wider 'practice turn' in teacher education (Kemmis, 2005; Reid, 2009). The epistemological basis for the study was phenomenological, drawing particularly on philosophies of pre-conscious awareness and its role in the construction of the self (Merleau-Ponty, 1945; Sartre, 1943). A collective case study design incorporated semi-structured interviews with 13 newly-qualified early childhood teachers across their first two years of teaching. A range of qualitative data analysis strategies were applied to multiple interviews with each participant. An interpretative interactionist framework (Denzin, 2001), ensured the ethical and experiential stance of the participants was the central concern of the research. Ethics approval was provided both by the university hosting the research and the two teacher education institutions from which participants were recruited. Data presented in the paper show how the newly qualified teachers initially equated their sense of preparedness to teach with being knowledgeable about teaching, with knowledge positioned as 'in the head'. Over time, however, the participants increasingly described their knowledge as embodied and re-cognised, rather than intra-mental. These findings challenge teacher educators to re-consider currently dominant cognitively-oriented discourses of teacher education such as reflective practice.

Pre-service preschool teachers' self-efficacy beliefs and their beliefs related to inclusive education

CELAL ILER, Middle East Technical University, Turkey, REFIKA OLGAN, Middle East Technical University, Turkey

The aim of the study is to explore the relationship between the Turkish pre-service preschool teachers' self-efficacy beliefs about working with children with special needs and their inclusion beliefs. Although teachers' self-efficacy beliefs and general beliefs are well documented separately (Pajares, 1992; Bandura, 1997), there isn't any study found in the literature which focused on the relationship between these two construct. Pre-service teachers' self-efficacy beliefs were explained by considering Bandura's social cognitive theory Data were collected by using 'Turkish version of Pre-service Teachers' Beliefs toward Inclusion Scale (TPTBI)'. The participants were 894 pre-service preschool teachers who enrolled at one private and four public universities in Ankara. Voluntary participation and participants' confidentiality were considered. The finding of the study indicated that pre-service preschool teachers have relatively high level of sense of self-efficacy to work with children with special needs. Participants think that they are ready to work with children with special needs. In addition they hold positive beliefs regarding to inclusion of children with special needs. Moreover, there is a positive relationship between preservice teachers' self-efficacy beliefs to work with children with special needs and their inclusive beliefs. Teachers' general beliefs and their self-efficacy beliefs were considered the most important components of their behaviour and motivation. As indicated by Lifschitz and Glaubman (2002) that teachers with high self-efficacy belief hold more confident in their teaching skill for children with special needs. Therefore, preservice years can be used as an opportunity to enhance preservice teachers' self-efficacy beliefs.

'Positional training' as a method of development of creative dialectical thinking and acquisition mental means in pre-service training of future preschool teachers

IGOR SHIYAN, NIKOLAY VERAKSA, OLGA SHIYAN AND IRINA VOROBYEVA, Moscow City University, Russia

The aim of this research is to study the interconnection of dialectical thinking and understanding of scientific texts, and the efficiency of the positional training for students of pre-school department of the university in the view of mental development. The idea of cultural development elaborated by Vygotsky has being applied into a different educational technologies. The study of dialectical thinking (Veraksa, Belolutskaya, Shiyan) showed its importance as a mechanism of creativity. Our study is based on Vygotsky's idea of acquisition cultural means as a way of cultural development. We assume that positional training is a proper way of way of formation of mental means in pre-service training of future teachers. Positional training implies the conditions for students to acquire such mental means as concept, thesis, scheme, symbol, etc., during their joint-divided activity. Students were divided into experimental (positional training technology) and control groups. Research was carried out in accordance with Code of Ethics of Russian Psychological Society. 1. This research revealed significant correlation between the level of development of creative (dialectical) thinking and ability of students to understand the scientific content. Dialectical thinking is a tool of work with scientific texts necessary for the formation of a professional position. 2. Research results for positional training demonstrated certainty of difference existing in development of dialectical thinking in the experimental and control groups. The study confirmed efficiency of positional training as a technique of adult education with the purpose of dialectical thinking as one of the mechanisms of understanding of scientific content.

SYMPOSIUM SET E/ 25

APPROACHES TO WORKING WITH PARENTS AND CHILDREN

Individual Papers

CHAIR: LINDA MAHONY
Charles Darwin University, Australia

Tasmania's child and family centres: A place-based initiative to improve the health and wellbeing, education and care of children from birth to age 5
CATHERINE TAYLOR, Telethon Kids Institute and University of Western Australia, Australia

The aim of the study was to understand the impact of Child and Family Centres on parents' use and experiences of early childhood services. Centres have been established as a whole-of-government response to the profound spatial patterning of socioeconomic disadvantage and vulnerable child development in Australia and elsewhere (AEDC, 2015; Marmot, 2010). A holistic view of the child and the multiple ecologies of child development guided the study (Bronfenbrenner, 2005). A mixed methods approach was used. The methods included a survey, focus groups and interviews. The results were integrated according to topic not method. The study was approved by the Tasmanian Social Science Human Research Ethics Committee. Participation was voluntary, informed consent was obtained and the results were anonymised. Centres had a positive impact on parent's use and experiences of early childhood services and Vocational Education and Training. Parents said that Centres were welcoming, respectful and inclusive places that helped them develop positive child, family, school and community connections. These qualities made the critical difference to their engagement with early childhood services, in contrast to some of their experiences in the past. Centres are showing promising signs that they are having a positive impact in communities where new ways of thinking and doing are needed to improve outcomes for children, families and communities.

Keywords: place-based initiatives, social determinants, early childhood education and care, family partnership model, child and family centres

Building a whole-school approach for working with young children and families experiencing separation and divorce
LINDA MAHONY, Charles Darwin University, Australia

This paper presents the beginning principles of a whole-school approach for working with young children and families experiencing separation and divorce. While some children adequately adjust, other children demonstrate myriad social, emotional (Cheng, Dunn, O'Connor, & Golding, 2006; Potter, 2010; Strohschein, 2005; Størksen, Thorsen, Øverland, & Brown, 2012), and academic repercussions (Cheng, Dunn, O'Connor, & Golding, 2006; Potter, 2010; Strohschein, 2005; Størksen, Thorsen, Øverland, & Brown, 2012), resulting from their parents' separation and divorce. Teachers and schools are in a strategic position to promote wellbeing and learning and support for children and their families. However, there are no consistent processes within schools in Australia. Muijs (2004), Berends, Bodilly, and Kirby (2002) as well as Berends, Chun, Schuyler, Stockly and Briggs (2002) suggest a whole-school approach provides consistency for teachers to work effectively with students. Bronfenbrenner's ecological systems theory emphasises the influence of teachers, schools and families. Amato's divorce-stress-adjustment framework is useful to understand the specific impact of parental separation and divorce on young children. Twenty-one Australian early years teachers were interviewed. Grounded theory within a constructivist paradigm was used to analyse interviews. Schools, teachers' and children's details remained confidential by the removal of identifying information. Participants received a detailed information sheet and signed a consent form. A whole-school approach involved proactive approaches to building supportive relationships and forming partnerships, encouraging autonomy, and providing consistency with routines and processes. Findings may provide crucial information to school level culture and policy that focuses on constructing support for children and families.

Keywords: separation and divorce, whole-school approach, teacher pedagogy, grounded theory, early years

Participation in Finnish kindergartens - Interaction between children, professionals and parents
SAIJA TANHUANPÄÄ, University of Turku, Finland

The aim of this mixed-methods study is to examine adults' and children's interaction and the level of participation in Finnish Kindergartens. How children, parents and personnel are involved in the planning, implementation and evaluation in the Kindergartens and to what extent parents' and teachers' views about children's participation differ? Evidence suggests that participation is among the most important factors of children's well-being. Sociocultural approach to children participation means respecting child as a person, a subject, children's own will to act, participate and be heard in an activity where children are present (Turja, 2011; Bae, 2009). The theoretical framework of this study is the Convention on the Rights of the Child (1989), the Ladder of Participation Shier (2001) and the dialogues of ICDP (Rye & Hundeide, 2005). This mixed-methods dissertation consists of the questionnaire to children's parents (n= 332) and personnel (n = 85), children's observations (n= 189) and parents' interviews (n = 61). Children's parents and the administrative persons of Kindergartens were asked permission to the questionnaire and observations. The preliminary findings emphasise the importance of recognising participation as a phenomenon. Adults need to work more for the 'common good'. It is important for teachers to learn more collective responsibility and encourage each other. Teachers should find ways how to help children express their views and how their views can be made visible in the field and also to the parents. The study provides an essential opportunity to advance the understanding of participation.

Keywords: participation, interaction, kindergarten, ICDP, learning environment

SYMPOSIUM SET E/ 26

CONDUCTING RESEARCH IN EARLY YEARS: VIGNETTES, TOOLS AND STRATEGIES

Individual Papers

CHAIR: IOANNA PALAIOLOGOU
Canterbury Educational Services, United Kingdom

The use of vignettes in research with young children
IOANNA PALAIOLOGOU, Canterbury Educational Services, United Kingdom

In search of a synergy between valid and rigorous participatory methods with young children and ethical praxis, this projects draws on two separate studies that employed vignettes and examines whether vignettes: 1.engage young children to participate in the research, 2.enable children to express views meanings and courses of actions, 3. provide children a level of control over the course of the research Finch, J. (1987) The vignette technique in survey research. Sociology, 21, 105-114. Hughes, R., and Huby, M. (2004). The construction and interpretation of vignettes in social research. Social Work and Social Sciences Review, 11(1) 36-51. O'Dell, L, Crafter, S., Abreu, G.de., & Cline, T. (2012) The problem of interpretation in vignette methodology in research with young people. Qualitative Research, 12(6) 702- 714. Building on the ideas that 'narrative representations of emotional events can be treated as functionally comparable to the corresponding real-life encounters' (Parkinson and Manstead, 1993:296) and children's engagement in research revolves around advocacy. Interpretative paradigm, vignettes as qualitative methodology EECERA ethical code. All stories used in the vignettes were based on anonymised scenarios. Advantages using vignettes with children include the ability to collect information about what children feel and believe (personal meanings), they are in control of the situation, offers plurality of different 'voices' and interpretation is offered from the participant's point of view. Difficulties include: ambiguity, problems establishing reliability and validity. Despite the methodological challenges vignette methodology can be heterogeneous as its ambiguity becomes a strength as it leaves space for voices to be expressed.

Keywords: participatory research, vignettes, young children, advocacy, narratives

Competences and Interests of Children (KOMPIK) - Development of an instrument for observation and assessment in day care centres
MARTIN KRAUSE, Staatsinstitut für Frühpädagogik (IFP), Germany

The aim of the KOMPIK-project was to develop a theoretically and empirically based instrument for the observation and assessment of children in German day-care facilities. Existing instruments mainly focus on single developmental domains (e.g. Ulich & Mayr, 2006). The purpose of KOMPIK was to create a tool that covers a broad range of domains and focuses on positive development rather than developmental risks. KOMPIK was developed with regard to the curricula of early child care and education issued by each German federal state. Every scale is based on current research in the field of early educational and developmental psychology. For the experimental version of KOMPIK data were collected from N = 1.382 children in several German day-care centres. Aspects of inter-rater and retest reliability were examined in studies with N = 115 children. Convergent validity was analysed in an extra study with N = 144 children using the developmental test ET 6 -6 (Petermann et al., 2006) All children were observed during their normal course of day. Therefore data collection was gentle and non-intrusive. A written declaration of consent was given by all parents. The final version of KOMPIK covers eleven developmental domains. Factor analyses show a clear pattern for each domain. A high degree of retest and inter-rater reliability could be shown. Significant correlations between KOMPIK-scales and the corresponding domains of the ET 6-6 could be observed. The free software-tool and a paper-version of KOMPIK can be downloaded from www.kompik.de. A revision is planned, an English version is considered.

Keywords: development assessment, observation scale, individual curriculum, KOMPIK, software tool

Conducting research in preschool as a culturally sensitive environment
JONNA LARSSON, PIA WILLIAMS AND ANN ZETTERQVIST, University of Gothenburg, Sweden

This paper aims to highlight a perspective on preschool as a culturally sensitive environment (Larsson, manuscript). A position is taken that additional attentiveness is needed when research is conducted in educational settings and concerning young children. The presentation is based on ethical considerations and strategies, founded on time spent in four different preschools. The initial focus of the research was to capture children and preschool teacher's encounters with physical phenomena (Larsson, 2013a, 2013b). The presentation draws on research focusing on diverse ethical aspects and positions, as discussed by Fleer and Ridgway (2014) and Quennerstedt, Harcourt, and Sargeant (2014), together with the importance of taking a child-, as well as, children's perspective (Jonsson & Williams, 2013; Sommer, Pramling Samuelsson & Hundeide, 2010). The data production is characterized by the method of 'shadowing' (Czarniawska, 2007), where the researcher is positioned close to the teacher and the children. This method, urge for additional ethical aspects leading to the development of novel tools to handle the tension of being close and supportive and at the same time ensure distance and generate data. The result is expected to generate knowledge about functional strategies for researcher's attendance at preschool and raising ethical awareness when conducting research in preschools. Particularly in relation to young children's possibilities to identify when being filmed and gaining opportunities to withdraw in the present moment. The results implicates that additional attentions is needed when conducting research in preschool settings

Keywords: preschool, children, ethical awareness, research, strategies

SYMPOSIUM SET E/ 27

MANAGING CHALLENGES

Individual Papers

CHAIR: AMAL BANUNNAH
Umm Al-Qura University, Kingdom of Saudi Arabia and University of Sheffield, United Kingdom

Meeting parental expectations in culturally diverse early years settings
HEINO SCHONFELD, Barnardos, Ireland

This presentation will explore some of the commonalities and differences in parental preferences for pedagogic practice and expectations for child outcomes. It will survey some of the international and comparative evidence and show some of the responses at policy, curriculum and practice level. There is significant evidence, including major comparative studies, such as the CARE study, that the values, norms and goals regarding child rearing, care and education are related to cultural background and family experiences. This is true for parents as well as for early years staff. With increased globalisation and migration across cultural and ethnic borders, early years settings and early years educators are presented with both new challenges but also opportunities to support and extend young children's learning and development in the 'global village '. This presentation is based on theories of diversity, socialisation and identity. It will build on international research and Irish experiences and review some of the relevant literature. The presentation will observe sensitive approaches to cultural diversity and expressions. Diverse experiences of families and their expectations for child outcomes will be respected. Parental expectations of and preferences for pedagogy and child outcomes vary as a result of diverse experiences and cultural norms. Early childhood educators, families and children are negotiating solutions and turn challenges into learning opportunities. Aiming for high quality early childhood education requires that different stakeholder perspectives are acknowledged and recognised, including the perspectives of parents, children and staff. Tools for negotiated and democratic practice are suggested.

Keywords: family, diversity, culture, practice, expectations

'Why do we celebrate...?' Filling national and religious traditions with meaning in a multicultural preschool
TÜNDE PUSKÁS, Linköping University, Sweden, ANITA ANDERSSON, Linköping University, Sweden

The paper explores how preschool teachers and children together fill the traditions celebrated in the preschool with meaning. The study relates to studies on how preschools deal with increasing ethnic diversity (Lunneblad 2009, Schweitzer, F. 2011) and to research on how cultural heritage is perceived and constituted in preschool practices (Lappalainen, 2006, 2009). Tradition is understood as a collection of socially constructed beliefs and practices within the broader category cultural heritage. The (re)production of cultural heritage is seen as a dynamic process that includes both continuity and change. The study is based on a fieldwork conducted in a preschool group in which the majority of children and two of the four teachers have a migrant background. The data consists of field notes and video data. Written consent was obtained from the teachers and parents of all children participating in the study. All participants were given the opportunity to withdraw from the study at any time. Pseudonyms have replaced the names of all participants. The study reveals that teacher-led discussions on why a tradition is celebrated fill traditions with reconstructed meaning. The teachers balance between enacting the children's own ideas and the goal of the curriculum 'to pass on a cultural heritage â€¦ 'from one generation to the next' (Skolverket, 2010:5). Thereby, the teachers act both as keepers of traditions and agents of change. The findings of the study may increase preschool teachers' awareness of cultural and ethnic diversity as well as their own practice.

Keywords: tradition, multicultural preschool, reconstructed meaning, agents of change, preschool curriculum

The challenges and opportunities in implementing sex education in the preschool curriculum in the Kingdom of Saudi Arabia
AMAL BANUNNAH, Umm Al-Qura University, Kingdom of Saudi Arabia and University of Sheffield, United Kingdom

This paper examines the challenges and opportunities in implementing sex education in the preschool curriculum in the Kingdom of Saudi Arabia (KSA). Cultural bias and social binding are central to how sex education is taught to children, and so they need to be considered (Campos, 2002). However, despite important links to culture, in reality the influence of culture may act as a barrier to conversations about sex education (Kenny and Wurtele, 2008). Sex education in the Islamic paradigm is not just about the physical acts, but includes other values such as morality, relationships, hygiene and self-protection (Al-Ghazali, 1975). In the KSA children need to be taught not only in a culturally appropriate way, but also in an age-appropriate way (Al-Qadi, 2006; Ashraah et al., 2013). This research is interpreted from sociocultural theory perspective. This is an interpretive research with Methods research that are used. The data are collected by two methods 'questionnaires and interviews'. Approval was obtained from the University of Sheffield Ethics Committee. A full information letter was provided to all participants, assuring them that their participation in the study would be kept completely confidential, and that all the data would have identifying information removed before analysis. Implementing sex education in

the KSA, in particular at a young age, will need to be done with due regard for the needs of children and the unique sociocultural issues that exist within the KSA. Children need to learn about sex education, which is very important for them, parents and teachers.

Keywords: young children, curriculum, sex education, early childhood professionalism, the KSA

SYMPOSIUM SET E/ 28

ETHICS, CHILDREN'S RIGHTS AND BEYOND

Individual Papers

CHAIR: KATHLEEN ROCHE-NAGI
Approachable Parenting, United Kingdom

An exploration of ethical implications in research with children under three
ALINE COLE-ALBÄCK, University of Wolverhampton and Centre for Research in Early Childhood, United Kingdom

The aim of this PhD study is to bridge policy and practice by advancing an understanding of how the UN Convention on the Rights of the Child (UNCRC) can be incorporated into practice in settings providing ECEC for children under three. There is emerging evidence about the positive impact and improved outcomes for children in Rights Respecting Schools in England (Covell et al., 2011, UNICEF UK, 2015), however, there is limited research on Rights Based Pedagogy (RBP) in settings for children under three. It has been recommended that all signatories of the UNCRC create an agenda for rights in ECEC (OHCHR, 2006). RBP fits in with this recommendation and the sociology of childhood that recognises children as a social group with their own interests, priorities and rights. This phenomenological case study will be conducted in different settings in England, Finland and Sweden, to explore the participants' understanding and experiences of children's rights through: participant observations with children; parent focus group discussions and staff interviews. My ethical starting point was University, National and Association guidelines, informing e.g. ongoing assent/consent and confidentiality/anonymity. However, the importance of 'ethical symmetry' (Christensen and Prout, 2002) and power relations in child research will be the focus of today's discussion. The literature supports the notion that professionals need to recognise the ethical and political nature of ECEC. By developing theory, and bridging policy and practice this study seeks to move the children's rights debate on from rhetoric to understanding what an ethical RBP could look like in practice.

Keywords: rights-based, pedagogy, UNCRC, ethics, practice

The complex semantic of childhood and children's rights
FEDERICO FARINI, University Campus Suffolk, United Kingdom

The presentation argues that the fluctuating conceptualisation of children's right between 'human rights' and 'personal rights' co-defines the semantic of childhood in the material, social and temporal dimensions. The research considers sociological human rights studies (Madsen&Verschraegen,2013) with structuralist analysis of childhood (Qvortrup,2009) in light of a socio-constructivist interest in the construction of childhood in communication (Wyness,2012,Baraldi,2014) and its positioning in relation to adulthood (Alanen,2001). The core conceptual distinction used to interpret data is between 'human rights', concerning the preservation of the individual, and 'personal rights', concerning inclusion in all social domains (Teubner, 2012). The theoretical framework is applied to a comparative discourse-analytical investigation of legislation and policies of Early Years Education and Care in England, Ireland and Italy (2005-2015), interested in the interrelation between the conceptualisation of children's rights and the meaning of childhood in institutionalised discourses. The research subscribes the principle of beneficence, aiming to enhance creative thinking around the dichotomy in children's rights between protection and agency, with benefit for the interests of children and adult Data suggest that in the material dimension, children occupy a metaphorical space as 'migrants 'in society, protected by human rights but with conditional access to personal rights. In the social dimension, the semantic of children's rights as 'human rights' underpins a truth of children`s agency as subordinate to the 'responsible adult'. This implies that

in the temporal dimension, the discourse on safeguarding and well-being posits adult's protection of the 'future citizen' in opposition to the risk of children's active citizenship in the present.

Keywords: children's rights, early years education and care, children's agency, safeguarding, risk and trust

Problematising listening: The complex work of practitioner engagement in challenging settings,, roles, responsibilities and values
ELIZABETH HENDERSON, University of Sheffield, United Kingdom

This performative autoethnographic paper explores the world of practitioner engagement in challenging contexts asking 'What does that feel like?' Building on work by Goouch (2010), Osgood (2012) and Ernst and Vallack (2015) which utilised narratives to investigate early childhood education and care (ECEC), it addresses and problematises 'listening' (Batchelor, 2012) and its relationship to relational pedagogy (Papatheodorou, 2009) while simultaneously extending the debate on perceived practitioner tensions (Basford and Bath, 2014) which may lead, ultimately, to practitioners leaving the profession (Clandinin et al., 2014). Adopting a phenomenological approach that acknowledges complexity theory, this research adds insight into practice within challenging contexts. Utilising a post-structural stance it seeks not to produce answers but to elicit questions. Performative autoethnography as a methodology attempts to speak to the heart through narratives while adding a wider socio-cultural context for the listener/reader. Autoethnographic narratives go beyond standard ethical procedures to demand an ethic of self-care consequent to exposure. I also acknowledge the problem created by a lack of children's voices and consider the need to be ''vigilant to the possible futures of my work'' (Nutbrown, 2011, p.11). Key discussions/thoughts are situated within the field of emotional geographies and considerations of the demands on practitioners which are often incompatible. Ethical dilemmas are also highlighted through considerations of 'listening' and the portrayal of ECEC practitioners as the ''salvation of society'' (Osgood, 2012, p.41). The need for policy-makers to understand the tensions created by divergent demands on practitioners is urgent as are the implications for training.

Keywords: performative autoethnography, relational pedagogy, listening, emotional labour, complexity

SYMPOSIUM SET E/ 29

ACTIVE CITIZENSHIP: MORAL VALUES AND PERSONAL EPISTEMOLOGY IN EARLY YEARS CLASSROOMS

Self-organised Symposium

CHAIR: JO LUNN BROWNLEE
Queensland University of Technology, Australia

We need to be concerned about how children learn values for participation in a cohesive society. Active citizenship is about children experiencing and internalising moral and democratic values, and developing their own opinions and moral responsibility. This symposium will explore new ways of thinking about teaching and learning for active citizenship in early years elementary school classrooms using personal epistemology as the conceptual framework. This symposium draws upon data from an Australian Discovery Project: 'Changing relationships between children's moral reasoning for inclusion and personal epistemologies in early years primary school classrooms' to explore changes in children's personal epistemologies and moral reasoning, teaching practices for active citizenship and finally children's view on what it means to be a school child.

Be(com)ing a school child: Rules, responsibilities and identities in the early years
EVA JOHANSSON (1), DONNA BERTHELSEN (2), JO LUNN (2), JULIA MASCARDI (2) AND LAURA SCHOLES (2), (1) University of Stavanger, Norway; (2) Queensland University of Technology, Australia

The aim is to explore the perspectives of children in first year of school and their emerging identity being part of the collective life of school. What does it mean for children to be(come) a school child? Schools are sites in which a range of values are expressed (Johansson, Brownly, Cobb Moore et al. 2012). Children encounter these values which provide expectations about future citizenship through rules, responsibilities and rights expressed in the school context (Halstead and Pike, 2006, Thornberg, 2013). This study is informed by phenomenological theory

which explores different phenomena from the perspectives of individuals (Merleau-Ponty, 1962, Schütz, 1972). Interview data of 29 children (1 Year) were scrutinised based on hermeneutic analyses (Ricoeur, 1971) aiming to identify the ways children give meaning to school rules, responsibilities and contributions to the school context. Considerations were taken to assure consent from parents and children. Ethical concerns highlighted throughout the study involved respect for children's integrity, anonymity and right to withdrawal. Initial analyses provide a picture of children's identity as a school child as being characterized by insufficiency. Children identify themselves as persons with a need for rules to prevent them from engaging in 'wrong' behaviours. The children regarded rules as important for the safety and wellbeing of others. They expressed a lack ownership of rules and that teachers only listen to them if their ideas were 'good'. Implications for values education in the early years are discussed, and how children's identity as agents influencing the school community can be problematised.

Keywords: perspectives of children, identity, collective life in school, citizenship, phenomenology

Teaching for critical moral learning: Alignment of personal epistemologies and practices for active citizenship
SUE WALKER AND JO LUNN-BROWNLEE, Queensland University of Technology, Australia

The current study investigates the following research question: What is the nature of teachers' personal epistemologies in the context of teaching moral reasoning for active citizenship? This paper will shed new light on teaching for active citizenship by investigating the nature of teachers' personal epistemologies and practices for promoting moral learning in early childhood. We argue that paradigms and teaching practices for values education may be underpinned by teachers' personal epistemologies (Kuhn & Weinstock, 2002). This paper is informed by theoretical and conceptual understandings of personal epistemologies. Personal epistemologies are the core beliefs we hold about what constitutes knowledge, how knowledge is constructed and how we come to know (Brownlee et al., 2011). For this research, the framework and definitions proposed by Kuhn and Weinstock (2002) are used. Stimulated recall interviews with 29 teachers were used to provide the basis for understanding teachers' personal epistemologies and their teaching practices. All participants provided informed consent. Pseudonyms have replaced the names of participants. Participants were given the opportunity to withdraw from the study at any time. Findings revealed four patterns of relationships between personal epistemologies and teaching practices for moral reasoning: evaluativist, towards evaluativism, practical reflection and practical implementation. All teachers reported a range of strategies but they differed in the extent to which teachers supported children to value different opinions and helped children to justify these opinions. We argue that there is a complex yet distinct relationship between personal epistemologies and teaching practices for moral reasoning in early years classrooms.

Keywords: personal epistemology, early childhood, active citizenship, values education, moral reasoning

Changing relationships between children's moral reasoning for inclusion and personal epistemologies in early years elementary school classrooms
JO LUNN BROWNLEE (1), SUE WALKER (1), EVA JOHANSSON (2) AND LAURA SCHOLES (1), (1) Queensland University of Technology, Australia; (2) University of Stavanger, Norway

The study investigates longitudinal changes in Australian children's beliefs about knowing and knowledge (personal epistemologies) in the context of moral reasoning for active citizenship. Previous research shows that children who are able to reason by drawing on multiple perspectives are less likely to exclude others. This capacity to weigh up many viewpoints means that children are more likely to consider a range of positive and negative attributes which helps to ignore stereotyped information (Aboud, 2010). We argue that this capacity to evaluate many perspectives is underpinned by children's beliefs about knowledge and knowing (Kuhn & Weinstock, 2002). This paper is informed by personal epistemology theory, which involves the beliefs held about the certainty, source, structure and justifications regarding knowledge (Lunn Brownlee et al., 2011). Stimulated recall interviews explored children's personal epistemologies and moral reasoning about inclusion and exclusion across the early years of elementary school: Year 1 (2013 n=174), Year 2 (2014 n= 155) and Year 3 (2015 n=133). Informed consent was negotiated and re-negotiated during interviews, including the opportunity to withdraw at any time. Pseudonyms were used throughout. Children's personal epistemologies and justifications for including others in their play became more sophisticated over time. Older children were also more likely to use justifications which reflected moral rather than personal reasons for inclusion or exclusion. We argue that it is important for teachers to pay attention to children's beliefs about the nature of knowledge and knowing in the process of scaffolding their reasoning about moral values for active citizenship.

Keywords: personal epistemology, active citizenship, moral reasoning, early childhood, values education

SYMPOSIUM SET E/ 30

DIVERSITY ANTI-BIAS AND BELONGING

Individual Papers

CHAIR: COLETTE MURRAY
Institute of Technology Blanchardstown, Ireland

Implementing an anti-bias approach in Ireland: Questions of imagery and representation
COLETTE MURRAY, Institute of Technology Blanchardstown, Ireland

In 2011-2013 the Early Years Education Policy Unit in the Department of Education and Skills supported the 'National Preschool Education Initiative for Children from Minority Groups', coordinated by the author of this paper. The initiative was the culmination of years of developing a multi-layered approach to mainstreaming a diversity and equality approach designed for the Irish ECCE sector. This was a result of collaborative work between the County Childcare Committees and the EDeNn network .The aim of the project was to support and empower practitioners to engage holistically with diversity and equality through an anti-bias approach. The project supported the implementation of the Diversity and Equality Guidelines for Childcare Providers (OMC, 2006) based on earlier work by the author (Murray et al, 2002, 2004) and (Derman-Sparks, 1989). Drawing on research by ECCE degree students who documented their experiences in placement and the Preschool Initiative I outline the development of the Anti-bias approach in Ireland. Data collection adhered to the Institute of Technology Blanchardstown ethical protocols. Results demonstrate that there needs to be a connection between how children's identity and belonging is supported and how they are represented in the imagery in the ECCE setting. My main argument in this paper is that it is important to connect holistically with identity and belonging through representation and imagery. In so doing we respect individual and community contributions and identities in ECCE. The findings highlight some key components for the implementation of the revised diversity, and inclusion equality guidelines for ECCE providers (2016).

Keywords: diversity, representation, imagery, anti-bias approach, equality

Integrating Sami perspectives into kindergarten curriculum - opportunities for professionals to share good practice
KRISTIN A Ø FLØTTEN, Nord University, Norway

How to assess and develop the Sami perspective and knowledge as an integrated part of ordinary kindergartens curriculum and practice. Documenting networking kindergartens, university and county governor office when meeting Sami culture and language as professional challenge and development. In my research, in the Lulesami area in Norway, I have been looking for the everyday pedagogics in kindergartens (Fløtten, K.A.Ø., 2012, 2015, 2016). The studies clearly points out the necessity for attention and knowledge to develop a curriculum and practice which integrates the responsibility to communicate Sami culture and language in all kindergartens. Følgegruppe for barnehagelærerutdanning also points at this in their Reports http://blu.hib.no/om/rapporter/. These minor studies, suggests increasing knowledge among the ECEC-staff about our indigenous or Sami people and culture. The studies are inspired by sociocultural theories and kindergarten didactics. This study is inspired by microethnographhic studies. Students in their ECEC-study, responding to a questionnaire about Sami perspectives in their vocational kindergarten. Document analysis. Both students and other participants in the competence meetings are anonymized and participation was voluntarily. University documents are public. It seems like the perspective in some kindergartens are slightly changing, and a focus on Sami culture, in play and learning, are somewhat strengthened. The next step should formalize the possibilities to share knowledge and to nurture the will to develop. This demands that the universities cooperate with kindergarten staff and offices, every level and office implementing time and knowledge to increase quality. Would a competence cluster be one possible answer - and if yes, how?

The diversity of 'belonging': An investigative case study into what early childhood educators understand about 'belonging'
VALERIE TILLETT AND SANDIE WONG, Charles Sturt University, Australia

This paper presents findings from a study examining early childhood (EC) educators' understandings about 'belonging', and how these understandings inform their pedagogical practice. Belonging' is a recurring motif in many international EC resources and policy documents, such as Australia's EC curriculum 'Belonging, Being and Becoming: The Early Years Learning Framework for Australia' (EYLF). 'Belonging' is a multidimensional concept with diverse and complex meanings (Sumsion & Wong, 2011). EC educators whose pedagogical practice is underpinned by critical understandings of 'belonging' are well-placed to create inclusive, respectful relationships with children, families and communities, to enhance child outcomes, and contribute to a more just society. Yet, the danger with such an everyday word as 'belonging' is that its meaning becomes 'taken-for-granted', and the transformational possibilities of the positioning of 'belonging' within policy documents and curricula, may remain unrealised. Semi-structured interviews were conducted with eight educators. Data were analysed drawing on Sumsion and Wong's (2011) 'cartography of belonging'. University ethics approval and participant informed consent were obtained. Findings highlight the diversity, but also limitations, of educators' understandings of belonging and ways they support children build a sense of belonging, and how educators' own sense of belonging contributed to their well-being and capacity to build relationships in their practice and promote children's belonging. Findings suggest that if the transformational potential of policy documents and curricula is to be realised: i) educators' conceptualisations of belonging may need to be enhanced and expanded: and ii) attention needs to be paid to educators' sense of belonging.

SYMPOSIUM SET E/ 31

VALUES, BEHAVIOUR MANAGEMENT AND TIME REGULATION

Individual Papers

CHAIR: MÁIRE MHIC MHATHÚNA
Dublin Institute of Technology, Ireland

Time regulation as a peep hole to trace cultural formation ideals - A comparative study
ÅSTA BIRKELAND, Bergen University College, Norway

The aim of the study is to analyse how time regulation in kindergartens can give traces of cultural formation ideals in early childhood education and care institutions situated in Norway and in China. The study is inspired by Preschool in three cultures. China, Japan and United States and Preschool in three cultures - revisited (Tobin, Hsueh, & Karasawa, 2009; Tobin, Wu, & Davidson, 1989). The prevalence of studies involving Norwegian early childhood education and care in cross-cultural studies is scarce. The study is framed by the theoretical perspectives and concepts from cultural historical activity theory, such as goals and motivation, societal and institutionalized expectations and demands and tensions and contradictions (Fleer, Hedegaard, & Tudge, 2009). The study is carried out within the hermeneutic paradigm with a polyvocal ethnomethodological approach. The study is a small-scale comparative cross-cultural study of social practices and uses video-and photo elicitation in focus group interviews as well as observations and time studies. Besides being obliged to national ethical guidelines of openness and transparency in research, this study has specifically addressed ethical questions about openness to deviations from the ideal research processes when being a Norwegian researcher doing field work in China. The paper discuss how the time regulation give traces of cultural formation ideals such as the efficient and focused learner and the self-regulated autonomous child. The paper also discuss the potential in the methodological approach within cross-cultural studies. The study will promote critical reflections and have implications for practises in early childhood education and care.

The evaluations of principals, teachers and parents to the formulating and explaining values in Estonian kindergartens

PÄRJE ÜLAVERE AND MARIKA VEISSON, Tallinn University, Estonia

The aim of this study was to find out the evaluations of principals, teachers and parents to the formulating and explaining of values in kindergartens. The theoretical part of this research discusses S. H. Schwartz's theory of basic values (Schwartz, 1992, 2012; Schwartz et al., 2012). Various earlier research exists about values and values education (Emilson & Johansson, 2014; Johansson et al., 2014; Thornberg, 2008; Thornberg & Oguz, 2013). The relevance of values education is stressed in several documents regulating the field of education: OECD (2012), UNESCO Roadmap (2014), Estonian national curriculum for basic schools (2011) and Estonian national curriculum for upper secondary schools (2011), as well as Estonian Lifelong Learning Strategy 2020 (2014). Values education is a key domain in the national programme Values Development in Estonian Society 2009-2013, the national programme continues 2015-2020. The research method used was a questionnaire, conducted from March until May 2013. A total of 978 respondents retuned the questionnaire, incl. 163 principals of kindergartens, 425 teachers and 390 parents all over Estonia. Questionnaires were completed anonymously, the gained data was analysed and the results determined in a generalised manner. Discussions with children, teachers and parents are very important in kindergartens. In joint discussions, the overlapping part of the main values is determined and their differences are talked over. There were no statistical differences between the assessments given to that statement by all three groups of respondents. The results of current study will be used in teacher education.

Keywords: values education, kindergarten, principals, parents, teachers

The effect of parents education programme to deal with challenging behaviours using a multi-tiered model

NAM-IM KIM AND KAY HEO, Chongshin University, South Korea

The purpose of the study is to develop and investigate the effectiveness of parents education programme to support young children's social-emotional competency, and deal with challenging behaviours using pyramid model approach. When social-emotional difficulties and challenging behaviours are not addressed early, children are more likely to have social-emotional, behavioural, and academic difficulties later in school and into adulthood. Effective parent practices to address young children's social-emotional competence and challenging behaviours based on Pyramid model can change this trajectory. The theoretical framework draws upon social learning principles (Bronfenbrenner, 1979), transactional theory (Sameroff, 2010; Sameroff & Chandler, 1975), and dynamic skill theory (Ficher & Bidell, 2006). This parent training programme is based on Pyramid model of CSEFEL developed in the U.S. and is then adapted to fit to Korean. The subjects were 60 parents. A t-test was conducted using SPSS 21.0 for data analysis. Additionally, a focus-group interview method was used. Participants were parents who were attending parent education workshops. This study explained to the parents, and informed consent was taken from those who agreed to participate. Standard practices for maintaining confidentiality were employed. All data were coded and labelled with identification numbers. First, there were significant difference in parenting skills in teaching social-emotional skills. Second, young children's social-emotional competence was all improved in the area of building relationships, supportive environments, and social-emotional skills. Parenting skills and young children's social-emotional competence can be enhanced with proven evidence based parenting programmes. Discussions and implications related to factors of effective parenting programmes are suggested.

Keywords: parents education programme, practical support, social-emotional competency, challenging behaviour, Pyramid model

SYMPOSIUM SET F
FRIDAY 2ND SEPTEMBER
16:30 – 18:00

SYMPOSIUM SET F/ 1

SUPPORTING CHILDREN'S AND YOUNG PEOPLE'S PARTICIPATION

Individual Papers

CHAIR: AN RAES
Artevelde University College, Belgium

Children's and young people's participation in the decision making process
AZORA HURD, University of Gloucestershire, United Kingdom

The aim of the research to assess children and young people participation in the decision making processes. Clark, KjØrholt and Moss (2008) The application of the pedagogy of listening opens up other constituents such as body language which must also be understood and is a clear dimension for children's voice and participation. Foley, Roche and Tucker (2001). A critical insight addressing issues of 'problematizing' discourse of childhood concerning the adult listening agenda in respect of treating children more seriously across the varying social, legal, political and cultural contexts.   James and Prout (1997). This core and seminal discourse concerns the emerging paradigm of constructing and deconstructing childhood in a number of reflections on contemporary concerns on the way childhood is socially constructed. Landsdown (1995). This work advocates the need to change law, policy and practice in order to realise the UNCRC's minimum standards. Lee. (2003 & 2005).   This work importantly examines the emerging conceptual framework of how children are viewed as 'incomplete beings' and are seen as 'human becomings'. Hart's (1992) Participation Ladder Lee (2003 & 2005) children as incomplete beings   James and Prout (1997) constructing and deconstruction childhood. Bell (1995) Understanding Adultism Participatory action research through a case study analysis and an interactive group work programme. All ethical aspects was authorised by the University of Birmingham's ethical committee and by Birmingham City Council's research ethics panel. Instructive' form of communication 'Expressive' form of communication 3 R's of Awareness - Respect, Relate, Respond A new way of looking at communicating with children and young people.

Keywords: participation, expressive-dialogue, instructive-dialogue, listening, citizenship

Supporting children's participation in youth care
AN RAES, WENDY EERDEKENS, AND ELISA VANDENBUSSCHE, Artevelde University College, Belgium

The right of every child to participate in decisions about their own life has become widely accepted. In this project, we investigate the perspective of six- to 12-years-old children in Flemish Integrated Youth Care (IYC) on participation: what is important to children themselves? In which decisions do they want involvement? What are necessary conditions for children to participate and how can professionals facilitate their participation? The need for this project emerged from an earlier research project on the experiences of 12-18 year old children, their parents and professionals in IYC. Children's rights and the Flemish policy on youth care participation serve as the conceptual framework for this research. From an interpretative paradigm, we perform 20 in-depth interviews with children, using a creative and interactive approach, tailored to the child's abilities and preferences. The data are qualitatively analysed (phenomenological approach). The local Ethical Committee approved the project. All participating children and their parents give their written informed consent. Children interested in participation are additionally informed about the research project through an interactive, narrative approach. The data collection is ongoing. Preliminary results suggest that meaningful participation of young children requires careful consideration of methods and attitude, starting with the question of how to provide a meaningful informed consent. Participation shows to be a learning process for both professionals and children.

This research provides professionals with tools and guidelines to support children's participation. The results of this study are also informative for policy makers within the domain of child and youth care.

Keywords: children, participation, rights of the child, youth care, interactive narrative

A teacher's approach to pursuing children's rights and families' participation
ROXANNA PASTOR, Universidad Publica de Navarra, Spain

The aim of this study is to comprehend the ways in which a teacher formed in the Reggio Emilia approach and with 35 years of experience builds her knowledge of children and shares it with their families to jointly construct a school environment that respects the rights of children and families. Research identifies family participation as a key element of quality education. Recent research addresses the need to prepare teachers for their work with families (Epstein 2011) but not enough attention has been paid to teachers' actions and attitudes. The study is based on the Reggio Emilia approach specifically on the role of the teacher as a professional that accompanies children in their identity and knowledge construction and builds a community of knowledge with their families' active participation. To comprehend this teacher's experience a flexible, emergent qualitative study was designed. During a school year the teacher's actions with four children and their families have been observed and documented. Weekly semi structured interviews have been conducted with the teacher to document her thoughts on her work and interviews were carried out with families to investigate the impact of her work on their understanding of their child's rights and development. To give voice to teacher and families, observation recordings and interview transcripts have been shared with them during the process. Their identities will be kept confidential. Teacher's conception of her role as an ally and learner of children and families is a key element on pursuing wellbeing. This finding should influence teacher training programs

Keywords: Reggio Emilia, children's rights, teacher's role, families, participation

SYMPOSIUM SET F/ 2

COLLABORATION AND TRANSITION TO SCHOOL

Self-organised Symposium

CHAIR: SUE DOCKETT
Charles Sturt University, Australia

Supporting positive transitions to school remains an international educational priority. Many stakeholders are involved in promoting a positive start to school. This symposium explores the perspectives of parents and educators as they collaborate to support children's start to school. Papers examine the frames of reference of families in educational partnerships as children start school, the intentions of educators in prior-to-school and school settings as they communicate during the time of transition, and the potential for educators to engage in professional relationships that recognise the roles of continuity and change as children start school. Different conceptualisations of collaboration - and its role in promoting continuity of children's experiences - link the papers.

Continuity and change in the transition to school
SUE DOCKETT (1), JÓHANNA EINARSDÓTTIR (2), (1) Charles Sturt University, Australia; (2) University of Iceland, Iceland

Much transitions research is driven by commitments to continuity. This paper critically examines various approaches to continuity during transition to school. We explore conceptualisations of both continuity and change (discontinuity) and their role in transition to school. Efforts to promote continuity have featured in worldwide approaches to transition. These include emphases on curriculum alignment (Kagan, 2010) pedagogical and philosophical continuity (Mayfield, 2003). We extend this focus by exploring different types of continuity and implications of these for the professional relationships of educators (Moss, 2013). Drawing on these previous approaches to continuity, we examine theoretical positions of continuity through the lens of professional relationships (Moss, 2013) and the significance of discontinuity (Zittoun, 2008). The paper provides

a critical review of the concepts of continuity and discontinuity. It reviews the work of several theorists and researchers in the area of transition to examine interpretations and implications of the focus on continuity as children make the transition to school. We explore theoretical understandings of continuity and discontinuity, rather than reporting primary research. Ethical considerations emphasise authentic representation of the work reviewed. Educators' professional relationships contribute to understandings of continuity during the transition to school. Several forms of continuity are beneficial for all involved, yet transition involves both continuity and change. Recognising the importance of change (discontinuity) prompts re-examination of approaches to educational transition. Rather than a focus on smoothing transition, we suggest a focus on continuity and discontinuity and the potential benefits and/or challenges of each during the transition to school.

Keywords: transition to school, professional relationships, continuity, change, collaboration

'She thinks her toys don't understand Romanian': Family engagement with children's learning during the transition to school
SUSANNE ROGERS, Charles Sturt University, Australia

Family engagement with children's learning may not necessarily equate to engagement with the school. This study investigated the ways in which mothers living in complex circumstances engaged with their children's learning during the transition to school. The qualitative study used a bioecological framework (Bronfenbrenner & Morris, 2006) to analyse the processes mothers used to engage with their child's learning during the transition to school. The Person-Process-Context-Time (PPCT) Model (Bronfenbrenner & Morris, 2006) was the theoretical framework of the study. A subjectivist epistemology was used, with the researcher and the respondent co-creating understandings, through a methodology of semi-structured interviews and the development of case studies. Constructivist grounded theory was used in the data collection and analysis. Attention to informed consent for all participants, the fair and just representation of the participants and the maintenance of confidentiality underpinned this research. Mothers engaged with their children's learning in a range of ways depending on the context, experiences, expectations and aspirations of the individuals and their current circumstances. The transition to school experiences of children and families living in complex circumstances may be effectively supported by educators recognising and acknowledging the processes families employ to engage with their children's learning.

Keywords: transition to school, family engagement, learning, mothers, bioecological framework

Preschool school communication: The challenges of written information exchange
SUSANNE ROGERS, KATHRYN WALLIS, AND BOB PERRY, Charles Sturt University, Australia

Initiatives to promote written exchanges of information between preschools and schools have been implemented internationally, based on the assumption that they provide a positive support for children's transitions. The premise of such initiatives is that the information will assist schools to build on children's prior experiences. This research examines the challenges and consequences of written information exchange between settings in Australia. Few transition studies to date have investigated written communication between preschools and schools and those that have, suggest low levels of information exchange and some issues affecting these practices (O'Kane & Hayes, 2006; Ahtola et al., 2011). Bioecological perspectives of transition (Bronfenbrenner & Morris, 1998) provide much of the rationale for promoting 'intersetting communication', whilst the 'transactional model ' (Barnlund, 1970) provides a useful framework for understanding communication between educators in this study. Interview data from 30 educators were coded into categories identifying challenges with and consequences of, written communication practices. Several levels of ethical clearances were obtained for the study including university and state education authorities. All participants provided informed consent, pseudonyms have been used and participation in the study was voluntary. The results indicate that written communication between preschools and schools can be problematic. Several issues act to shape communication and limit its effectiveness as a support for children and as a means of developing positive relationships between settings. In both policy and practice consideration is best given to a range of interpersonal communication channels in order to foster trusting, respectful and collaborative relationships between educators.

Keywords: transition, communication, educators, preschool, school

PRACTITIONER RESEARCH

Individual Papers

CHAIR: GEORGINA NUTTON
Charles Darwin University, Australia

Action research in preschool class with focus on a content area
INGELA FRIBERG AND LAILA GUSTAVSSON, Kristianstad University, Sweden

The study aims to describe ECE teachers' try to develop theoretical knowledge about teaching a certain object of learning during an action research project. According to Rönnerman (2004, p.13) action research can be describe as a qualitative approach that take the practice as a starting point that aims to develop a cooperation between researchers and practitioners to change practice. The project used tools e.g. diaries, observations and group supervision (Rönnerman, 2004, p. 20). The variation theory is here used as a framework for analysis as well as for the preschool teachers planning. The theory is developed from a phenomenographic approach and the outcome categories can be described as qualitatively different ways of discerning what a learning object in preschool class can be and then plan how to handle the learning object. Achieving a change involves being able to distinguish the different aspects of a phenomenon that was not previously possible (Marton, 2014). Action research can be describe as a cyclic model where teachers' are seen as developer of their own practice. In the present study seven ECE teachers were interviewed in the beginning and in the end of the project. Transcripts of the interviews are used in the analysis. The ECE teachers registered as participants in the project. They were informed that they could end participation whenever they wanted. Preservation of anonymity were guaranteed. Ethical guidelines of the Swedish Research Council (2002) are followed. The very first findings will be discussed Implication for practice concerning preschool teachers' teaching is discussed.

Keywords: action research, interview, preschool class, preschool teacher, variation theory

Early childhood education students engaging with staff to research their own learning
CHRISTINE COLLINS, University of Hertfordshire, United Kingdom

The research aim was to work with Year 1 students on a new BA Early Childhood Education (BAECE) programme to explore aspects of their learning and use of reflection. Drawing on work by Hanson (2012) the programme was designed to support students to develop deeper understanding of reflection and its value in learning and practice. This project is framed by research suggesting staff-student collaborative inquiry in higher education can improve student engagement and understanding of the research process. This research was informed by a constructivism paradigm (Guba and Lincoln, 1994) and qualitative methodology. Seven volunteer students engaged with staff to inquire into their learning, contributing to question design, data collection (using post-it notes, self-completion questionnaires utilising reflective diary entries, and group activities), analysis and dissemination. The approach to working together was defined by staff-student partnership principles: 'shared responsibility' and 'co-agency' (Dickerson et al. 2016: 11-12), and respect and care of individuals. University ethical approval was obtained, ethical issues highlighted, and staff modelled an 'ethical stance'. Students were free not to participate or to withdraw without explanation. Anonymised datasets were used for analysis. The findings contribute to understanding students' perceptions of learning and reflection. Value was placed on engaging new students in the research process, setting expectations of a research-rich and research-active pedagogy throughout the programme. Reflecting on themselves as learners and gaining an understanding of the research process could contribute to developing practitioners who value research and are confident to research their practice for the benefit of children and families.

Keywords: student, research, reflection, collaborative, learning

Learning together: The benefits of students' participation
MALLIKA KANYAL, Anglia Ruskin University, United Kingdom

The study argues for the inclusion of participatory methodologies in higher education, for knowledge construction. There is an expectation that adult carers and educators should listen, enable participation and respond to children's needs. The study mirrors this expected culture of participation by listening to the voices of prospective early childhood professionals, and modelling participatory pedagogical approaches in higher education. A theoretical framework of critical theory and social constructivism is used to conceptualise students' voices, where twenty undergraduate and post graduate Early Childhood Studies students practice 'participation', with a staff researcher, in a post 1992 university. A participatory research methodology is used to develop shared decision-making strategies between the researcher and the participating students, to help in planning and designing a pedagogical space that is to be used by the Early Childhood Studies students. Attention is paid towards the implicit power imbalances between the researcher and the researched, as well as amongst various student participants, who may have different literacy levels and participatory preferences. Informed consent was obtained, in writing, from the student participants as well as university gatekeeper. The findings from the project suggest that participatory research has the potential to be used as an alternative pedagogical approach, the benefits of which can be realised at personal, relational and collective level. Students' voice work can therefore be extended from policy and structured institutional initiatives to include more participatory pedagogical practices. The methods used can therefore serve as a basis for exploring and advocating more egalitarian practices in creating learning environments.

Keywords: participation, shared decision-making, democracy, pedagogy, higher education

SYMPOSIUM SET F/ 4

THE WELLBEING OF EARLY YEARS TEACHERS

Individual Papers

CHAIR: CYNTHIA BUETTNER
The Ohio State University, United States

What predicts early childhood teachers' social and emotional wellbeing? Examining teachers' relationships within childcare settings
CYNTHIA BUETTNER (1) AND LIENY JEON (2), (1) The Ohio State University, United States; (2) Johns Hopkins University, United States

The goal of this study was to examine associations between early childhood teachers' relationships within childcare settings and teacher's social-emotional capacity, defined as teachers' capability to create positive social-emotional environments. Teachers are primary designers of children's social environments (Denham, et al., 2012). Yet little is known about environmental factors, such as teachers' relationships within childcare that predict teachers' own social-emotional capacity. Basic psychological needs theory argues that psychological wellbeing and optimal functioning is predicated on autonomy, competence, and relatedness. Data from 1,129 randomly selected preschool teachers in the US was used for the structural equation modelling conducted in STATA 14.0 to simultaneously test the associations between teachers' relationships (director, co-workers, and families), and two latent outcome variables representing social-emotional capacity (coping skills and psychological load), after controlling for multiple teacher- and centre-level characteristics. Study procedures were reviewed and approved by the university research ethics panel. Confidentiality was insured as the responses were anonymous. Controlling for teachers' demographics, professional characteristics and centre characteristics, teachers' relationships were all significantly associated with their psychological load and coping skills (β = -.09- -.22, p < .05 for psychological load; and β = .07 - .20, p < .05 for coping). The model fit was adequate, $\chi2(98)$ = 254.1, p < .00, RMSEA = .038; CFI = .915. Helping directors and families understand the

importance of positive relationships with teachers and helping teachers gain relationship-building strategies may be important concepts to address in teachers' professional development as a way to improve social-emotional environments for children.

Keywords: social-emotional capacity, social-emotional environments, teacher relationships, preschool teachers, psychological wellbeing

Understanding the risk of burn out in early childhood care professionals: Setting the stage for wellbeing
SILVIA MAGGIOLINI, ELENA ZANFRONI, AND LUIGI D'ALONZO, Università Cattolica del Sacro Cuore, Italy

The research aims to investigate the risk of burnout in early childhood care professionals (0-3 years old services) and possible correlations between the levels of burnout and participants' demographic data (age, education level, years of service in early childhood care, specific role played, geographical area of the nursery- city or suburban-) The work developed from an analysis of the literature on burnout in care work (Rentzou, 2015; Schereyer, Krause, 2016; Converso, Viotti et al, 2015). The wellbeing of nursery professionals is a very important aspect in order to support quality in daily work with children. Nevertheless there is little research on this issue Quality in early childhood education services is a dynamic and multifactorial concept. It includes both evident and hidden aspect, such as the wellbeing perceived by different actors within the organisation, particularly with respect to educators. The research was structured in two phases. In the first part the questionnaire LBQ (Link Burnout Questionnaire, Santinello 2007) was administered to 95 professionals of 12 different nurseries. In the second part, individual psycho-pedagogical interviews were conducted. All participants signed a consent and information form and join the research deliberately. The results point out possible indicators of burnout in nursery professionals, training needs mostly felt by different working team. The research aims to identify training needs (individual and group) and to realize specific training or psycho-pedagogical support and supervision. The findings can be applied in future studies and can be used to inform intervention in order to improve working conditions in early childhood services.

Keywords: burn out, wellbeing, early childhood care professionals, prevention, quality service

Building a secure and professional ECEC workforce: An Australian case study
SUSAN IRVINE (1), KAREN THORPE (1), JOANNE LUNN (1), JENNIFER SUMSION (2), PAULA MCDONALD (1), SHARON MCKINLAY (3), ELENA JANSEN (1) AND VICTORIA SULLIVAN (1),
(1) Queensland University of Technology, Australia; (2) Charles Sturt University, Australia, (3) Goodstart Early Learning, Australia

The aim of the Australian ECEC Workforce Study was to identify personal, professional and workplace factors that influence the recruitment, retention and engagement of educators in centre-based ECEC services. High quality ECEC services support families to raise happy healthy children, enable parental workforce participation and promote children's academic achievement and psycho-social wellbeing. Influenced by international research (OECD, 2006), Australia is implementing a range of reforms to enhance quality and support positive child outcomes. Integral to the success of this reform agenda is building a qualified, professional and stable ECEC workforce (SCSEEC, 2012). However, divisions between care and education and associated wage differences, continue to cause skill loss and instability, with negative impact on child and family outcomes. The conceptual framework for the study draws on theories and research relating to professional identity, workplace relations and personal motives to teach in ECEC. This was a mixed-method study involving a national survey (n = 1200), and qualitative case studies selected using public datasets about children's outcomes and centre quality ratings. This paper reports on the survey findings. Informed consent was sought and ethical principles observed, including respect for persons, confidentiality, honesty and integrity (NHMRC, 2007). The study found that while the majority of educators enjoyed their work and saw it as important, there is tension between increased professional expectations, recognition and remuneration. The study offers insights into current workforce challenges, highlights priority areas for action and the need for ongoing social, economic and political response.

Keywords: ECEC workforce, professionalism, retention, early learning, wellbeing

PEDAGOGICAL APPROACHES TO SUPPORT YOUNG CHILDREN'S LEARNING THROUGH PARENTAL ENGAGEMENT

Self-organised Symposium

CHAIR: SHIRLEY ALLEN
Middlesex University, United Kingdom

This themed symposium explores perspectives on the development of parental engagement in Early Years practice, focusing on the quality of relationships and communication between the key actors. The first paper discusses the positioning of children within collaborative relationships between parents and practitioners. It explores the complex meaning of partnership and considers how the child is positioned and included in the processes that frame collaborative relationships. Drawing on data from an evidence-based parenting programme, the second paper considers pedagogical strategies that aim to enhance the bond between parents and children, and support communication and parental confidence. The third paper considers the development of two pedagogical approaches to home learning, firstly, the London Early Years Foundation (LEYF) social enterprise model of childcare, with a specific emphasis on the pedagogical conversation. The second approach is from Scotland, which also aims to enhance parental confidence and participation in their child's learning.

How is the child positioned within parent-practitioner collaborative working?
SHIRLEY ALLEN AND ANGELA SCOLLAN, Middlesex University, United Kingdom

This study explores how the child is positioned within the process of parent-practitioner collaborative working and how their voice is heard within this relationship. It considers how the child's perspective can be gained when practitioners are engaging with parents on issues relating to the child's own development and future outcomes. Research studies have previously affirmed the value of parent-practitioner collaborative working to support the child's learning and future outcomes (Desforges and Abouchaar, 2003, Goodall et al., 2011, Taggart et al., 2015). However, though collaborative working aims to support the child's learning and development, there is less focus in the research literature on the child's own contribution to the collaborative process and how that might enhance their outcomes. The study draws on a rights-based perspective, which asserts respectful listening to children's views and their participation in decisions that are taken that affect themselves (Punch, 2002). The study uses a qualitative approach to gain practitioners' perspectives through focus groups on how children are positioned in each of their settings' collaborative work with parents. Ethical procedures were followed in the study, practitioners were briefed on informed consent, their right to withdraw and confidentiality of data (BERA, 2011). Initial analysis of the data indicates that practitioners demonstrated respect for children's views, though there was variation in their opportunity to participate in the process of collaborative working. The paper questions how children's genuine participation in collaborative working can be supported and considers how the impact of their participation in this process can effectively be evaluated.

Keywords: rights, positioning, child, participation, collaborative working

Crafting relationships between parents and professionals and parents and children in early years practice
BERNADETTE THOMAS, JO WHITE, CARMEL CLANCY AND ADENEKAN OYEFESO, Middlesex University, United Kingdom

To investigate the Impact of an evidenced parenting programme on enhancing the parent-child bond. Families And Schools Together is an award winning socially inclusive intervention programme developed over 25 years ago that brings together family, home, school and community to increase family wellbeing and improve outcomes for children. Run as a post school activity over 8 weeks, the programme is based on several theories including Bronfenbrenner's social ecological theory of child development (Bronfenbrenner, U. 1979. The Ecology of Human Development). FAST is a holistic, multi-systemic, parent involvement and relationship-building programme with a multi-family approach. It aims to build protective factors against stress for children, increase their resilience, wellbeing and ability to learn. Pre and post mixed methods evaluation design, using standardised instruments with established validity and reliability, and one-tailed, paired t-test analyses was employed. Parent and teacher consent is provided under the current ethics for the FAST programme. 352 families in 41 schools in England enrolled on the FAST programme 2014 - 2015. 92% of families graduated from the programme. The

impact of FAST on the following family variables was examined: (1) family functioning parenting, (2) self-Efficacy, (3) child behaviour problems. Results of dependent t-test indicated significant improvement on - Family functioning (t = 4.73, df = 229, p< 0.0001), Parenting self-efficacy (t = 2.45, df = 297, p< 0.01), and Child behaviour problems (t = 6.71, df = 290, p<0.0001). This paper questions how the development of the parent - child bond can enhance a child's learning.

Keywords: children, parents, development, relationships, learning

Tea, Talk, Toast Tuesday: UK perspectives on supporting parents' understanding of pedagogy
JUNE O'SULLIVAN, London Early Years Foundation, United Kingdom

This paper addresses how the London Early Years Foundation (LEYF) and the Scotland Collaborative approaches with parents help parents to achieve a greater understanding of their pedagogical role as home educators. Research, from (EPPE 2008),(Heckman 2010 Field 2011, Ofsted 2013) shows how Governments continue to struggle to find solutions to supporting disadvantaged parents reduce the risk of long term educational failure for their children . This is aligned with other research from GUS. Defourney, EPPE which reaffirms the power of home learning environments on disadvantaged children's longer term educational success. Involving parents in their children's learning makes a significant difference to their chances of longer term educational success. The Growing up in Scotland (GUS) report (Bradshaw, 2011) suggests activities such as reading and singing improves parent/child bonding, vocabulary and language development, and cognitive skills. However, the traditional means of giving advice is not always successful. (Mabelis and Marryat, 2011) hence our different approach using pedagogical conversations. Using Freire, the theories of conversation and Bruner 1996 culture of mutual learning we have developed action research to explore the approaches including using an IPad to track data. Agreements sought from parents who were active participants. This paper discusses how the London Early Years Foundation (LEYF) pedagogical conversation and the Scottish Collaborative approved Tickle and Giggle programme helps staff and parents become pedagogical leaders of learning in the home. Considering how pedagogical conversations has a central focus in training qualifications.   More emphasis on the importance of parents' role to improve the home learning environment.

Keywords: parents, pedagogical conversations, disadvantaged communities, home learning, empower

SYMPOSIUM SET F/ 6

HAPPINESS, WELLBEING AND DIFFICULT EMOTIONS

Individual Papers

CHAIR: BEVERLEY NIGHTINGALE
University Campus Suffolk, United Kingdom

'I make me happy!' Children having a sense of self, developing competence, and playing
BEVERLEY NIGHTINGALE, University Campus Suffolk, United Kingdom

This paper is part of the research findings from a Professional Doctorate. The aim of the research was to explore young children's (3-8 years) interpretation and understanding of ''wellbeing''. Young children's perspectives are not a significant aspect evident in much of the research literature on wellbeing. This paper explores how children's sense of self was a recurring theme that emanated from the children. A sociocultural and constructivist theoretical framework informs the research the research focused on eliciting young children's perspectives. Visual methodologies together with narratives were analysed using Barthes (1973, 1977) visual semiotic approach, and a thematic analysis (Bryman 2012). Ethical approval was granted, informed consent was obtained from parents/guardians and setting. On-going assent was gained from the children. As children develop a growing awareness of themselves as individuals, their capabilities, competences and preferences shone through. This corresponds with much of the literature on wellbeing for adults, where life satisfaction and accomplishment or developing one-self are included as determinants of wellbeing (Ryan et al 2008). The research results will contribute to the research field and provide insights for practice and policy at all levels.

'We don't talk about that': Difficult emotions for adults in the teaching and learning relationship with young children

CATHARINE GILSON, Oxford Brookes University, United Kingdom

This doctoral study undertaken at UCL Institute of Education explores difficult emotions for the adult, such as frustration and loss, that can arise in the teaching and learning relationship with young children aged between 3-5 years old in England. This research builds on the modest but burgeoning body of literature looking at the emotionality of the pedagogic relationship for practitioners, especially emotional labour (e.g. Elfer 2015; Colley 2006; Vincent and Braun, 2013). A relational holistic definition of the pedagogic relationship drawn from Papatheodorou (2009) is used. The study is informed by psychoanalytic perspectives of education, in particular the theories of Klein and Winnicott. The methodology is located within a psychosocial paradigm. A stratified sample was used to get a range of perspectives including practitioners and parents from a variety of settings. Two in-depth interviews were conducted with each participant, a conventional semi-structured interview followed by an interview using film elicitation as a prompt for discussion. The issue of insider research was mitigated by using snowballing to recruit in a wide geographical area in south-east England. The findings suggested that adults, particularly practitioners, privileged rational aspects of the pedagogic relationship and excluded emotional aspects, particularly negative emotions. This resulted in a fragmented view of the practitioner's role which does not take into account the complexity of the job and the emotionality of the pedagogic relationship for all adults concerned, practitioners as well as parents. These findings have implications for the training and ongoing professional development of early years practitioners.

Let us participate! What children tell us about professional support for wellbeing and learning in transition processes from kindergarten to school?

PETRA BUEKER AND CATHLEEN BETHKE, University of Paderborn, Germany

The contribution presents two studies which explore children's perspectives on mixed-age institutional learning groups in transition processes from kindergarten to school. Which factors support emotional wellbeing and meaningful social and cognitive learning? Which implications are relevant for professional scaffolding? Efforts to improve transition processes in the last decade mostly are positively evaluated (Hanke & Eckerth 2015), but there is great uncertainness about specific success factors. Especially research focusing on children's perspective (Heinzel 2012) on peer-interaction in mixed-age settings is a desideratum (Kordulla 2016). Based on eco-systemic transition theory (Griebel & Niesel 2011), peer-interactions (Krappmann 2013) and learning activities of preschoolers and first graders are understood as constructible and designable within a 'third space' between two institutions (Bührmann & Büker 2015). Criterions of wellbeing base on basic human needs (Ryan&Deci 2000) and include relation between participation and resilience (Hansen 2011). N= 26 (study: 'buddY', Büker & Bethke 2014) and N= 25 children (study: 'Kinderbildungshaus', Kordulla & Büker 2015) were questioned qualitatively by single interviews and group discussions, based on special visualized guideline and partly on 'simulated recalls' of video recorded scenes. Both studies adhere to the principles and practice described in the EECERA Ethical Code (2014). Category-based analysed, both studies show explicit details about children's needs, requirements and ideas concerning their transition processes. Substantial opportunities to participate in deciding and arranging social and professional learning activities are revealed as essential. Study outcomes show the significance of providing children freedom to realize their ideas concerning social interaction and individual learning, of reflecting the status-passage regularly with them and of measuring teacher's scaffolding sensitively.

INTERNATIONAL PERSPECTIVES ON ECEC SYSTEMS AND APPROACHES

Individual Papers

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

Third World problems? What European early childhood policy and practice can learn from Latin America
MATHIAS URBAN, University of Roehampton, United Kingdom

Early Childhood Care and Education at the Margins: African Perspectives on birth to 3
HASINA BANU EBRAHIM (1), OKWANY A AUMA (2), OUMAR BARRY (3), (1) University of South Africa, South Africa; (2) University of Rotterdam, Netherlands; (3) University Cheikh Anta Diop of Dakar, Senegal

This presentation is based on a forthcoming book. The main aim of this presentation is to share the cultural and situated accounts of early care and education for birth to 3 which emanated from studies in 13 countries in Africa. This work is informed by African reconceptualist scholarship which the three presenters are contributors to. Theories in the post-foundational paradigm are used to present nuanced understandings of constructions of early care and education for birth to 3 A mostly qualitative research approach was used to foreground the discourses and practices that shape a cultural and situated account of early care and education. Interviews, observations and documentary analysis were used to generate data. The quantitative dimension used surveys to access demographic information about early care and education. Where ethics committees existed efforts were made to obtain ethical clearance. The accounts presented raises issues for situated ethics when researching the vulnerable (very young children and adults living in poverty). The findings show that the discourses, cultural and situated practices contest the dominant framings in early care and education interventions. This was evident when the key social actors (children of children and adults) were valued as speaking subjects. Responsibility for birth to 3 needs to be lifted from just the private responsibility of vulnerable primary caregivers to the state. Policies need to recognise and fund family and community support models for birth to 3. The cultural practices and situatedness of children from birth to 3 must inform programmes.

Keywords: birth to 3, culture, situatedness, dominant discourses, Africa

Multiple becomings in a Swedish preschool
KRISTIN UNGERBERG, Karlstad University, Sweden

The aim of this PhD thesis is to investigate how 1-2 year old children's influence is produced in a Swedish preschool. In this study influence is explored as something that is continuously produced in intra-actions and entanglements between humans and nonhuman objects at preschool. The Swedish national curriculum describes influence as a democratic education which has been interpreted by preschool teachers as something to learn about and conditioned by age and capacity for verbal speech (Moss, 2014; Sandberg & Eriksson, 2008). Influence has often been linked to a humanist, individualistic and emancipatory discourse where children are seen as citizen becomings (Lee, 2001) and as subjects with agency and ability to participate in decision making and democratic processes. The present study wants to challenge this view by highlighting additional ways to understand influence in preschool. Taking a Deleuzian and posthumanistic approach, the thesis explores and discusses how influence is continuously produced in relation to discursive, bodily and material flows where children's everyday actions are analysed as various ways of relating. Challenging the dominant discourses of influence and the dualism between subject-world, the study opens for new ways of conceptualizing and practicing influence in preschool. The thesis contains data from a 5 month observation study in one Swedish preschool. Ethical considerations are taken into account. Based on a video recorded episode regarding the children's actions in their preschool milieu theoretical concepts as ''affect'' and ''desire'' is put to work to unfold different ways to deal with influence. Conclusions are in progress.

Keywords: preschool, 1-2 year olds, influence, Deleuze, video observations

PEDAGOGY OF SCIENCE IN ECE

Individual Papers

CHAIR: TERRY RUSSELL
University of Liverpool, United Kingdom

Encouraging reasoning with evidence in early years science: A developmental perspective
TERRY RUSSELL AND LINDA MCGUIGAN, University of Liverpool, United Kingdom

This paper reviews the authors' recent research to inform an aspect of young children's science reasoning as a learning progression. The focus is the individual development and exchange of understandings as claims through discourse. This process becomes known as 'argumentation' (Duschl, 2011). Research confirms that early years children display the capability to express ideas and reason about evidence experimentally (Mercier 2011, Piekney and Maehler, 2013). We extend this insight to possibilities in early years settings. Theories of multimodality and representational redescription (as individual metacognitive processes) are used to describe conceptual change, complemented by social constructivist interpretations of discourse in science argumentation. Learning progressions inform the formative assessment practices that are important to locating children's current understanding and supporting their progressive development. We draw on sources of evidence from three of our recent projects: a Welsh Government funded baseline assessment project providing a 'whole child' normative perspective on early years capabilities, collaborative enquiries with practitioners exploring emergent science within their holistic practices funded by PSTT, design based research into understanding of evolution informing the refinement of the theoretical overview, funded by the Nuffield Foundation. All reported work adhered to BPS and ESRC ethical guidelines. Our applied and practical approach results in concrete procedures to support the expression of ideas and reasoning, validated by teachers and practitioners, within an early years approach to science The theoretical and practical orientation offers possibilities for extending science within the early years curriculum in a manner that complements established practices, still within a whole child perspective.

Keywords: science, learning progression, reasoning, multimodality, argumentation

Developing curricula to support creative and inquiry-based approaches to early years science
ESME GLAUERT (1), FANI STYLIANIDOU (2), JILLIAN TREVETHAN (1), DIMITRIS ROSSIS (2), TERESA CREMIN (3), TATJANA DRAGOVIC-ANDERSON (3), JOZEFIEN SCHAFFLER (4), BEA MERCKX (4), ADELINA SPOREA (5), DAN SPOREA (5) AND JESSICA BAINES-HOLMES (3), (1) University College London, Institute of Education, United Kingdom; (2) Ellinogermaniki Agogi, Greece; (3) Open University, United Kingdom; (4) Artevelde University College, Belgium; (5) National Institute for Laser Plasma and Radiation, Romania

This paper presents findings from Curriculum Development Workshops conducted within the Erasmus Plus project Creativity in Early Years Science. The workshops aimed to develop learning activities to support creative and inquiry-based approaches to early science, and to gain insights into factors associated with their successful adoption and implementation. The workshops involved partnerships between researchers and teachers across four EU countries. The project reflected the focus on science and creativity in recent European education policy (EC, 2012). It was informed by research evidence of young children's capabilities in science (Duschl, 2007), and arguments about the importance of science in early childhood education (Eshach & Fried, 2005). The project adopted the conceptual framework developed in the FP7 project Creative Little Scientists (Creative Little Scientists, 2012), including the definition of creativity in science and the synergies identified between creative and inquiry based approaches to learning. The approach to curriculum development was informed by key features of action research (Hitchcock and Hughes, 1995) and Guskey's model of teacher change (2002). Methods of data collection included: records of workshop activities, participants' recorded reflections and focus groups. A common framework of ethical principles was adopted drawing on Kemmis and McTaggart's (1982) principles for ethical action research. Findings indicated both opportunities and challenges in the development and implementation of learning activities designed to foster creative, inquiry-based approaches to early years science, and highlighted the potential contribution of school-university partnerships to curriculum development.

Outcomes from the workshops will inform Curriculum Development and Training Guides produced by the project.

Keywords: early years, science education, inquiry-based learning, creativity, curriculum development

Supporting natural scientific literacy in ECEC: Developing students' professional competencies in school instruction
DORIS DREXL, JUDITH DURAND AND EVA BORN-RAUCHENECKER, Deutsches Jugendinstitut e.V., Germany

This project intends to create and implement a concept for school instruction in scientific literacy for learning in everyday situations in ECEC. As a basic prerequisite, teachers' attitudes towards teaching reflection skills and scientific literacy as well as students' attitudes towards natural sciences will be assessed. Empirical studies reveal the necessity of domain-specific principles of teaching (Sylva et al., 2004) for early childhood education, especially scientific literacy (Steffensky et al., 2012) and point out the relevance of ECEC professionals' attitudes (Kuhn et al., 2012). The development of scientific literacy is promoted in early childhood (Fthenakis, 2009). The support of learning processes in everyday situations requires ECEC professionals' reflection skills and analytical competencies (Nentwig-Gesemann, 2007). Their attitudes towards natural sciences are decisive (Fröhlich-Gildhoff et al., 2011). Group discussions to identify teachers' attitudes were performed in three groups consisting of 8 persons each. A specific questionnaire examined students' (N=420) self-concept of natural sciences. Moreover, teachers and students will evaluate the school instruction concept based on further questionnaires (teachers) and group discussions (students). Following ethical principles of APA, all participants obtained consent forms containing details of research process and confirming confidentiality. The results show a high necessity of reflection skills and analytical competencies as a topic in school instruction. Students' little interest in natural sciences illustrates the importance of discovering the presence of natural sciences in their own life. Successfully developing a concept of natural scientific literacy and its implementation in school instruction yield a high competence for natural scientific learning in ECEC.

Keywords: professional competence, natural scientific literacy, reflection skills, concept for school instruction, teachers' and students' attitudes

SYMPOSIUM SET F/ 9

VALUES EDUCATION IN NORDIC ECEC SETTINGS - BETWEEN REALITY AND IDEALS

Self-organised Symposium

CHAIR: EVA JOHANSSON
University of Stavanger, Norway

This symposium is organised by the research project 'Values education in Nordic preschools: Basis of education for tomorrow'. The project, funded by NordForsk, aims to deepen understanding of the fostering of values at theoretical, methodological, and empirical levels. The project is inspired by Habermas' (1995) theory, but also other theoretical positions have influenced the project. The project is based on a participatory action research model which aims to create knowledge and contribute to a change. Data has been gathered through multiple methods: interviews, observations, and narratives. A variety of qualitative analysis methods have been flexibly employed. The presentations of this symposia focussing on findings at Nordic levels. Values education in a Nordic perspective appears to be both of a common but also disparate nature, and values have different meanings according to different contexts and pedagogical practices. Educators experience dilemmas between their prioritized values and the demands from the institutional system.

What's going on in a dressing situation? Interpreting values in Nordic preschools
ANNA-MAIJA PUROILA, University of Oulu, Faculty of Education, Finland

The aim of this study was to deepen cross-cultural understanding about values education in Nordic preschools. The research question was: How do educators interpret educational practices from the perspective of values in Nordic preschools? Previous research suggests that Nordic countries form a homogenous region through their

shared cultural heritage and values (Moss, 2007; Wagner & Einarsdóttir, 2008). However, comprehensive studies on Nordic educators' interpretations of values are scarce. Within a holistic framework, everyday interactions were approached as an arena for educators and children to communicate values (Tappan, 2006; Thornberg, 2008). The study applied an interpretive methodology where the interpretation of meanings was in the forefront (Pouliot, 2007; Siljander, 2011). The study employed two-level textual material. At the core of the study, there was a dressing episode observed in a Swedish preschool. Group interviews were organised for educators to discuss the dressing episode from the perspective of values. The research material consists of two group interviews from each Nordic country (Denmark, Finland, Iceland, Norway, and Sweden). All participants were provided a consent form and their anonymity was ensured by using pseudonyms. The findings revealed that the group interviews were loaded with a diversity of values. The educators employed more often indirect than direct means to express their values. The study provided evidence that educators shared pedagogical ideas and values across the Nordic preschools. Differences were apparent between individuals and preschools rather than between the Nordic countries. The study contributes to early childhood education theoretically, methodologically and at the level of educational practices.

Keywords: interpretive methodology, meanings, Nordic countries, preschool, values education

The heart of values education in early childhood - Key issues and patterns

EVA JOHANSSON (1) AND ANETTE EMILSON (2), (1) University of Stavanger, Faculty of Arts and Education, Norway; (2) Linneaus University, Sweden

To develop knowledge about key issues and reoccurring patterns for values education in early childhood settings. The discussion draws from a project on values education in the Nordic countries. The research question is: What core issues and dilemmas appear as significant in the communication between educators and children and in educators' talk about values? Values education in ECEC remains a neglected area (Johansson et.al, 2015). Research imply how educators lack a language for values, feel insecure and base their work on values on intuition rather than educational goals (Colnerud, 2014; Thornberg, 2014). The project applies to Habermas' (1995) theory about communicative action, life-world, and system. The project is based on a participatory action research. Narratives, interviews and observations have been employed as main data. These data are drawn together in purpose to map key issues and reoccurring patterns in values education. Also results from sub-studies in the Nordic project have been used as data. Ethical considerations have been addressed to each country-specific rules. Ethical dimensions are being conducted continuously and cautiously. The core of values education is characterised on a continuum addressing different themes: Between theory and practice, between the personal and professional, between leadership and empowerment, between certainty and the unknown, and between the individual and the collective. The study contributes with theoretical and empirical knowledge about values education in the Nordic countries. Implications for practice will be outlined focused on values education as a phenomenon where the encounter between 'ideals and reality' always intersect.

Keywords: core of values education, patterns for values, educators, children, preschool

Values of efficiency in educators' talk about dilemmas and priorities in the daily pedagogical work

ANITA BERGE AND EVA JOHANSSON, University of Stavanger, Norway

This study is part of a Nordic project about values in early childhood education. Data consist of group interviews with educators in five Nordic preschools. The aim is to identify dominant discourses for values in the educators' conversations about encounters between values in everyday life in preschool. In particular, we want to investigate how educators describe and interpret values of efficiency. What kinds of dilemmas may occur when values of efficiency encounter other values? What dominant discourses appear? In preschool, values are expressed and confronted through the running of the organisation, institutional structure, and expected results and outcomes (Thornberg, 2014). Research also shows that educators experience pressure between their prioritised values and professional work and expectations connected with efficiency and strict structured everyday life in the preschool (Johansson, et al; 2014, Berge, 2015). Habermas' communicative theory and Fairclough's critical discourse theory represent both a theoretical frame and a methodological tool for the analysis. The project is based on a participatory action research. Interviews have been employed as main data. The analyses aim to identify dominant themes and contrasting value perspectives in educators' conversations on efficiency values. Ethical dimensions are being conducted cautiously. Participation is based on voluntary informed consent and confidentiality is ensured. The study will shed light on dominant discourses in educators'

talk about values of efficiencies and the dilemmas they encounter when values clash. Implications for values education will be outlined focused on values for efficiency and the dilemmas that may be caused when educators encounter different values.

Keywords: values, efficiency, Nordic preschools, critical discourse analyses, communicative theory

SYMPOSIUM SET F/ 10

CHALLENGE AND SUCCESS IN BILINGUAL LEARNING - NORDIC PRESCHOOLS AS LEARNING SPACES FOR CULTURAL INCLUSION AND SOCIAL JUSTICE

Self-organised Symposium

CHAIR: KIRSTEN LAURITSEN
Nord University, Norway

This symposium addresses challenges and successes related to the educational work of preschools in Iceland, Norway and Sweden towards promoting social justice, equity, happiness and a sense of belonging among ECE minority language children. Theoretical influences are Banks, Nieto, Lunneblad, Palludan and Biesta. Findings in the project 'Learning Spaces for inclusion and social justice' reveals a need to strengthen the staff's formal training and education in multilingualism, refugee-related questions, interpretation and communication across linguistic and cultural differences. Across the countries, access to people speaking the children's first language is limited, varying and random. There is a need of care and conscious scaffolding. Our findings indicate missed learning opportunities for some of the immigrant children due to these shortcomings. Our presentation will focus on teachers' experiences with the preschool as an arena for promoting social justice, equity, happiness and belonging for all children, with a particular focus on minority language children.

Linguistic participation and wellbeing of multilingual children within EC learning spaces
FRÍÐA BJARNEY JÓNSDÓTTIR AND HANNA RAGNARSDÓTTIR, University of Iceland, Iceland

To understand and learn from the experiences of immigrant children, their parents and teachers how linguistic participation and social justice is implemented in successful EC learning spaces. Findings from research show that children with immigrant background are marginalized and not given equal opportunities in ECE. Hence there are indications that some preschools are developing successful practices to sustain the participation and linguistic development of immigrant children (Alstad, 2013; Chumak, Horbatsch, 2012; Cummins & Early, 2011; Ragnarsdóttir, 2007) Critical multiculturalism, culturally responsive pedagogy, critical multicultural education (Banks, 2010; Brooker 2002; Gay, 2001; May & Sleeter, 2010; Parekh, 2006). Language and literacy of multilingual children (Cummins, 2004; García & Wei, 2014; Chumak-Horbatsch, 2014; Tabors, 2006). This is a case study and data was collected with interviews and observations. Sampling was purposive in that the three participating schools were judged to be successful in implementing social justice and inclusive learning spaces for multilingual children. Teachers and parents participated voluntarily, signed an informed consent and parents gave permission on behalf of their children to participate. Findings show that language learning and linguistic participation is an important dimension of multilingual children's everyday learning and wellbeing. Although activities in the three preschools differ they are child-centred with the goal of children's active participation. Missed learning opportunities in play and organized activities indicate the need to strengthen staff's knowledge on multilingualism. When looking at data considered successful in providing inclusive and socially just learning spaces we see implications regarding success and challenges useful for practice and policy.

Keywords: multilingual, linguistic participation, social justice, second language practices, inclusion

Children's notions about inclusion, exclusion and solidarity in Swedish early childhood settings
ANETTE HELLMAN, Department of Education, Sweden

This presentation explores democracy in terms of inclusion, exclusion and diversity, from 3 to 6-year-old children's perspectives and covers the following topics: How can intersectionality help shed light on the multiple existing assumptions regarding who immigrant children are?; How and where do age, ethnicity, language, and

race intersect in preschool classrooms' power relations?; How are these diversity factors ideologically constructed and negotiated in both urban and rural communities? Research has repeatedly shown how immigrant children are marginalized at different levels of the educational system, also in preschool. However, there are also examples of preschools that work successfully with including practices in terms of ethnicity, gender, religion and age. Categories need to be deconstructed in order to include individuals that today are excluded and made incomprehensive as subjects (Butler, 2004; Biesta 2003). One preschool where situated in an urban area, the second preschool in a rural context. The schools where all chosen since they were linked to schools where students succeed well, despite their socioeconomic background. The data is built on participant observations and interviews with 35 children and 10 teachers. Participants had given informed consent, all names are anonymous. Children's verbal as well as nonverbal communication was important in the project, when they accepted or not accepted participation. The paper shows how notions about friendship, inclusion and exclusion relate to social positions among the children and to the possibility to communicate. Children's notions on democracy, inclusion and diversity is important for practice as well as for policy.

Keywords: children's perspective, democracy, diversity, ECE-settings, inclusion

Challenge and success. Norwegian kindergartens as learning spaces for minority children's inclusion and social justice
KIRSTEN LAURITSEN, Nord University, Norway

The research in 2013 aimed at describing conditions for both challenges and a positive development for minority language children, academically and socially in preschool. Theoretical influences: James Banks, Sonja Nieto, Johannes Lunneblad, Charlotte Palludan and Geert Biesta, in addition to previous research in all three countries (2011) The theoretical and conceptual framework of the study is inspired by critical multiculturalism (May, 1999) and the development of multicultural learning communities (Banks, 2007; Nieto, 2010; Biesta 2010, 2014). The data has been collected in 2013 through observations, interviews and study of written presentations of objectives. All informants and the kindergartens have been anonymized and informed of their right to withdraw from the study at any time, and names and pictures of the children or staff are not used in the presentation. Findings of research in all four countries in the project 'Learning Spaces for inclusion and social justice' has revealed a need to strengthen the staff's formal training and education in multilingualism, refugee-related questions and interpretation and communication across linguistic and cultural differences. Access to people who speak the children's first language is limited, varying and random. Our findings indicate missed learning opportunities due to these shortcomings. Our presentation will focus on teachers' experiences with the preschool as an arena for promoting social justice, equity, happiness and belonging for all children, with a particular focus on minority language children. The presentation is aimed at creating a foundation for learning experiences and feelings of safety for minority language children in the kindergartens.

Keywords: preschool teachers, minority children, care, inclusion, language learning

SYMPOSIUM SET F/ 11

STORY BOOKS, STORY READING AND STORY TELLING

Individual Papers

CHAIR: MONICA WARD
Dublin City University, Ireland

An internal process evaluation of the story time project: A parental dialogic story-reading programme
JOAN KIELY, Marino Institute of Education, Ireland

The aim of this study was to evaluate a parental dialogic story-reading programme - The Storytime Project - which aimed to support the decontextualized language development of 3-5 year old children in an urban, socio-economically disadvantaged area in Ireland. Hart and Risley (2003) identified a link between oral language deficit and socio-economic status. Swain, Brooks & Bosley (2014) found that family literacy interventions support children's literacy outcomes and benefit parents by improved relationships with teachers and schools. Swanson

et al (2011), The National Early Literacy Panel (2008) and Trivette & Dunst, (2007, 2010) demonstrated the efficacy of dialogic story-reading in developing children's oral language. The evaluation was informed by a socio-cultural theoretical framework and theorists such as Vygotsky and Bakhtin. A mixed methods research approach was used. The quantitative aspect of the study comprised a questionnaire, the qualitative element included focus group discussions, interviews and document analysis. The purposive sample comprised 64 project participants. Participants' identities were protected in the evaluation report. Children's consent to participation was given by both parents and children. Recordings were destroyed when redundant. Data demonstrated multiple examples of children's decontextualized language practice. Parents reported improved relationships with their children, increased confidence and knowledge of literacy practices and increased involvement in school-based activities as a result of engagement with The Storytime Project. Parents also reported children's continued library use after the project ended. Findings will inform future iterations of The Story-time Project and other family literacy projects.

Keywords: dialogic story-reading, decontextualized language, relationships, parents, children

Storytelling at kindergarten: Teachers practices and children's learning in sociocultural curriculum
ALEXANDRA GUNN (1), AMANDA BATEMAN (2), MARGARET CARR (2) AND ELAINE REESE (1),
(1) University of Otago, New Zealand; (2) University of Waikato, New Zealand

The New Zealand curriculum, Te Whāriki, suggests, 'adults should read and tell stories, provide books and story times to allow children to exchange and extend ideas...' (p.73). Understanding how such narrative experiences are provided for within kindergarten is an aim of this study. Formal and informal, planned and spontaneous storytelling experiences in two kindergartens are discussed and considered for how they support children's learning and literacy. Research points to the importance of narrative skills to children's literacy (Griffin, Hemphill, Camp, & Wolf, 2004; Reese, Suggate, Long, & Schaughency, 2010). McNaughton (2002) has emphasised the value of narrative while illustrating different styles of storytelling and reading across different cultural communities. Teachers, parents, children and researchers worked qualitatively and within a sociocultural framework with video data and focus group type discussions. A mix-method analysis of storytelling has occurred as we follow our 12 case study children over three years. There are three layers to the analysis: Conversation Analysis, Narrative Analysis, and Materiality Analysis (focus on mediating resources). Ethics was addressed through the researchers' institutional affiliations. Informed consent for participation was sought and granted for all participants. A process of ongoing assent for child participants was also used during fieldwork. We report on teachers' deliberate and responsive strategies in support of storytelling. The importance of people, places and things within storytelling. Understanding everyday storytelling can support teachers' pedagogical decision making in support of children' early literacy practices. The collaborative nature of storytelling demonstrates how such activity aligns with the sociocultural perspective on teaching/learning.

Keywords: early childhood storytelling, New Zealand curriculum, sociocultural curriculum, teachers' practices, Te Whāriki

An exploratory study of Aboriginal young children's acquisition of new tribe vocabulary through shared storybook reading
YI-WEN TSAI, National Pingtung University, Taiwan

The purpose of this study is to investigate the effect of shared storybook reading on aboriginal young children's acquisition of new vocabulary introduced in their tribal language. Studies have indicated that shared storybook reading has a positive impact on young children's vocabulary growth (Guthridge, 2002; Zevenbergen, Whitehurst, & Zevenbergen, 2003). The present study examined the aboriginal young children's acquisition of novel vocabulary introduced in their tribal language during shared storybook reading. The theoretical framework for this study draws upon social-interactionist theory of language development. It is based on Vygotsky's sociocultural theory (Lantolf, Thorne & Poehner, 2015). Both qualitative and quantitative data were used to examine children's acquisition of new vocabulary. Quantitative data were collected using pre- and post-test of receptive and expressive vocabularies, and qualitative data were collected from classroom observations. The shared storybook reading was conducted for 15 minutes each time, four times a week, for four weeks. Each storybook was read twice and a total of eight storybooks were utilized. Parental consent were obtained for their children's participation in the study before conducting the research. Child assent were also obtained. Participants were given the opportunity to withdraw from the study at any time. Results indicated that shared storybook reading effectively facilitated aboriginal children's new tribal vocabulary acquisition. Results have

important implications for classroom practice. Teachers should provide rich discussion and explanation of new vocabulary in all books. Share storybook reading is a valuable but underexplored medium for aboriginal young children to acquire their heritage language.

Keywords: share storybook reading, vocabulary acquisition, aboriginal young children, expressive vocabulary, repressive vocabulary

SYMPOSIUM SET F/ 12

THE IMPORTANCE OF EARLY YEARS SCIENCE

Individual Papers

CHAIR: SUSANNE KLAAR
University of Borås, Sweden

What do parents think about learning science in early years?
HASAN DİLEK (1) AND MESUT SAÇKES (2), (1) Ahi Evran University, Turkey; (2) Balıkesir University, Turkey

This study aims to investigate the reasons parents prefer or do not prefer that their children learn science in preschool. A considerable amount of literature has been produced on parental priorities for developmental and traditional academic content areas. However, parents' beliefs about and their priorities for science education in the early years have been largely neglected. Studies have demonstrated that parental support for science learning enhances children's interest and achievement in science. Parental beliefs about the importance of learning science are likely to influence science learning opportunities children receive. Through an interview protocol, qualitative data were collected and analysed using an inductive approach. Twenty parents with preschool aged children participated in the study. Parents were initially asked to prioritise eight academic content areas, including science, in descending order. Then, in-depth interviews with the parents regarding the reasons that motivate their preferences were conducted. Permissions to conduct the study were obtained from legal authorities and participants' consents were secured. Participants were informed that they may withdraw from the study anytime and their information will be de-identified. Almost all of the parents reported that their children are curious about nature and science topics and science learning opportunities should be provided in preschool classrooms. However, none of the parents ranked science as their first choice and only six participants ranked science as their second or third most important academic content areas. Early childhood educators should provide parents knowledge and skills required to support their children's learning of science at home. This work was supported by the Ahi Evran University Scientific Research Projects Coordination Unit. Project Number: EGT.E2.16.007.

Keywords: early years, science education, early science education, early science learning settings, parental beliefs,

Kindergarten environment in Norway - How does it afford science learning?
ANNE S. E. HAMMER, Bergen University College, Norway

The aim of the research is to gain knowledge about availability and use of science related materials and equipment in Norwegian kindergartens. Nayfeld, Brenneman & Gelman (2011) claim that science materials and tools can stimulate children's scientific and cognitive skills because they both suggest and support scientific investigation. A study of Tu (2006) shows, however, that availability of science materials and equipment is no guaranty for a high level of science activities in kindergartens. Nayfield, Brenneman & Gelman (2011) demonstrated that introductions from adults can make a big difference in children's use of available science related materials. The research takes a cultural-historical perspective. According to Fleer (2015), a cultural-historical perspective on science learning goes beyond the lone child's construction of knowledge, it considers the relations between the child and their material and social environment. Data from about 20 kindergartens were collected by using a checklist of science materials and tools partly based on the Early Childhood Environment Rating Scale - Revised (Sylva, Siraj-Blatchford, & Taggart, 2010). Preschool teacher students used the checklists during their kindergarten practices. The students also made observations and interviews with

preschool teachers about the use of the materials and tools. The kindergartens were informed about the content and purpose of the research and given opportunity to disagree to participate. Data will be handled to secure anonymity of informants. No personal information is gathered. Analysis of data is in progress. Main findings and implications for practice will be presented and discussed at the conference.

Keywords: early childhood, science equipment, science materials, science education, science environment

Arguments for early childhood science education, a review of research articles 2006-2016
SUSANNE KLAAR, University of Borås, Sweden

The aim is to analyse research articles connected to Early Childhood Science Education (ECSE) among children aged 1-5, with a specific focus on 'why it is important to teach and learn science in preschool practices'. To teach and learn science in preschool practices can be understood as e.g. learn to care for nature or to create knowledge about natural phenomena and processes. With a specific focus on Early Childhood Education, Hedefalk et.al (2015) and Somerville and Williams (2015) present surveys connected to Education for Sustainable Development, and Zohar and Barzilai (2013) present a review on research in Science Education in the field of metacognition. Curriculum theory is used to analyse and critically discuss teaching traditions and learning content (Svennbeck 2003, Öhman 2006). In the ERIC-database search the words: early childhood, preschool, natural science, science education was used. Approximately 90 articles from Early Childhood Journals and Science Education Journals are scrutinized regarding arguments for ECSE, using a coding scheme based on introductions and purposes of the studies. Only peer-reviewed articles were chosen, and the same words were used during the entire search. Initial results from this ongoing review of articles show arguments that focus on ECSE as laying the foundation for knowledge and interest in science, preparing for school and; making children able to engage in environmental issues, iii) offering children to explore everyday-science as lived experiences. The result can be used in critical reflections on arguments for teaching and learning science in preschool, to create multifaceted teaching and learning environments.

Keywords: review of research, science education, preschool, teaching, learning

SYMPOSIUM SET F/ 13

MENTEE? MENTOR? USING THE PEDAGOGY AND PRACTICE OF MENTORING TO DEVELOP EARLY YEARS PROFESSIONALISM TO ENHANCE WELLBEING OF YOUNG CHILDREN

Self-organised Symposium

CHAIR: DIANA HARRIS
University of Greenwich, United Kingdom

The contemporary UK policy (DFE2013) on mentoring as a requisite for Early Years Teachers' training and employment is considered through reflection on the synergy between academic courses, practice and employment by a University Early Years Team. Challenges and solutions are identified and discussion invited to further develop and embed mentoring as a leadership attribute and right for every early childhood professional

Using mentoring to enhance the practice of early years trainees
JILL HARRISON, University of Greenwich, United Kingdom

This research aims to explore if the mentoring paradigm can be effective in supporting professional development and leadership in early years trainees. The research builds on such work as Foster and Macloed (2003) and Wang and Waniganayake (2013). Much has been written about traditional paradigms of mentoring with the more mature mentor supporting the less mature person, Wang and Waniganayake (2013) move this on to review early years support and peer review methods. Underpinning this approach is the Vygostky's theoretical perspective of a zone of proximal development - the distance between independent problem solving, and what can be gained with the support of a peer or more experienced other (1978:86) A Peer mentoring approach has been adopted using models such as problem and solution talk (Mckergrow and Jackson, 2004), Reverse mentoring (Forbes, 2012) and the GROW model (Whitmore, 2002) to support this process. The study has collected trainees

reflections included within their academic study. Trainees have been informed of how their reflections will be used, Confidentiality and the anonymity of participants has been maintained throughout. All participants can withdraw from the study at any time. (BERA, 2013). It has shown that these methods boost performance for the mentor and mentee, increases confidence and personal identity. Shows an increased willingness to participate in learning and impacts on practice with children and families. This complimentary relationship has built has supported professional dialogue within in the setting, this impacts on change and reflection enabling practice to develop. This directly impacts on children and their families.

Keywords: mentoring, peer mentoring, reverse mentoring, leadership, grow model

Mentee? Mentor? Using the pedagogy and practice of mentoring to develop Early Years Professionalism to enhance wellbeing of young children
HEATHER MUNN AND LOUISE ATKINS, University of Greenwich, United Kingdom

This research considers the impact of mentoring within Early Years Initial Teacher Training. The notion of what a mentor is and who within a partnership of a University and ECEC settings is best placed to act as mentor, is explored. Including the possible discordance of mentors also acting as assessors and grading students' effectiveness and interactions with children. (Aubrey 2011) (Berkholt 2013) and (Wang and Odell 2007) are among many who consider mentoring a valuable means of facilitating learning and developing skills and possible enhancement of career progression. The context of the research is the implementation of a mentoring programme within a community of practice (Wenger 1998) using continuous cycles of self-reflection The research sits with a Transformative paradigm, (Mertens 2005) using an action research method (Kemmis and Mctaggart 1988) to design the research, with self-reflection as the method, supported by (Schons 1986) reflective practitioners ability to reflect 'in' and 'on' action. The researchers are reflecting on their own impact and role, and therefore sacrifices anonymity willingly, identifying details of settings and individuals reflected upon will not be shared. The reflections are framed within a feminist perspective of the ethics of care. (Gilligan 1982) The findings and observations, lessons learnt and possible future research from this cooperative approach will be discussed. The urgent necessity to define and agree what a mentor is and does, will act as a catalyst for the further development of reflective professional Early Years practitioners who can skilfully support the wellbeing of children.

Keywords: mentors, self - reflection, action research, early years teachers, university

Mentee? Mentor? Using the pedagogy and practice of mentoring to develop Early Years Professionalism to enhance wellbeing of young children
HEATHER MUNN AND LOUISE ATKINS, University of Greenwich, United Kingdom
The research was undertaken to identify how a dialogic pedagogical approach to a mentoring course can contribute to developing professional practice for Early Years Professionals and raise university academic outcomes. The course needed to provide meaningful professional development of the process of mentoring synthesised with valid authentic academic assessment. Research on mentoring (Wang and Waniganayake 2013), authentic assessment linked to professional role and context (Gulikers, et al 2005), learning journals for professional and academic development (Lew and Schmidt 2011), informed this research. The course was situated within a socio-cultural perspective framed by Bruner's (1997) theories on narrative for learning. Alexander's (2010) principles of dialogic teaching was the pedagogical approach for course delivery. This was a small scale case study located in an interpretative paradigm using the qualitative methodology of portraiture (Lawrence-Lightfoot & Davis, 1997) Participants received a research information sheet , verbally opted into the research consenting to use of dialogue and grades .Confidentiality and right of withdrawal was respected. Graduates new to early years were open to developing practice as reflective mentors using a dialogic approach, a reflective model of mentoring. Established practitioners valued a dialogic pedagogy based course and a mentoring approach closely aligned to coaching, a competency mentoring model, advocated by DFE (2013). Dialogue, drawing on reflective journals, was a significant strategy for the development of mentor skills, understanding mentoring relationships, analysing theoretical perspectives. University outcomes were raised. Professional training should emphasise the development of reflective mentors able to support wellbeing within the early years community, informed by psychoanalytic theories and dialogic pedagogy.

Keywords: mentoring, dialogic pedagogy, reflective journals, early years professionalism, authentic assessment

SYMPOSIUM SET F/ 14

'ARTFUL DODGERS' AN EARLY YEARS MUSIC AND VISUAL ARTS PROGRAMME

Self-organised Symposium

CHAIR: CARMEL O'SULLIVAN
Trinity College Dublin, Ireland

Artful Dodgers is an arts education research project running since 2013. Using an innovative collaborative approach to research design (the DIEAC framework), the project was developed by two artists with Fingal County Council Arts Office and Childcare Committee and the Arts Education Research Group (AERG) in Trinity College Dublin. Implemented in partnership with staff in two early years settings in north county Dublin. Artful Dodgers is a music and visual arts programme designed for settings with children aged 3-5 years. The study aimed to examine whether and how music and the visual arts could enhance children's early literacy and numeracy skills, build the capacity of the early years teachers through a creative exchange programme and increase parental involvement. In this symposium the artists, early years teachers and researchers will present findings from the three phases and discuss the challenges and potential of such arts education programmes in early years settings.

Artful Dodgers: Arts education through creative exchange in ECE settings
JACQUELINE MAGUIRE (1), NAOMI DRAPER (1), DEBBIE DONNELLY (1&2), ASH RYAN (1&3), CARMEL O'SULLIVAN (1) AND NÓIRÍN HAYES (1), (1) Trinity College Dublin, Ireland; (2) Ros Eó Community Childcare Centre, Rush, Ireland, (3) Little Learners Community Creche, Mulhuddart, Ireland

Artful Dodgers provides an exploratory, creative, playful artistic space for children to develop through an early years arts programme while building the capacity of early years teachers to embed arts practices. It builds on existing research collaborations between researchers, artists and community-based early years teachers. The principles underpinning the project draw on Aistear and the work of Reggio Emilia whereby the arts element, using time and space for critical reflection was highlighted and nurtured. Using the DIEAC Framework [developed at Trinity College] the research team evaluated the impact of the Artful Dodgers programme on early years pedagogy, explored the programme's capacity to enhance children's early literacy and numeracy development and reflected collaboratively on how best the model could enhance capacity of Early Years Teachers to embed music and the visual arts in practice. Consent for participation in the process and information used in the research evaluation, was obtained from participants and managers, through consent forms and memoranda of understanding. The Artful Dodgers partnership wish to highlight the key changes in practice that occurred as a direct result of locating the artists in two early years settings, the cross-profession collaboration and the initiation of a parental involvement phase within the programme. The partnership will present on the three different phases of Artful Dodgers programme including 'Artist in Residence', 'Creative Exchange' and 'Parental Involvement'. The research is ongoing and the findings are regularly disseminated across academic, policy and practice contexts. They have particular practice implications for how artists work in ECE settings.

Keywords: early childhood arts, artist in residence, creative exchange programme, parental involvement, CPD & literacy and numeracy

Researching the Artist-in-Residence in early years settings
CARMEL O'SULLIVAN, NÓIRÍN HAYES, JACQUELINE MAGUIRE AND LUCIE CORCORAN, Trinity College Dublin, Ireland
Artful Dodgers is a three phase arts education research project developed in partnership with two artists and delivered in two early years settings in Dublin, both located in areas of economic and social disadvantage. It aimed to explore a new approach to the 'artist in residence' model, incorporating a synergy between educational and arts based objectives in children's learning. It extends the scope of existing research between researchers, artists and community-based early years teachers. The research draws on the Reggio approach which draws from a wide variety of fields including education, psychology, architecture, literature and the visual arts. This understanding of the integrated, dynamic nature of learning and development reflects Bronfenbrenner's bio-ecological model of human development, complemented by Heathcote's (2000) understanding of learning in and through the arts. The DIEAC Framework (developed at Trinity College) provides an adaptive and flexible tool to be used in the planning, implementation, evaluation and resourcing of collaborative arts in social, educational

and community contexts. It was used in this study to develop and evaluate a novel approach to the 'artist in(formed) residence' format. Consent for participation in the research was obtained from participants and managers, through consent forms and memoranda of understanding. Changes in pedagogical planning and teaching style emerged over the period of the project, reflected in curriculum planning, relationships with children, staff and parents. The data also suggest that children's social, cooperative and communication skills were enhanced. The findings impact on the development of future artist-in-residency models in early years settings.

Keywords: early childhood arts, artist in(formed) residency, creative exchange programme, early childhood education, continual professional development

An experiential dimension to the Artful Dodgers programme
JACQUELINE MAGUIRE (1), NAOMI DRAPER (1), DEBBIE DONNELLY (1&2), ASH RYAN (1&3), CARMEL O'SULLIVAN (1) AND NÓIRÍN HAYES (1), (1) Trinity College Dublin, Ireland; (2) Ros Eó Community Childcare Centre, Rush, Ireland, (3) Little Learners Community Creche, Mulhuddart, Ireland

Two Irish artists and two early years teachers will deliver an experiential music and visual arts workshop. Participants are invited to join the Artful Dodgers team in exploring the processes and potential of the magical worlds of music and visual arts in early years practice. The workshop builds on the experiences gained from the Artist-in-Residence element of the Artful Dodgers collaborative research project. Our approach and practice has been inspired by the work of Reggio Emilia and Paulo Freire. The workshop has been designed to reflect the implementation of the DIEAC framework, and posits a new theoretical framework around the concept of an 'Artist in(formed) Residency'. Consent for participation in the project informing this workshop was obtained from participants and managers through consent forms and memoranda of understanding. This workshop will present participants with a context for exploring the processes, which yielded the findings from the Artist-in-Residence element of the Artful Dodgers project. The workshop will provide an opportunity to practically explore how the processes used in the Artful Dodgers project might inform future arts education in the early years.

Keywords: early childhood arts, music, visual arts, creative exchange, artist in(formed) residency

SYMPOSIUM SET F/ 15

EXPLORING RIGHTS, EXPERIENCES AND NATURE DEFICIT IN THE OUTDOORS

Individual Papers

CHAIR: JACKY TYRIE
Cardiff Metropolitan University, United Kingdom

Rights, power and play in Wales: Negotiating the boundaries of access to school grounds
JACKY TYRIE (1), SIÂN SARWAR, MARIANNE MANNELLO (2), AND SANDRA DUMITRESCU (1),
(1) Cardiff Metropolitan University, United Kingdom; (2) Play Wales, United Kingdom

This research focuses on the role of control, power and people in children's (aged 0-8) use of school grounds for play. Statutory Guidance (Welsh Government, 2014) states school grounds must be considered in play provision. Despite children's right to play, school grounds across Wales are under-utilised (Play Wales, 2012). School playtimes are important for health and behaviour (Hyndman et al. 2014) and it is noted that communities benefit from these spaces being available (WG and WLGA, 2002). Children report that playing is an important aspect of their lives (International Play Association, 2010). The study adopted an interpretivist stance (Bryman 2012), which was underpinned by a rights-based approach and concepts of children as 'active agents' (Lester and Russell, 2008). Utilising this theoretical framework, an action research methodology (Cohen et al. 2011) was adopted. Qualitative interviews and focus groups were undertaken with members of the school community. Three primary schools participated in a two-month project which provided play facilitators and resources. A range of ethical considerations informed the research process, these included, student volunteer training, communication with community stakeholders (including children), informed consent and the right to withdraw.

Findings indicate that power and control are factors in relation to accessibility and use of outdoor spaces. Opening school grounds after hours appeared beneficial, suggesting it should be incorporated within strategic planning (see Greatorex, 2011). During the course of the project some attitudes regarding the use of space shifted and stakeholders expressed a desire to sustain out of hours access to school grounds.

Keywords: rights, power, play, school-grounds, wales

Nature deficit: An intergenerational perspective
HAZEL WRIGHT, Anglia Ruskin University, United Kingdom

The research seeks a better understanding of how children conceptualise 'nature' and what it means in their later lives, endeavouring to understand whether global environmental concerns translate to the local. Contemporary concerns focus on children and environment in terms of inactivity (Archer & Siraj, 2015) and subsequent obesity (Buckingham, 2011), the loss of public space (France et al (2009) and independent mobility (Valentine, 2004). Louv (2005:34) coined the phrase 'nature deficit disorder' to describe the consequences of human alienation from the natural world. He believes that 'for a new generation, nature is more abstraction than reality' (ibid: 2) and this led me to consider whether, if asked, individuals would articulate this trend. The study is interpretative. It examines the experiences of four generations of the same family, using a biographical approach to explore their involvement in the natural world as children - in school and informally. The research uses open questions and psychosocial probing techniques to elicit in-depth answers from the participants, seeking 'thick descriptions' (Geertz, 1973). Ethically, it was particularly important to be non-judgmental and to avoid divulging private information, given that anonymity was impossible within the family. The research highlights the need to examine relationships to nature in depth, and to consider internal processes alongside external factors like access and freedom, for knowledge and attitudes are shown to have long term effects. Nature needs repositioning in early education. Alongside outdoor play and forest school, children would benefit from more frequently encountering, observing, describing and naming plants, animals and landscapes.

Keywords: nature, environment, generational change, nature deficit disorder, nature education

Exploring early childhood forest experiences in context: Questioning assumptions
LONE HATTINGH AND SARA LAYEN, Bath Spa University, United Kingdom

This study examines the disruption of cultural assumptions relating to forest pedagogy in early childhood education and care, as experienced by a group of undergraduate and postgraduate student co-researchers. Current literature recognizes the importance of outdoor experiences in early learning and development, and there is a concern that current provision can be impoverished and inadequate if it does not enable children to appreciate and relate to the outdoor environment. The study is framed by cultural-historical theory, drawing on the work of Fleer and Hedegaard. It acknowledges that children's learning and development takes place in social context and is shaped by cultural and societal values and practices. Data were gathered over a three day period in four outdoor settings in Copenhagen as part of multiple case study project at Bath Spa University. Methods included observations, field notes, semi structured interviews and student reflections. Ethical approval was sought from both the University and the settings. The voices of the students in this report are foregrounded, as are those of the children and pedagogues in the settings. Analysis of the data illuminates and challenges taken-for-granted understandings of approaches to forest experience and how this impacts the child as a competent and powerful social individual. The study found that students' assumptions about the child required reconsideration in the light of a culturally different approach to outdoor pedagogy. This has implications for their on-going journey as practitioners and teachers of young children.

Keywords: early childhood, outdoor pedagogy, students, culture, assumptions

SYMPOSIUM SET F/ 16

PEER PLAY, HOME/SETTING PLAY AND PLAY DEVELOPMENT

Individual Papers

CHAIR: AVIS RIDGWAY
Monash University, Australia

Children's free play cultures and practices between home and nurseries - Developing insights through meaning-making with young children
YASPIA SALEMA, UCL, United Kingdom

This paper examines the nature of the relationship between researcher and child participants developed over time, based on a research project in London, concerning how schools approach the transition of young children's free play cultures and practices between home and nurseries. While Bennett et al. (1997) and Dockett (2011) explored teachers' perceptions of free play, this paper provides insight into how children share their meaning-making of free play experiences with the researcher by using the Mosaic Approach, developed by Clark and Moss (2001). Following Prout's tenet, the study enables children to direct research as 'social actors, with a part to play in their own representation'. Sixteen children use multiple participatory tools such as photography, pretend play, drawings, and their collaborative meaning-making with their parents, the researcher and teachers, to share their reflections on their free play experiences with the researcher who assumes the role of a learner. Ethical considerations include data anonymisation and obtaining provisional consent from the children. The paper will include the analysis of vignettes of interactions between the researcher and the children, revealing the following areas related to their complex relationship: establishing and development, the emotional nature of the process, how meaning-making is affected by it, how contextual factors such as the school culture relate to it, ownership of the research 'task' within the relationship and the relational dimensions of consent. The paper suggests the need for schools to recognise the significance of children's emotions and their meaning-making of adult-child relationships, in their experiences of free play.

Keywords: free play, meaning-making, emotions, relationships, ownership

Developing play skills in preschool children
MARIA KYRIAKOU, University of Cyprus, Cyprus

This research aims to investigate how an early childhood teacher can develop a play environment to support children in developing play skills (PS) in order to improve the quality of their socio-dramatic and imaginative play (SDIP). SDIP is very important for children's overall development (Elkind, 2007, Tullis, 2011) and research examines teacher's ways of supporting play (Smith & Dziurgot, 2010, 2011; Wolfgang & Sanders, 2006) We draw upon a socio-cultural framework which supports relationships and scaffolding of experiences (Vygotsky, 1978) thus endorse teacher involvement in play to develop their skills towards mature forms of play (Heidemann & Hewitt, 1992). Fifty children of the ages 4-6 (experimental and control group n=25 each) and two teachers participated in an action research project. Data collection included: observations, videos, interviews, and teachers' journal. Both qualitative and quantitative methods were used to analyse the data. Parental consent was acquired. All children voluntarily participated in the activities. Findings suggest that a play culture is created with various learning centres rich in materials, set pedagogical rules and routines, developed collaboration skills. Also, children's PS are developed during play and structured activity time, with experiences such as pretending activities, theatre visits, and drama workshops. It is evident that some PS can be developed more easily than others (e.g. take a role, suggest a theme for the scenario).The comparison between the experimental and control group showed that play based environments can support the development of children's PS better ($\bar{x}$control=1.8, $\bar{x}$experimental=3.1). This study can provide practical guidelines to support play practices.

Keywords: play and learning, play skills, socio-dramatic and imaginative play, play practices, action research

Toddler and older peer play: Agentic imagination and joyful learning
AVIS RIDGWAY, Monash University, Australia

The research reported is part of a larger project, Studying Babies and Toddlers: Cultural Worlds and Transitory Relationships that aims to investigate how under three year olds develop and learn through every day cultural life. This paper aims to provide awareness of how agentic imagination occurs in transitory moments of joyful attunement in toddler and older peer play. The study builds on recently published international research on babies /toddlers' triadic play and transitory moments of joyful learning. A cultural-historical theoretical approach frames the research, and concepts of social relations, situated context, and shared feelings are embraced as the heart of children's development of agentic imagination and joyful learning. Visual narrative methodology uses video and screen shot capture to support provision of a nuanced perspective of an Australian cultural context and children's growing imagination in joint play. Ethical approval granted by Monash University, Australia. The paper analyses a case example of sensitive playful exchange between an older peer and toddler in relation to objects of action and conversation, where imagination is co-constructed and shared intention grows. It argues that agentic imagination involves children's agency to freely express and act in their play and is central to how objects can be shaped and transformed. Findings suggest giving time and space for toddler involvement in older peer play experiences with simple play objects builds agentic imagination in affective, reciprocal relationships. This implies educator awareness of attuned relationships that create desirable imaginative pedagogical practices for wellbeing and happiness, as fundamental to infant/toddlers' learning and development.

Keywords: play, imagination, relations, video, joy

SYMPOSIUM SET F/ 17

SIG RETHINKING PLAY: TEACHER-CHILD INTERACTION IN PLAY.

Self-organised Symposium

CHAIR: ANNERIEKE BOLAND
Hogeschool iPabo Amsterdam, University of Applied Sciences, Netherlands

Play is a rich context for social, emotional and cognitive development. However, many children need some support. When and how could ECE-teachers participate in children's play, without disturbing children's stories? This symposium focuses on the interaction of teachers with young children during play. The reasons for participating in play are diverse in the three presentations. Which verbal and non-verbal interaction skills are important to improve relationship quality with preschoolers? And how can ECE-teachers support language production in play settings of children who hardly speak? How could they at the same time stimulate the quality of make-belief play and complex language and thought of children? Three practice-based research projects are presented that each have led to specific and effective guidelines for playing with children. The most important findings will be discussed and compared.

Playing-2-gether interaction skills: Experiences of students in the bachelor early childhood education
CAROLINE VANCRAEYVELDT (1), MAAI HUYSE (1), ELS BERTRANDS (1), KATRIJN VASTMANS (1), KARINE VERSCHUEREN (2), AND HILDE COLPIN (2), (1) UC Leuven-Limburg, Belgium; (2) KU Leuven, Belgium

In a practice-based research, students were taught interaction skills to improve relationship quality with preschoolers. Interaction was practiced in play settings and consisted of non-verbal and verbal Playing-2-gether skills (e.g., imitating the preschoolers' game, narrating preschoolers' actions). We investigated the self-perceived efficacy in applying these skills and the (personal and contextual) factors that influenced this efficacy. Playing-2-gether is an indicated intervention. In play sessions with a preschooler, the teacher practices skills to improve teacher-child relationship quality and behavioural management. A randomized controlled trial showed positive effects for preschoolers at risk. In a practice-based research, the feasibility of Playing-2-gether skills in the classroom, in the school and in the bachelor preschool education was investigated. Playing-2-gether is based on attachment (Driscoll & Pianta, 2010) and learning theory (Cowan & Sheridan, 2009). An on-line course for preservice teachers was developed, consisting of good practice videos and assignments for students' internships. This course was complemented with group coaching sessions. To investigate the perceived efficacy of their

interaction skills, students (N = 8) completed an on-line questionnaire both after submitting their assignments and a few months later. Quantitative and qualitative data-analysis was used. EECERA research practice guidelines were followed. Informed consent was requested of the parents of the participating children in students' internship classes. The students evaluated the Playing-2-gether course and coaching positively. Students found the use of non-verbal or verbal interaction skills either natural or artificial, depending on the type of Playing-2-gether skill or personal factors. High-quality teacher interactions with preschoolers can be trained.

Keywords: play, teacher-child interactions, early childhood education, playing-2-gether, teacher-child relationship quality

Challenging communication in spite of low language proficiency. Creating learning opportunities for young children.
EEFJE VAN DER ZALM, Marnix Academie, University of Applied Sciences, Netherlands

In many European preschools, the population is multicultural and many children have a low proficiency in the main language. The aim of this project was to develop an approach that challenges these children to communicate. The sooner they participate in communication, the sooner their language proficiency increases. This research combines theoretical insights (Mercer 2007) with guidelines to stimulate language production and exploratory talk in small group conversations (Damhuis, De Blauw & Brandenbarg, 2004). Evaluation of preschool and kindergarten for 2 to 6 year olds points out that professionals are the crucial factor (De Haan, Leseman & Elbers, 2011). Teachers are aware how important interaction with pupils is for language and knowledge acquisition (Mercer & Littleton, 2007). Design based research was used in four learning communities with ECE teachers (N=20). Data was gathered by 1) videotaped activities before and after interventions, 2) coaching session, 3) personal development plans of teachers. Qualitative and quantitative analyses were used. Ethical approval was gained from all participants. Young children only played in the area if they wanted to. This design-research led to a set of 10 ingredients. Teachers already know about interaction and ingredients to improve interaction with low proficient young children. The now about being a playmate. When they focus on actually realizing the 10 ingredients (improving interacting and being a playmate), starting with one at a time, and gradually combining them within one activity, strong improvements are possible. These guidelines have provided a basis for renewal of training curricula and a website

Keywords: low proficiency, quality of interaction, challenge to talk, learning opportunities, playmate

Opportunities in play. Stimulating make-believe play, complex language and thought.
ANNERIEKE BOLAND (1), DORINA VELDHUIS (1), EEFJE VAN DER ZALM (2) AND RESI DAMHUIS (2),
(1) Hogeschool iPabo Amsterdam, University of Applied Sciences, Netherlands; (2) Marnix Academie, University of Applied Sciences, Netherlands

This practice-based research aims to improve the quality of teacher-child interaction in settings of make-belief play, such as home playing, in order to stimulate both quality of play and quality of language production, with a focus on exploratory talk. This research combines 1) guidelines to stimulate language production and exploratory talk in small group conversations (Damhuis, De Blauw & Brandenbarg, 2004), 2) different possible roles of play guidance (Johnson, Christie and Yawkey, 1999) and 3) knowledge on the importance of creating intersubjectivity by following the child's intention (Hakkarainen, Brédikyte, Jakkula & Munter, 2013) and sustained shared thinking (Siraj-Blatchford, 2009). Chances in play' departs from a Cultural-historical view on play as a form of participation in cultural activities, characterized by high involvement, implicit or explicit rules and degrees of freedom. Adults' participation in play should always respect those characteristics. (Van Oers 2013, 2014) Design-based research was used in a learning community with ECE-teachers (n=16) to develop the prototype. Data were gathered in focus group interviews, coaching sessions and good practices. Qualitative analysis was used. Second, case studies (n=8) were carried out, to gain deeper insight in the effect of the prototype. Both qualitative and quantitative analyses were used. Ethical approval was gained from all participants. Young children only played in the area if they wanted to. The project resulted in a range of effective guidelines for verbal and non-verbal teacher-behaviour that stimulate make-believe play and language and thinking of children. These guidelines provide a basis for renewal of training curricula.

Keywords: play guidance, make-belief play, language production, exploratory talk, intersubjectivity

SYMPOSIUM SET F/ 18

INSPECTION AND ACCOUNTABILITY

Individual Papers

CHAIR: ROSEMARY WILDSMITH-CROMARTY
North-West University, South Africa

Accountability for children's cognitive and socio-emotional development: What do South African stakeholders say?
ROSEMARY WILDSMITH-CROMARTY, North-West University, South Africa

The research aims to investigate the experiences of 284 stakeholders on challenges to effective ECD/ECE implementation in South Africa. This research responds to the findings of the Diagnostic Review of Early Child Development (2012) which suggests a holistic approach to ECE (Ilifa Insights, 2015, Richter et al, 2014). This is supported by Ebrahim (2012) who focuses on the local relevance of community including family ECE. Dahlberg et al (1999) acknowledge diversity through multiple perspectives and meanings which allow for dialogue. The holistic approach to ECE with a play-based curriculum informed the development of the interview questions. Kamerman (2000) in an overview of developments in OECD countries, stresses the importance of partnerships in creating continuity for ECD/ECE. A qualitative approach to data collection and analysis is used, using a participatory model for consultation which focuses on developing collaborative partnerships with stakeholders. Semi-structured interviews and focus groups were used to obtain information on key ECE issues. Data were analysed thematically. Triangulation of perspectives revealed challenges to effective ECE implementation across provinces in South Africa. Ethical clearance was granted by the University ethics committee and informed consent was obtained from all participants and relevant gatekeepers. Emerging issues for ECE are level of practitioner qualifications, poor conditions of service and quality of leadership. There is thus a need for efficient Monitoring and Evaluation. South Africa requires inter-sectoral partnerships in the ECD sector involving the various government departments and the private sector. Together they need to work towards a responsible democracy.

Keywords: ECD/ECE, diversity, universal access, policy implementation, participatory research

Developing a new inspection-instrument on pedagogical quality in Flanders (0-3 years)
MIEKE DAEMS (1), FERRE LAEVERS (1), MICHEL VANDENBROECK (2), AND JEROEN JANSSEN (2),
(1) Centre for Experiential Education, KU Leuven Belgium; (2) Ghent University, Belgium

This research is part of an ongoing project on MEasuring and MOnitoring ECEC Quality in Flanders. Based on the scientific instruments used in the project, a new inspection-instrument is to be developed, to monitor quality and make the link to a new self-evaluation-instrument. The instrument builds further on the published ECEC-pedagogical framework in Flanders and its scientific basis (MemoQ, 2014; Vandenbroeck, Laevers et al, 2011; EECERA 2015), a pilot in 120 units (EECERA 2015), the European recommendations on monitoring quality in ECEC (OECD 2014) and conclusions of the similar project in the Netherlands (Sardes, 2014). The instrument focusses on six dimensions: 'wellbeing' and 'involvement' (based on SICS, Laevers et al., 2005), 'emotional' and 'educational support' (based on CLASS, La Paro, 2012), 'learning environment' and 'cooperation with parents and respect for diversity in society' (based on MemoQ scientific instruments). After training and reliability-test, 26 inspectors used the test-instrument in over 180 settings (group settings and childminders). Findings and reflections are recorded by inspectors and settings and discussed in come-back-sessions. The process was monitored by the team manager and researchers. Participation is on voluntary basis. Results have no formal consequences. Anonymity is guaranteed. The learning process of individual inspectors is supervised. Training in using the instrument (a holistic perspective) should consider individual differences. Researchers integrate experiences of inspectors and ECEC-settings in the final inspection-instrument. Testing is an important step in the process of adapting and supporting the instrument in ECEC-practice. The link with the self-evaluation-instrument supports the work of settings on quality.

Keywords: pedagogical quality, national research, monitoring, inspection-instrument, Flanders Memoq

Inspection for improvement in the early years sector in Ireland
MARESA DUIGNAN, Department of Education and Skills, Ireland

This paper reports on the development and introduction of education-focused inspection in Early Years settings funded by the Irish government to deliver the universal free preschool programme for children from age 3 years to enrolment in primary school. It builds on national and international research including recent OECD publications focused on evaluation and monitoring in the ECEC sector (2015) and Synergies for Better Learning in the wider education system (2013). Inspection for improvement requires the recognition and valuing of both internal self-evaluation and external inspection processes. Empowerment of all stakeholders in the management of change through co-professional dialogue are key concepts in achieving this goal. An iterative process of development combining both research evidence and findings from national consultation have informed the development of the Framework for Early Years Education focused inspection. Literature review and survey tools were used to collect data. All processes have been informed by ethical guidance published by the Irish Research Council. Key messages from national consultation processes and the final Framework for Early Years Education focused inspection are presented and discussed. The advent of inspection in early years settings outside the context of primary schools in Ireland has happened at a time of sustained investment in quality improvement in practice. The implications for the development of policy provision and practice include raising awareness of the value of early years education by parents, professionals and wider society. This also has potential to raise the status of professional early years practitioners and advance processes of professionalisation.

Keywords: early years, inspection for improvement, process quality, professionalism, policy change

SYMPOSIUM SET F/ 19

PREPARING TRAINEE TEACHERS TO WORK IN DIVERSE SETTINGS

Individual Papers

CHAIR: KATHLEEN LORD
State University of New York at New Paltz, United States

'Ready or not? Here I come'
FRAN PAFFARD AND ROSE WHITE, University of East London, United Kingdom

This paper explores the complexities of preparing trainee teachers for teaching in 'superdiverse' inner city schools in a politically charged time. The research focuses on teaching in Early Years and Primary settings. The research contributes to an international study of the policy, pedagogies, principles and practice of supporting multilingual learners (MLL). The study focuses on the perceptions of trainee and in-service teachers towards their preparedness to support multilingual learners. This presentation builds on previous research into school practices in supporting multilingual learners (White & Paffard 2015). It links with ongoing collaborations across 5 countries internationally (ECER 2016). The research draws on the work of Garcia (2009), Vertovek (2007), Gibbons (2002) on approaches to language acquisition; Cajkler, W., & Hall, B. (2012), Arnot (2014), on teacher education. Evidence was elicited using semi-structured interviews, focus groups and questionnaires with school staff, and trainees. Care was taken to ensure that informed consent was gained from all participants, on an ongoing basis. All data is anonymised and confidential. Early findings indicate that prior experience and education is influential in both teacher confidence and competence in supporting MLL. Trainees most concerned and committed to supporting multilingual learners also reported lack of confidence. International comparisons of pedagogy and practice in initial teacher education and professional development provide an important forum for exploring effective practice. Key features of preparation include: Positive orientations towards diversity: developing cultural sensitivity Understanding linguistic diversity as a resource Classroom strategies that support (additional) language acquisition Community/parental engagement Practical classroom opportunities Inclusion strategies Assessment - language and content

Keywords: multilingual, teacher, competence, diversity, students

Challenging perceptions: Preparing new teachers to teach in culturally diverse communities

KATHLEEN LORD AND ROBIN JACOBOWITZ, State University of New York at New Paltz, United States

This study examined teacher candidates' perceptions of children and parents from one culturally diverse high-needs district. During a course in early literacy instruction, specific factors contributed to changing perceptions. Teachers' perceptions are windows into classroom practices, and changing perceptions is not an easy feat (Pajares, 1992). Clinically-rich experiences prepare teachers to work in high-needs schools (Berry, 2009) and may help alter teachers' perceptions (Gay, 2014). Theoretical framework includes theories of perceptions/beliefs (Rokeach, 1968) while teaching culturally diverse children (Ladson-Billings, 2011). Positive experiences challenge beliefs creating cognitive dissonance (Festinger, 1957), facilitating changes in perception. Candidates, all Caucasian, tutored primarily Hispanic and Black children in a high-needs setting. Candidates participated in focus groups and shared reflective writings, data were analysed qualitatively. Three themes emerged: (1) distinctions between preconceived notions and experiences (2) changed attitudes about students' motivation, (3) developing a real view of parent engagement. This research was approved by our IRB, Participation was voluntary and anonymous. There was no potential for harm at any time. Concerns about safety and lack of resources were paramount. Candidates' perceptions reveal deep-seated assumptions that children and parents living in high-poverty, diverse areas lack motivation and do not care about school and learning. Candidates' experiences changed their understanding of students and parents from culturally-diverse settings. When in a safe, productive space, teachers learned how to teach in, and feel comfortable with, culturally-diverse communities. In a structured environment, training new teachers in diverse, high-needs settings changed their understanding and appreciation of students and families from these communities.

'Am I allowed to tell the Christian Christmas story in the kindergarten?'
RENATE BANSCHBACH EGGEN, Nord University, Norway

The aim of this study is to analyse Norwegian kindergarten teacher students' insecurity concerning their presentation of content and background of Christian holidays and Christian cultural heritage in the kindergarten, and to discuss children's insight in their own and other children's religious background as a relevant factor in their socio-emotional development. On religious content in kindergartens & development of children's identity: Hull, J. M. (2001). The Contribution of Religious Education to Religious Freedom Sagberg, S. (2015). Holistic Religious Education Hartman, S. G. (2000). Livstolkning hos barn och unga F. Schweitzer & A. Biesinger (red.), Kulturell und religiös sensibel? Interreligiöse und Interkulturelle Kompetenz in der Ausbildung für den Elementarbereich According to the ''Norwegian Frameworkplan for the Contents and Tasks of Kindergartens'' it is the task of a kindergarten teacher to ensure that children learn about the Christian holidays, to express the Christian cultural heritage and to treat children's beliefs seriously and respectfully. However, Kindergarten teacher students often express considerable uncertainty concerning these tasks and therefore tend to avoid presenting religious content of Christian holidays in the kindergarten. The study is based on interviews of kindergarten teacher students in Norway. It applies theories on the correlation between religious belief and identity. The Interviewed persons are anonymised and participated voluntarily. The study sheds light on reasons for the students' insecurity and discusses the importance of supporting children in developing their own cultural and religious identity. It seems important to improve kindergarten teacher education on this field.

PERSPECTIVES ON PARTNERSHIPS WITH PARENTS

Individual Papers

CHAIR: MARY JANE MORAN
The University of Tennessee, United States

Early childhood teachers' competence for partnerships with parents
ADRIJANA VISNJIC JEVTIC (1) AND IVANA VISKOVIC (2), (1) Faculty of Humanities and Social Sciences, Croatia; (2) Fakultet odgojnih znanosti Sveuciliste Hercegovina, Croatia

Teachers should be competent for establishing quality relationships with parents, so it is important to develop an instrument for researching their competence in this professional field. Research aim was to develop the tool for measuring their competence. Many researchers discuss competences ECE teachers should have to establish satisfying partnerships with parents of their students. Competence is seen as a sum of knowledge, skills and attitudes. Attitudes are seen as the most significant problem in establishing partnerships. The competence for cooperation with parents could be defined as a sum of relational, communicational and contextual competence (Kirschenbaum, 2001). Teachers should have knowledge of the parental role, positive attitude to parents, listening and counselling skills and skills for involving parents (Swick & McKnight, 1989; Hornby 2011). Instrument for this research was based on ''The Partnership Scale'' (Giallourakis, 2002). Self-evaluation of teachers' competence for cooperation with parents were conducted with 35 ECE teachers in Croatia. Research was done according to appropriate ethical standards. The aim was to develop the instrument so it undertook a testing of reliability and saturation. Cronbach's alpha coefficient for all variables showed a high reliability in the range: .923 to .971. Factor analysis was determined by high saturation for all particles of a variable. Therefore, the instrument was appropriate for measuring teachers' competence for partnerships with parents. Although the sample is small, it included all aspects of the population. The used instrument could be used as the standardized tool test for measuring teachers' competence for cooperation with parents.

Keywords: ECE teachers, partnerships, parents, competence, instrument

Home-school transitions: Revelatory moments of child wellbeing and observed cultural specificities among infant-toddler parents and teachers in the U.S. and Italy
MARY JANE MORAN (1), ROBYN BROOKSHIRE (1), SILVIA CESCATO (2), CHIARA BOVE (2) AND PIERA BRAGA (2), (1) The University of Tennessee, United States, (2) University of Milan-Bicocca , Italy

A study on teacher practice that included 'parental involvement' in ECECs and its role in children's wellbeing illustrated similarities and differences within and between two cultural settings (U.S. and Italy) and envisaged new perspectives of wellbeing in ECECs. Research on good relationships between parents and educators (Bronfenbrenner, 1979; Epstein, 2001), early home-preschool transitions (Mantovani, Saitta, Bove, 2000), patterns and rituals of interaction (children-adults) in triadic settings (Fivaz-Depeursinge, Corboz-Warnery, 1999; Bove, Cescato 2013), and classic attachment theory, updated in light of cultural and gender specificities (LeVine, 2008; Di Fulco, Zavattini 2014) inspired and informed our work. The bases of this research include key tenets of socio-cultural, attachment, and ecological theories, gender specificities and the cultural nature of attachment, coupled with methodological approaches to studying complex interactions in 'natural settings'. The framework for this study is participatory collaborative research in which teachers and researchers challenged taken-for-granted assumptions through participation in iterative cycles of reflexivity across three years. Multiple modalities made visible teacher practice through videos/audios/photographs of teachers' classroom practice, focus groups, and discussions and researchers deliberations. Content, schema, and narrative analyses were utilized. Ethics committee approvals governed parents' and teachers' informed consent for audio, photography, video and discourse analysis. U.S. teacher-parent conversations appeared more rushed and focused on routines, whereas Italian conversations seemed broader in scope with more space and time for exchanges. Variations in adult's roles and responsibilities regarding communication, interaction, and shared power and control with children and parents were found. More cross-cultural, multi-modal, situated research/professional development is needed in ECE.

Home, school and community partnerships: Preparing teacher educators for family engagement and collaboration
MARY ELLEN MCGUIRE-SCHWARTZ (1) AND JANET S. ARNDT (2), (1) Rhode Island College, United States; (2) Gordon College, United States

Proposal examines promising practices for preparing teachers to engage and collaborate in home, school, and community partnerships. The integration of courses includes knowledge of cultures and working with diverse families and communities to show pre-service teachers how to support family involvement, engagement, and collaboration. Research demonstrates that family involvement is crucial to children's success in schools, therefore, it is imperative that knowledge and experience with families be included in teacher training (Lynch, E.W. & Hanson, M.J., 2011; Epstein, J., 2010; Hiatt-Michael, D., 2010; Powell, D.R.; Son, S.; File, N., & San Juan, D.R., 2010). Results from research studies conducted by the authors will show how teachers and families with diverse backgrounds develop mutually beneficial partnerships. Two of the authors' studies are the basis of this discussion. Studies used qualitative methods including in-depth interviews, observations, surveys, and videotaping. Methods incorporated insight and perspectives of participants in different cultural contexts. All participants signed informed consent which included voluntary participation, freedom to withdraw from study at any time, review of transcripts, and pseudonyms for names and locations to protect identity. Use of multiple methods added to the trustworthiness of the studies. The findings of the studies are rooted in the unique cultural contexts. The findings suggest positive relationships between family and social support and parent-child relationships. Current results from the presenters' studies and practices in preparing teacher educators for family engagement and collaboration are addressed. Strategies shared give teachers methods to use that develop equitable partnerships considering the cultural needs of families.

SYMPOSIUM SET F/ 21

INTERNATIONAL POLICY CHALLENGES

Individual Papers

CHAIR: SIRENE LIM
SIM University, Singapore

Improving equity in Singapore's early childhood education landscape
SIRENE LIM AND DORA CHEN, SIM University, Singapore

Singapore's early childhood education (ECE), for decades, has been in the hands of private providers, except for 15 kindergartens, and more than half of these providers are commercial rather than not-for-profit. This paper is the first such study in Singapore that explores the tension between having a privatised and commercial ECE sector and policies that try to nudge the sector to improve in its quality of ECE programmes and teacher education in the nation. Commercialisation is a phenomenon that has been discussed in the UK and Australia. The study explores policy and other available public documents through a critical and postcolonial lens. Through a document and historical analysis of policy documents since year 2000, this study identifies progress and gaps in the government rhetoric to improve accessibility and quality for all children. Only publicly available documents were analysed. With Singapore's widening income inequality, the current ECE provisions and policies lack a social equity focus despite ongoing improvements such as harmonisation of previously divided child care and kindergarten sectors, national curriculum frameworks, minimum teacher qualification requirements and an increase in the number of more affordable centres. However, raising programme quality in the centres is ongoing work that requires a paradigm shift about the goals and purposes of ECE for all children and families in multicultural Singapore and a re-think about the taken for granted nature of work with young children.

Is universalism under threat in European ECEC provision?

EVA LLOYD, University of East London, United Kingdom

Mounting pressures on the universal delivery of ECEC provision are evident since economic austerity enveloped Europe at the end of the last decennium. These appear particularly acute within countries employing early education and childcare markets. This paper examines evidence from several EU nations, including England, Germany, France and the Netherlands, for the effectiveness of a universal versus targeted approach in enabling all young children and their families' access to quality, affordable and accessible ECEC services. It builds on earlier work by the International Centre for the Study of the Mixed Economy of Childcare at UEL (Lloyd and Penn, 2012; Lloyd and Penn; 2014; Penn and Lloyd, 2013; Penn and Lloyd, 2014), coupled with EU and OECD evidence (EU, 2011; Bennett et al, 2012; Förster and Verbist, 2012; Verbist et al, 2012) regarding ECEC needs of children growing up with disadvantage. ECEC markets as a delivery model reflecting classical economic theory pose equity problems and contrast with the economic 'public good' approach once prevalent in the European Union. Using the inductive mixed methods approach of policy ethnography (Bagley, 2011), this study triangulates quantitative and qualitative data from a range of secondary sources. Its ethical stance is reflected in the selection of studies and official documents and the relationship between them and in the quotes used to illustrate the argument. Policies promoting universal publicly funded over targeted ECEC services appear more successful in reaching poor sections of European child populations. This finding may prove relevant during Europe's current and virtually unprecedented refugee crisis.

Keywords: economic austerity, ECEC markets, equity issues, universal versus targeted services, policy ethnography

IEA early childhood education study: Policy challenges and options for securing high quality, accessible early education services

CHRISTINE PASCAL AND TONY BERTRAM, Centre for Research in Early Childhood, United Kingdom

The focus of the study is on how early childhood education policy in eight countries is related to the development of high quality, accessible services which can address social inequality, enhance participation and close the gap in educational achievement on entry to compulsory schooling. Recent cross national studies (Pascal, Bertram et al., 2012; Vadaketh, 2012; OECD, 2012) reveal that many countries are developing, a funded, government-led, ECEC policy . Documenting policy aims and implementation can help to explain the orientation of ECE services and give a wider perspective to developing ECEC systems. The report builds on other cross national policy surveys in this area which establish a series of qualitative and quantitative case studies of policy in action. The study involved a detailed quantitative/qualitative survey at Ministry level of eight countries through the administration of a Policy Questionnaire which was designed to collect information about the wider policy context for ECE provision from birth to the end of ISCED 0 (UNESCO, 2012). Issues of informed consent and participatory knowledge generation are addressed. This presentation focuses on key policy challenges and options which face governments that are in the process of developing and enhancing their early childhood policy and practice. The study reveals that each country faces its own particular challenges toward achieving an equitable, high-quality ECE system. The report findings will enable countries to thoughtfully examine their own goals and policies in this critical area, and to learn from each other's best practices.

Keywords: early education policy, early childhood policy, early childhood systems, social equality, closing the gap

SYMPOSIUM SET F/ 22

COMPARATIVE ASPECTS OF TEACHER EDUCATION

Individual Papers

CHAIR: ASYRIAWATI MOHD HAMZAH
Cherie Hearts International Education Group, China

Policies for the professional development of early childhood teachers in Latin America. A comparative study.
MARCELA PARDO (1) AND CYNTHIA ADLERSTEIN (2), (1) Universidad de Chile, Chile; (2) Universidad Católica, Chile

To describe policies for the professional development of early childhood teachers currently conducted in Latin America. The study relied on international literature on early childhood education policies, emphasizing policies for early childhood teachers (Kagan & Kauerz 2012; Miller & Hevey 2012), as part of the Regional Project on Teachers Policy for Latin America and the Caribbean, driven by OREALC-UNESCO (www.politicasdocentesalc.com). Systemic perspective on the professional development of early childhood teachers, highlighting the influences of external factors, such as institutionality of early childhood and higher education systems, training policies, and working conditions (Hyson et al., 2012). Multiple case studies on sixteen Latin American countries, focused on early childhood teachers holding a professional degree. Based on secondary data, it analysed policies for initial and in-service preparation, and qualification requirements in each country, within the context of the education system. A critical approach to public policies was adopted (Lincoln et al. 2011). All data used was of public domain. The analysis was discussed with diverse representatives from each participating country. Findings showed similarities and differences within and across countries, and scarce research in most of them. Main similarities were: weak initial and in-service preparation, including low admission requirements. Main differences were: the professional profiles (mainly, as to the age range of children to be served), the training requirements for exercise (which differed from normal secondary school to university bachelor degree). Findings suggested the need of policies to strengthen initial and in-service preparation. Further research is needed to better describe policies for early childhood teachers' professional development.

Keywords: early childhood teachers, policies, initial and in-service preparation, qualification requirements, professional development

Evaluating teaching and learning practices of early childhood programmes in China
ASYRIAWATI MOHD HAMZAH, Cherie Hearts International Education Group, China

This research aim to investigate to what extent and how do teachers pedagogical knowledge shape their teaching and learning practices in early childhood classrooms. The research highlights the various decisions teachers make to provide meaningful experiences for children from didactic teaching to active learning in the classrooms. It shed light to the importance of helping educators link everyday decision making in curriculum decisions. It will also explore key principles From Reggio Emilia which can be contextualise in China preschools. Social constructivism theory about learning and development would be discussed as fundamental. Teachers view and beliefs of how children learn best would be evaluated to engage teachers in reflective practices. A qualitative research methods using participant observations and in depth interviews with teachers were collected, analysed and interpreted. A sample of 30 teachers from different preschools in China were involved. A letter of consent written in English and translated in Chinese was provided to participants. Identity were protected and replaced with pseudonyms. Information collected were kept confidential. The research shows the paradigm shifts of the teachers' initial beliefs about how children learn best and the importance of re-evaluating the teaching and learning practices. It also addressed how key principles of Reggio Emilia approach are embedded in the classroom to improve teaching and learning. Findings lead to improved teaching and learning pedagogy which teachers adopt to advocate for active learning in a meaningful context. Teachers demonstrate increased abilities to plan and facilitate learning instead of didactic teaching.

Keywords: teaching and learning practices, evaluation, quality, active learning, curriculum

How much are our teachers ready for our children? A case of Canada and Turkey
YASIN OZTURK, Karadeniz Technical University, Turkey

The aim of this study is to investigate two countries' (Canada and Turkey) early childhood teachers' readiness for teaching and caring young children. More specifically, we will compare two countries pre-service teachers' views about their efficacy of and their expectations from teaching. The teachers are playing vital role on children's education and development. They are the ones who implement newest teaching methodologies and curriculum (Kagan, Kauerz & Tarrant, 2008). Pre-service teachers will learn how to organize caring and nurturing environment for children during their trainings (Goldstein, 2003). Early childhood teacher education program has a significant role on teachers' practice (Blank, 2010). Theoretically, this study is based on comparative education perspectives. This is a qualitative study and data will be gathered through semi structured interviews with six pre-service early childhood teachers in Canada and Turkey. There will be also document analysis of each countries teacher training programs. The data will be analysed by a qualitative document analysis tool, which is NVIVO 11. The participants have right to withdraw from the research at any time and their names will remain anonymous. Comparative analysis will contribute to the understanding of teacher training programs and policies. By looking at two countries' early childhood teacher education programs, we will have deeper understanding of how a quality teacher training program can be planned in an each country. Theoretically, this study is based on comparative education perspectives.

Keywords: teacher training, comparative education, early childhood education, international education, quality teachers

SYMPOSIUM SET F/ 23

POSITIONING CHILDREN IN RESEARCH AND PRACTICE: TROUBLING ASSUMPTIONS

Self-organised Symposium

CHAIR: JANE PAYLER
The Open University, United Kingdom

This symposium foregrounds the ways in which children are positioned in research and practice with perspectives from recent studies. Payler reports on how engaging with other disciplines can help us to become aware anew of how young children are differently positioned in research, dependent on the ethos, epistemologies and established protocols. She presents a continuum of children's different positions in engagement with research, delineating strengths and disadvantages, which could act as a reflective tool for considering how and why children might be positioned in research designs, particularly in multidisciplinary research. The following papers examine: challenges in welcoming children's spiritual languages (Goodliff), the possibilities and dilemmas of rendering children's voices visible using documentary photography (Horsley), and how children are positioned when technology is dually construed as a tool for children's own uses and as a tool for documenting learning (Canning, Payler and Horsley).

Two-three year olds expressing spirituality: How do we reconcile humanizing democratic values inherent in children's languages of spirituality with policy contexts dominated by economic discourses?
GILL GOODLIFF, The Open University, United Kingdom

This study explores how two and three year old children express spirituality in the everyday context of their day nursery. Young children's experiences and expressions of spirituality have been previously researched in Canada (Champagne, 2003), in New Zealand (Bone, 2007) and in England (McCreery, 1996; Goodliff, 2013). Adopting a situated socio-cultural perspective the children are positioned as agentive and active meaning makers. The Reggio pedagogy of listening (Rinaldi, 2005) offers a way of acknowledging the many languages children use in their everyday spaces of relationship and imagination. Case study research using an ethnographic approach was undertaken. Multi-modal data, using a Mosaic approach (Clark and Moss, 2001) were collected and a hermeneutic approach underpins the analysis and interpretation of the data. The design of the study closely adhered to ethical guidelines (BERA, 2004,) for research with young children, being underpinned by an ethic of respect (EECERA 2015) that acknowledged power issues and included gaining informed consent, ongoing

consent/assent of the children and identification of gatekeepers. Discussion will focus on young children's rights for expression of spirituality to be attended to and the sensitivities for ECE practitioners in reconciling a holistic understanding of the full humanity of children that includes a spiritual dimension when the acquisition of cognitive skills is privileged in ECE. If young children are recognized as active meaning makers all the languages they use to share the understandings and experiences about their lives, should be welcomed, respected and listened to in practice and policy.

Keywords: children's spirituality, imaginative and relational spaces, listening, meaning makers, children's languages

The 'Listening Project': Seeing and hearing young children's stories, voices and imaginations through documentary photography in one day nursery. Possibilities and dilemmas.
KAREN HORSLEY, The Open University, United Kingdom

This project explores the development of nursery practitioner's use of documentary photography to listen to young children's stories, voices and imaginations and implications for the co-construction of visible pedagogic documentation. The Mosaic approach (Clark and Moss, 2011) is drawn upon with the discipline of Documentary Photography, and other work positioning practitioners, as research participants in documenting children's experiences (Clark, 2011; Hartley, 2015; Wien, Guyevskey & Berdoussis, 2011; Gussin-Paley, 1990). A documentary photography course was disseminated and developed with practitioners from a socio-cultural perspective with children as meaning-makers in the co-construction and narration of documentation. An ethnographic approach was undertaken in reflecting on the contribution of Documentary Photography in listening and documenting children's experiences explored through case study narratives. The British Educational Research Association guidelines (2011) were adhered to. Possibilities for listening through documentary photography are: slowing down to listen to children, reflection on adult's perspectives, and dialogues on co-constructed and narrated visual documentation, and practice, including practitioners supporting children's meaning-making and connecting their individual and communal stories (Gussin Paley, 1990). Ethical complexities and dilemmas for positioning children include: how to include all children? Which voices appear to be 'silent'? Should children's stories, voices and imagination be made visible and how do adult's interpret and represent these? The potential development of visual pedagogic documentation and practice that draws on documentary photography lies in reflective dialogues, and relationships in the early year's community that knows the high quality pedagogic work of practitioners based on deep listening to young children they know well.

Keywords: documentary photography, practitioners, visual methods, mosaic approach, documentation
Children's imagination and curiosity: Facilitating and documenting through technology
NATALIE CANNING, JANE PAYLER AND KAREN HORSLEY, The Open University, United Kingdom

This research explores children's imagination and curiosity through the 'Our Story' App. Practitioners support children creating their own stories using pictures, text, sound and video. The 'Our Story' App has been previously researched in relation to supporting children's reading, verbal responses and parent-child talk (Kucirkova et al, 2014, 2015). The research is underpinned by sociocultural theory. Social interaction and imagination motivates children's interests which are socially constructed through cultural trends. An ethnographic study involving childminders and Early Childhood practitioners in focus group participation and online blog. Experiences of facilitating children's imagination and curiosity documented with 'Our Story' App are explored through case study narratives. Ethical dilemmas are inevitably raised when children are participants in research. The British Educational Research Association (BERA) revised guidelines (2011) were adhered to in relation to researching children. The 'Our Story' App provides a tool for children to record their own explorations from their perspective. Although a positive experience for both children and practitioners it opens debate into the use of technology in supporting practice and facilitating children's development. It provides opportunities to develop understanding of children's creative approaches in everyday situations using technology. This has implications for the ways in which practitioners will facilitate, support and document children's development in the future.

Keywords: technology in practice, children's imagination, sociocultural perspective, children's curiosity, our story' app

CHILDREN'S PERSPECTIVES ON THE LEARNING ENVIRONMENT

Individual Papers

CHAIR: IDA KORNERUP
University College Copenhagen UCC, Denmark

Children's attitudes to school, teacher-child relationship quality and the quality of classroom interactions
SUE WALKER (1) AND KATHY COLOGON (2), (1) Queensland University of Technology, Australia; (2) Macquarie University, Australia

This research examines associations between child characteristics, children's attitudes to school, teacher-child relationship quality and the quality of classroom interactions as children commence school at 4-5 years of age (M = 60.9 months, SD 3.61). The study draws on research and theory related to the importance of teacher-child relationship quality and positive classroom interactions (Hamre & Pianta, 2005) as children make the transition to school. The study is informed by Bronfenbrenner's Bioecological theory which highlights the importance of proximal processes in children's development. This research fits within a quantitative paradigm and uses survey methodology to assess relationship quality, child self-report of school liking, classroom observation and direct assessment of child characteristics. An ethical concern noted was that a child may become distressed during interviews if they shared negative experiences of school. To address this, if a child became distressed during participation, they would be offered the opportunity to stop the interview immediately. Correlational analyses indicated that children with higher language scores were rated better on school readiness, self-regulation, both child and teacher rated relationship quality, and fewer problem behaviours. Children assessed as less ready for school and with poorer self-regulation skills were rated as having more problem behaviours. Teacher-child closeness was associated with better self-regulation while Teacher-child conflict was associated with Conduct problems. Findings point to the importance of oral language competence and school readiness in children's early school experience and the pivotal role of classroom context, particularly emotional support in teacher-child relationships in the first year of school.

Keywords: transition to school, teacher-child relationship quality, classroom interactions, school liking and avoidance, self-regulation

Developing learning environments - With a high focus on children's perspectives
IDA KORNERUP AND KIRA S. CHRISTENSEN, University College Copenhagen, Denmark

This participatory research project investigate what promotes or prevents children's learning processes in Danish ECE facilities and how the pedagogical staff can use co-created knowledge to develop high quality learning environments. Our study relates to a range of research studies exploring children's learning processes, perspectives and quality (Sheridan 2009, Samuelsson et al. 2001, 2011, Eide et al. 2012, Nielsen et al. 2013, Sylva et al. 2010, Christensen & Kornerup 2015). The theoretical approach is based on social interactionism, micro sociology (Blumer 1986, Bruner1998, Lave & Wenger, 2004) and research within the field of children's rights (Clark 2011, Johansson & Karlsson 2013, Warming 2013, Almqvist & Almqvist 2014, Kornerup & Petersen 2015). Pedagogical staff and children are involved as co-researchers. In the study 8 ECE facilities in 4 different municipalities participated. The study was built around cooperative observations and reflective workshops and the data-analysis was used as basis for pedagogical experiments. The research studied morning-reception, circle-time, lunch and school-preparation-groups, all settings initiated by the staff. Observations were anonymised and videos were permitted by the parents. Children were asked before participating in workshops and were free to leave during the research initiated activities. The empirical studies shows that when pedagogical staff is able to be curious on what children are curious about, and have an approach with a high focus on sensibility, flexibility and creativity, children's participatory pathways stays open and mutual. This didactical approach attaches importance to a learning concept in ECE that draws upon a reflective balance between process, meaning and aim.

Keywords: learning environment, participatory research, co-created knowledge, children's perspectives on learning, participation and involvement

School space as a learning space: Children's perspectives on learning
KIRSTI KARILA, University of Tampere, Finland

The study aims to understand children's perspectives on their learning experiences in the institutional ECE/school space. Children's learning has been investigated in multiple studies (Carr 2009). However, better understanding is needed about how the children themselves construct their learning, who are the significant others in it, and where learning takes place. Children are seen as active co-constructers of the culture surrounding them. They are also actively involved in creating their learning spaces and the learning process in it. The photography method enables children to present their views through other communication means than solely language (Einarsdottir, 2005). Thus, the data consist of children's (60) photographs of their ECEC environment as learning space and focus group interviews with children about the photographs. The data was gathered similarly in Brazil and in Finland, which offers a possibility to analyse children's meaning making in various cultural contexts. The photographs and the interviews were analysed side by side. The research permissions were asked from the children, their parents, and teachers. Children's anonymity was also confirmed. The children constructed themselves as competent learners, who learn all over the school space. Everyday situations and places like entrance hall, play yard, lunch, morning circles and art sessions are learning spaces for children. The significant others were other children. Instead, the adults were rarely mentioned. The similarities and differences in the Brazilian and Finnish data will be more carefully discussed in the presentation. The results can be utilized in ECEC teacher education as well as when developing ECEC practices.

Keywords: early childhood education, learning, play, space, learning environment

SYMPOSIUM SET F/ 25

DEMOCRATIC AND PARTICIPATORY PRACTICES

Individual Papers

CHAIR: ANA LÚCIA GOULART DE FARIA
Unicamp, Brazil

Analysing conditional participation in preschool
KATARINA RIBAEUSS (1) AND LOVISA SKÅNFORS (2), (1) Department of Educational Studies, Sweden; (2) Karlstad University, Sweden

Basic democratic rights, such as the individual right to participation, are supposed to be the foundation of the preschool practice. However, democracy does not merely exist, but is rather a collective construction constantly made and negotiated in relations between the teachers and children in preschool. This presentation takes its point of departure in the intersection between two recent studies on preschool (Ribaeus, 2014; Skånfors, 2013) which in different ways have focused questions regarding children's influence and agency and preschool teachers' educational democratic practice. Skånfors' thesis is an ethnographic study which lies within the new sociology of childhood (Corsaro, 2005). Ribaeus' thesis enlightens ideas retrieved from Biesta's (2007, 2003, 2006, 2011) writings on democratic education and democratic subjects. These studies are based on field studies in preschool for example observations and focus group interviews. To protect the research participants, ethical aspects have been taken into account, such as requesting informed consent and giving participants the right to confidentiality. The results indicate that preschool teachers need analytical tools in order to work with the democratic mission. Our planned project is based on what we have identified in our research as influence as a conditional aspect (as supposed to influence as a right) between children and between children and preschool teachers. Our studies offer analytical tools such as ethical radar (Skånfors, 2013) and the analytical model Institutional Events of Democracy (Ribaeus, 2014) in order for teachers and researchers to understand children's wishes and strivings, both individual and collective.

Keywords: children's influence, preschool, ethical radar, democratic events, educational practice

Children as playing citizens

LIV TORUNN GRINDHEIM, Bergen University College, Norway

The aim is to visualize conditions for participation in play and thereby indicate ways of expanding children's conditions for exercising their citizenship in the institutional childhood of early education. Researchers have delineated how adult-centred understanding of where and how democratic participation is to be exercised may not accord with how children inhabit and challenge the given conditions for participation (Cockburn, 1998; James, 2011; Liebel, 2008; Seland, 2009). From children's point of view, play is an important arena to join in (Corsaro, 2003). Citizenship as practice by Ruth Lister, community of practice by Etienne Wenger, a pedagogy of interruption by Gert Biesta, and participation in breadth, depth and range of democracy by Carl Cohen represent the conceptual and theoretical framework. Through fieldwork inspired by critical ethnography, children in three different Norwegian kindergartens have been followed. A consent form and information sheet was provided to parents and practitioners. Informed consent was negotiated with the children involved and re-negotiated during the time the research was carried out. Pseudonyms have replaced the names of participants. All the participants were given the opportunity to withdraw from the study, at any time. Role-play, making jigsaw-puzzles and playing hide-and-seek differ in terms of conditions for participation for the involved children. This challenge ways of structuring children's conditions for enacting their citizenship in non-formal setting such as play. The involved children also interrupt what good play might be, and thereby challenge the settled play-system. The findings underline the need for conditions for multiple ways of playing.

Keywords: play, citizenship, early childhood education, pedagogy of interruption, critical ethnography

The dialectical thinking of children on the construction of decolonising and anti-racist pedagogies

ANA LÚCIA GOULART DE FARIA (1), FLÁVIO SANTIAGO (1), ELINA ELIAS DE MACEDO (1), SOLANGE ESTANISLAU DOS SANTOS(2), (1) Unicamp, Brazil; (2) UFAL, Brazil

To demonstrate the participation of children in society, in an emancipatory perspective of education that seeks to deconstruct racist practices and questions inequality in education. Our researches question the age subordination and its connection to various economic, social, and political hierarchies, prioritizing the search for decolonising pedagogies. Qualitative studies in critical dialogue between Anthropology, Political Sciences, and Sociology, focussing on Child Sociology and Child Pedagogy. Qualitative investigations approaching both macrostructure and microstructure questions making use of ethnography and other methodologies as DIY (Kincheloe and Berry) that utilizes various methodological tools to reality analysis, on the tension between Marxism and post-colonialist thought. The investigations meet ethical and legal precepts with proper authorization and documentation of the ethics committee. The results demonstrate the dialectics upon which children build relationships with their peers and adults, indicating the non-linear reproduction of macrostructures in child cultures. The data also indicate the presence of racism permeating the entire Brazilian society, marking the relationships that boys and girls establish with the world. The results reveal how policies ignore the dialectics of Children, as well as ignore the social, cultural and religious specificities, producing the invisibility of the young children and the creation of the ahistorical ''generic'' Child.

Keywords: decolonising pedagogies, anti-racism, emancipatory pedagogy, early childhood education, ECEC

SYMPOSIUM SET F/ 26

TEACHERS' PARTICIPATIONS OF CULTURE, SMALL GROUP WORK AND ONLINE WORKING

Individual Papers

CHAIR: ÅSTA BIRKELAND
Bergen University College, Norway

Effects of a student exchange program on pre-service teacher students' cultural understanding

ÅSTA BIRKELAND (1), YUE JUAN PAN (2), (1) Bergen University College, Norway; (2) Beijing Normal University, China

The present study aims to examine the effects of a dialogue-based and reflection-focused international teacher student exchange project on cultural understanding. The project involves student teachers and kindergarten teachers from Norway and China. Previous studies have focused on the perspectives of students from home countries and does not take into consideration the experiences of students and practitioners from host countries in exchange programs. The present study is inspired by the theoretical framework of Bakhtin (1981, 1986). Concepts like multi-voice, outsidedness and the internally persuasive discourse guide the analysis. The hermeneutic phenomenological approach is used in the study. The project structured activities to intrigue descriptive and reflective dialogues among participants from home and host countries. The journals on a joint learning platform and their reports and reflective dialogues in seminars were collected as data. 24 students and 4 kindergarten teachers were interviewed for their experiences during the project. Besides following the general ethical guidelines in the respective countries, this study was concerned about the use of photos and videos. Specific guidelines were discussed and agreed upon. In the first encounter with different cultures, the students focused on differences and on making judgements of social practices. After in-depth interactions and multi-voiced reflections upon different social practices, the participants began to search for the commonalities and to reflect on practices that they usually take for granted. The findings in the present study give implications for the importance of intriguing interactions and in-depth dialogues between 'insiders' and 'outsider' in teacher student exchange programs.

Keywords: student exchange, cultural understanding, dialogues, china, Norway

A study of teaching and learning experiences of an online BA Degree programme in early childhood practice
DEIRDRE BREATNACH, Mary Immaculate College, Ireland

This research aims to review learning experiences from a new inter-institutional BA in Early Childhood Practice degree through two viewpoints: (1) students who completed this on-line degree, (2) staff from the institutions involved in design and delivery of the programme. In Ireland, the Higher Education Authority stresses the importance of flexible learning opportunities (HEA, 2011). This, along with early years policy initiatives emphasise the importance of a highly qualified ECEC workforce (DCYA, 2010; DES, 2011; DCYA, 2013). An innovative online/blended degree programme, a BA in Early Childhood Practice (BA ECP), is jointly delivered by the Institute of Technology, Tralee, and Mary Immaculate College, Limerick. The overall aim of this BA ECP degree is to respond to demands for continued professional development (CPD) for the ECEC sector. As the first cohort of 24 students completed BA ECP studies in spring 2016, this research utilised surveys and focus groups of these students to provide data on their experiences of the degree. Interviews were conducted with 12 staff members from both institutions for perspectives on the design and delivery of the programme. This study complied with principles of best ethical practice with regard to informed consent, anonymity and confidentiality, participant withdrawal without consequence, privacy of research findings and transparent use of data. Findings from this research highlight the need for review to advance CPD structures within the ECEC workforce. Research on approaches to CPD has implications for policy and practice due to high levels of expertise required by those working within the ECEC sector.

Keywords: CPD for ECEC workforce, blended learning, innovative degree programmes, ECEC professionalism, up-skilling ECEC workforce

Teachers' attitudes and perceptions of small group work (SGW) and its implementation in preschools
CLODIE TAL, Levinsky College of Education, Israel

To show attitudes and perceptions of experienced teachers in ECE towards small group work in Israel. In schools Johnson & Johnson (1981), Slavin (1986), Sharan & Dov (1990) found that SGW was associated with children's better achievement when compared to both individual and whole class learning. In ECE SGW rarely studied and poorly implemented (Wasik, 2008). Bakhtin (1986) polyphony of voices: we should create conditions to allow for the voice of each participant to be heard-no hierarchies exist, Vygotsky (1978) socio-constructivist perception of learning: learning and cognitive competencies are being developed in the context of discourse, Malaguzzi (1993) SGW as the suitable organisational unit in ECE that enables formation of relationships' development and learning. Mixed qualitative and quantitative: questionnaire (closed open) to measure attitudes of 30 experienced teachers towards SGW in ECE and its possible implementation. Open answers related to rationale of SGW and implementation have been content analysed. Exposure of participants' perceptions and attitudes in public or without their consent are likely to harm them. To protect their rights their identity is not disclosed. In

addition, all participants gave written consent to use their input. More positive attitudes towards SWG than towards the feasibility of its implementation (T(18)=3.14, p<.02). Data interpreted as indicative of difficulties to integrate SGW in preschools also qualitative data show that motivation for implementation is in most cases extrinsic and that frequently implementation of SGW is associated with drilling skills rather than sustained knowledge building discourse. Inferences related to a better preparation for student teachers and teachers were drawn from the data.

Keywords: ECE, small group work, classroom management, relationships, discourse and meaningful learning

SYMPOSIUM SET F/ 27

SHAME, SELF-CONSCIOUSNESS AND RESILIENCE IN EARLY YEARS

Individual Papers

CHAIR: DIMITRIS PAPADOPOULOS
South-West University ''Neofit Rilski'', Bulgaria

Enhancing psychological resilience and social emotional wellbeing of gifted preschoolers
DIMITRIS PAPADOPOULOS, South-West University ''Neofit Rilski'', Bulgaria

The aim of this study is: (a) to investigate the social and emotional needs of gifted children in preschool education; (b) to present the benefits and the role of school-based social-emotional learning programme to promote the psychological resilience and wellbeing on gifted children life. According to the National Association for the Education of Young Children [NAEYC] (2005) must create and design developmentally appropriate programs that all children can develop cognitively, emotionally and socially whatever of the different levels of abilities and learning style. The issue of giftedness in early childhood and preschool education has recognized as critical for the future child development, learning, psychological resilience and wellbeing. The sample of the study was selected after the IQ assessment on the WPPSI-III (IQ>115). Fifty gifted preschoolers (n=50, 23 boys, 22 girls, MAge = 5,6, SD = 0.56, age range: 5-6 years) were administrated on the social-emotional skills and wellbeing. The SPSS program used for the statistical analysis. This study followed the international ethical framework. The researcher informed the participant students and parents of the children for the aims of the study. The parents accepted the participation of their children by a written letter. The most common social and emotional characteristics that found were perfectionism, emotional intensity, sense of humour, need for mental stimulation and difficulty adjustments to new environments. Early recognition and appropriate school-based psychological intervention for gifted preschoolers increases the probability of future academic success and reduces the risk for later behavioural, emotional and psychosocial problems.

Keywords: giftedness, preschool education, social - emotional learning, psychological resilience, wellbeing

Measuring shame in young children
ANNE CALDER, The University of Queensland, Australia

The aim was to develop and trial an instrument to assess shame in pre-school children. The work draws on the self-evaluative emotion research conducted by Lewis and on Bugental's work on low-power parents. It challenges Harter's definition of self-esteem as global in this age group. This research is informed by Bowlby's (1979) and Ainsworth's (1989) attachment theory as it focuses on the interplay between parental sensitivity and children's emotional response. This study reflected a quantitative paradigm, focusing on instrument creation. Two series of pictures were developed - one depicting various emotions, including shame, and one showing a range of common childhood situations e.g. a torn book. A number of data collection phases ensued to ensure the pictures were interpreted reliably by children. In the final phase, associations between children's emotional responses to the situations and their reports of maternal likely behaviours were considered. Shame is a negative emotion and therefore, trying to test it in young children requires consideration of the need to protect them and to ensure the testing situation is not distressing. A number of strategies including testing in a safe place and ending with a pleasant experience were used. The reliability and validity evidence suggested the instrument is helpful in understanding shame in young children. The instrument provides an innovative means for the

assessment of shame in pre-school children. It can be used as a measure of normative emotional development in young children. It is able to be used with children who have intellectual or language impairments.

Keywords: shame, self-evaluative emotions, parental power, parental cognitions, self-esteem

The self-conscious child as the picture of 'normality'?
LIV METTE STRØMME, University of Stavanger, Norway

My study aims to examine the expectations of adults and children in kindergarten when it comes to "being normal". How is it considered "normal" for children to express themselves, and what competencies are they expected to develop? The study will also focus on the underlying values that indicate how children should be. Several research studies have explored the relationship between normality and deviation, but mostly by focusing on the "deviations", and necessary actions to be taken, often in special education. The framework is based on Honneth's Theory of Recognition and object relations theory (Winnicott and Stern). The research questions will be examined inside a hermeneutical paradigm, using interviews with employees, and observations of videotaped interactions between adults and children. Narrative analysis of children's reflections based on philosophical stories will also be carried out. Research involving children requires particular caution and humility, both in terms of the adult's position of power but also because children are not always able to set limits for their integrity. Is it possible that "normality" focusing on the importance of self-consciousness and identity, might be part of "the toxicities of current childhoods"? I will discuss this in the light of Honneth's theory of recognition. A possible finding might be that we create difficult conditions for children to know who and what to be and become. This research may increase employees' consciousness in how "normality" is regarded, and what implications their images and actions might have on children's everyday life in the kindergarten.

Keywords: normality, self-consciousness, identity, recognition, Honneth

SYMPOSIUM SET F/ 28

THE ROLE OF EMOTION IN LEARNING

Individual Papers

CHAIR: MARION FELDER
Hochschule Koblenz, Germany

'Sentimental journey in Maths' - How can preschoolers learn and express basic feelings through geometrical shapes, according to teachers opinion?
CLEOPATRA PAGIAVLI AND ELENI TYMPA, Mpillios Preschool, Greece

To find out if children (3-4y) from a preschool centre in Thessaloniki, Greece (b=43 g=57), can identify and express their feelings in a better way confronting them with geometrical shapes with human faces and feelings. There are references to support the transition from core knowledge, which is pre-linguistic and therefore pre-symbolic, to symbolic knowledge of numbers and shapes. Also, is supported that geometrical shapes enhance emotional intelligence. The person who does not know geometry cannot enter the Plato Academy'. Preschoolers need guidance to help them interpret their own feelings and emotions and to interact appropriately with others. For this study we used a story-book (Shapes with feelings) with tales that associate certain shapes with certain feelings, e.g. happy square. After the implementation of an educational program, the 4 teachers of the preschool centre were interviewed about the effectiveness of this interrelation. The municipal ethical committee approved this study. Task output results show evidence of: 1) all the children learned the basic shapes easily and quickly, clarified the basic feelings and were able to talk about them 2) girls were more able to express their feelings in a dramatic way 3) boys were more able to identify feelings but not willing to express them 4) shapes helped children to clarify feelings and perform them 5) most children gained self-confidence to express themselves which was evident at the end of the year school play. In our attempt to relate different areas, geometry with emotions, we realized that the one stimulated the other.

Keywords: shapes, feelings, preschoolers, self-confidence, story-book

Seeing well and happiness in early childhood

MARION FELDER (1) AND GUNVOR BIRKELAND-WILHELMSEN (2), (1) Hochschule Koblenz, Germany; (2) Bergen University, Norway

Children are happy in age appropriate activities and challenges. What is age appropriate? We are looking into children's vision because visual functions are stimulating and motivating for motor activities, language and social relations. We want to gain more knowledge into natural vision development and stimulation in kindergarten and preschool. There are multiple supporting theories and authors for the theoretical frameworks. Original research was in Norwegian language https://bora.hib.no/item/528. Do we know enough though about visual capacities for activities and challenges? Today visual functions are more stressed and required than ever before, even among preschool children. Our educational methods continually require awareness to visual stimuli and visual information. Do children really see what we expect them to see? Eighty-six children, 5 to 8 years of age, went through a vision-screening program looking into, among others their visual acuity, attention in the visual field and eye movements in reading. Participation was voluntary. Parents registered their children on voluntary basis. Different visual functions develop until children are in their teens. The youngest children, five years of age (n=24), showed a visual acuity for far distance better than for near activities. Surprisingly there were gender differences in vision. Boys reacted more to moving objects and less to colours and details. Do girls' better visual acuity explain their interest in details and colours? The presentation will discuss policy implications and strategies/methods to develop good visual functions in young boys and girls, so that they later on may function better in motor activities, concentration and reading.

Keywords: vision development, gender, educational methods, near work, concentration

Current research in neuroscience: Its implications for play and social/emotional development

LINDSEY RUSSO, State University of New York, United States

This paper explores the implications of current findings in neuroscience for the relationship between play and social/emotional learning and explores how a NYC independent lab school builds curriculum that addresses these findings. My research identifies four areas that support and scaffold the educational needs of young children as we prepare them for the challenges of the 21st century. Here I discuss the implications for practice of one specific area of this work. This qualitative case study was informed by Vygotsky's socio-constructivist theory and Corsaro's social theory of interpretive reproduction. Play, once a core component of the curriculum, has been pushed to the outer perimeter in many American schools to make way for skill-based learning models. The data collection methodology used to explore the connection of this phenomenon with social emotional learning   includes informal conversations, interviews, videotapes, audiotapes, and anecdotal notes. Since my pedagogical stance supports the value of play for learning it was necessary for me to identify and reflect upon the implications of my assumptions regarding the relationship between play and social/emotional learning for my role as a researcher. Play, especially social, interactive play stimulates nerve growth in both the amygdala and prefrontal cortex. We can directly correlate this with social/emotional learning and improved opportunities for cognitive development. We need to include more extended periods of play within the curriculum that incorporate diverse environments, socialization opportunities. This would be enhanced by periods of reflection to foster the development of metacognition empowering children to become protagonists in their own learning.

Keywords: neuroscience research, play, social/emotional learning, reflection, early childhood curriculum

SYMPOSIUM SET F/ 29

RESPONSES TO CONFLICT AND MIGRATION

Individual Papers

CHAIR: SUE NOVINGER ROBB
State University of New York, United States

Identity and belonging within a post conflict, divided nation

SIOBHAN FITZPATRICK AND PAULINE WALMSLEY, Early Years - The Organisation for Young Children, Ireland

The aim of the research was to test the attitudes and behaviours of young children in Northern Ireland and Ireland to others whom they considered to be different to themselves. The research involved a large random control trial with 80 preschool centres and a process qualitative study. This research builds upon a small pilot involving 30 preschool centres. A participative evaluation and a most significant change study. The research builds upon the ethnographic studies of Professor Paul Connolly. The research uses a socio- ecological framework within a newly constructed view of a cyclical as opposed to linear approach to peace building and peace making. The work is based on the premise that young children in divided societies can be effective agents for change provided that they are supported by competent adults and caregivers within the context of an intentional and explicit curriculum. The importance of doing no further harm is at the core of the ethical approach. The need for radical changes in the initial and ongoing professional training of the EVD workforce. The possibility of ECD as a vehicle for social cohesion and structural changes within divided societies

Keywords: community, culture, identity, inclusion, diversity

A systematic review of early childhood policies in fourteen conflict-affected countries
LYNN ANG, University College London (UCL), Institute of Education, United Kingdom

The research is based on a large-scale systematic review of early childhood policies in fourteen conflict-affected countries. It critically examined how children are positioned in national policy, focusing on issues of social cohesion and reintegration in post-conflict states. The research built on existing empirical research related to children, early childhood care and education in multidiscipinary fields such as education, health and social policy. It is informed by wider research in the fields of international development and social policy. A multilevel, ecological theoretical model of social determinants was developed from the empirical research and datasets which showed the relationships between children, families and communities as being integral to social cohesion in post-conflict conditions. The research was based on a systematic review methodology, using a meta-policy analysis, participatory and applied social research paradigm. An online questionnaire and targeted sample interviews were conducted. All ethical concerns were carefully considered at all stages of the research. In particular, due care was taken to ensure the anonymity and confidentiality of participant responses in the questionnaire and potential sensitivities pertaining to the national policies. The main findings showed that while there is discernible government intent to promote early childhood development and social cohesion in national policy, there is limited evidence in policy of children's role as active participants and agents of change in rebuilding post-conflict societies. The research has implications for future policy development in conflict-affected countries and the way children's roles and voices are constructed and engaged with at policy level.

Keywords: early childhood, social cohesion, policy, systematic review, conflict

Determinants of immigrant and refugee early childhood development: A conceptual model
REBECCA GEORGIS, REBECCA GOKIERT AND ANNA KIROVA, University of Alberta, Canada

The purpose of the Multicultural Early Childhood Assessment and Learning (MECAaL) project was to create a conceptual model of immigrant and refugee early childhood development, assessment and learning. From a young age, immigrant and refugee children are socialized in at least two cultures and experience immigration-related stressors (e.g., acculturation, social isolation, refugee trauma, Berry 2006; Papadopoulos 2007) and systemic barriers (e.g., poverty, discrimination, Mikkonen & Raphael 2010). The model is grounded in theories of acculturation, ecological child development, and social determinants of health. The model was created based on an integrative literature review and consultations with MECAaL partners (immigrant serving agencies, school boards, government/decision makers), using a community-based research (CBR) approach (Israel et al., 1998). To test the model, a secondary analysis of a large dataset of immigrant and refugee kindergarten children (n=10,500) is currently being conducted. The dataset includes individual and community demographic information and scores on the Early Development Instrument (EDI). Ethics approval was obtained from the University Ethics board. Aligned with the CBR approach, MECAaL partners acted as a community ethics board, guiding knowledge generation and mobilization. The model identifies five key determinants of immigrant and refugee child development: culture, host-country systems, pre-migration context, post-migration family strengths /vulnerabilities, and socialization environments. Existing models of child development rely on Euro-Western ethno theories and do not account for the unique experiences of immigrant and refugee children. To

facilitate knowledge mobilization and inform practice, professional development resources for educators and service providers (handbook, videos) will be developed.

Keywords: social determinants, immigrant, refugee, acculturation, community-based research

SYMPOSIUM SET F/ 30

DOCUMENTATION, EVALUATION AND INSPECTION

Individual Papers

CHAIR: PÄIVI LINDBERG
Niches & Potential Consulting Ltd, Finland

How to evaluate visual environments in ECE settings?
PÄIVI LINDBERG, Niches & Potential Consulting Ltd, Finland

Visual environment has been a neglected topic in early childhood education (ECE). The study aims to modify and find generic aspects of an affordance model (AM) to evaluate the visual quality and number of affordances in ECE environments. The AM is modified from a model used in my previous research concerning the visual environment in Finnish daycare centres (Lindberg, 2014). The main concept in the AM is affordance (Gibson, 1986). Affordances are potentials for activity that the environment offers for a perceiver. The meanings of affordances in ECE can derive from children's interests or be tied to cultural elements. Another important theoretical concept relates to the visual quality of ECE environments (Nasar, 2000). Visual quality can be interpreted using informants called cues. The formulation of the AM and the interpretation of data form a hermeneutic process. The data is photographic images and natural material gathered during an observation process in two daycare centres. Images are contextualised and interpreted in relation to theory. Ethical considerations relate to the communication of research results. Although hermeneutic interpretation does not search generalisability, it can be objective and truthful (Siljander, 2001). The study continues to emphasise the importance of visual environment. Environment is presented as a broad concept with relevance to the child's overall wellbeing thus extending the traditional learning environment to cover also functional and aesthetic factors. The AM can be used in a variety of ECE environments to interpret the visual quality and the number of affordances.

Keywords: environment, affordance, visual, perception, interpretation

Who do you think you are?: Innovative ideas about documentation as recordkeeping
CATHERINE NICHOLLS AND JANE BONE, Monash University, Australia

This research aims to provide an alternative viewpoint for educators in terms of understanding a new and practical way to think about documentation in early childhood settings. It is influenced by the ideas of Carlina Rinaldi and work from the preschools of Reggio Emilia and innovations from the Monash Records Continuum Research Group in Australia. This paper will draw on a combination of perspectives: sociology of the child and records continuum theory. A qualitative research approach involves analysing narratives taken from 3 episodes of the Australian television series, ''Who Do You Think You Are?'. Focusing on a TV series will allow ideas to come forward using material that is already in the public domain. Ethical permission is not required in this presentation as the information we use is publicly available. The larger research project will eventually go through MUHREC, the university ethics committee. Much of the literature about documentation, focuses on its role as a reflective tool and a way to acknowledge the child as an active and engaged learner. Within the Australian education policy context, there is an emphasis on documentation as part of the assessment process. We suggest that both aspects can be rethought through the lens of record keeping literacy and this brings a new perspective to the process. The research project that emerged from this work will be introduced and it is anticipated that it will eventually influence practice by providing educators and families with a new way to think about the activity of documentation.

Early Years Education -Focused Inspections: Unnecessary Obligation or Welcome Opportunity?
EMER RING, LISHA O'SULLIVAN AND MARIE RYAN, Mary Immaculate College, Ireland

The paper will examine the role of the Department of Education and Skills (DES) Inspectorate in Ireland and critique the recently developed quality framework for Early Years Education-Focused Inspections (EYEFIs) (DES, 2015). Links will be made with experiences reported by early years educators from the recent piloting of EYEFI, findings from one of the author's doctorate work recently completed with Dr. David Whitebread and the report, which examined concepts of school readiness among parents and educators in Ireland. The paper explicitly links the provision of access to high-quality early childhood care and education experiences for children to enhancing and optimising children's learning and development and impacting positively on their future attainments, while simultaneously consolidating the professionalisation of early years educators (Heckman, 2013; Melhuish, 2015). A multi-faceted approach is adopted based on a historical analysis of the role of the DES Inspectorate in Ireland, a discourse analysis of the experiences of stakeholders involved in EYEFI and primary research completed by the authors featuring qualitative and quantitative methods. Ethical clearance has been provided for all of the research that will be referred to during this paper. Quality in education is inextricably linked to inspection with the strong focus on play and de-schoolification of the early years in the EYEFIs supporting the development of sustainable early years' pedagogies and professionalism. The paper arrives at a conceptualisation of EYEFIs as a welcome opportunity with potential to impact positively on the experiences of children, their families and early years educators.

SYMPOSIUM SET F/ 31

THE USE OF INFANT MASSAGE AND THERAPY DOGS TO IMPROVE CHILD OUTCOMES

Individual Papers

CHAIR: LIZ ROUSE
Centre for Research in Early Childhood and the University of Wolverhampton, United Kingdom

Being touched - toddlers' wellbeing and participation in daycare settings with massage
LONE SVINTH, Aarhus University, Denmark

The study contributes with new knowledge regarding how 13 practitioners in Danish toddler daycare use touch and massage in their practice, and how toddlers' wellbeing and participation, according to the practitioners, are influenced by these encounters. Although interpersonal touch and non-verbal communication is vital for infants' and toddlers' development (Field, 2014), research on touch encounters in ongoing relational pedagogy is rare (Field, 1994). The study is framed within a socio-cultural learning paradigm (Vygotsky, 1978). The conceptual framework for touch encounters draw on Hundeide's (2007) concept, zone of intimacy and Stern's (2007) elaborations on intersubjectivity. This social science approach applies a qualitative action research methodology in order to grasp the social situation of the touch practice and children's wellbeing and participation. A thematic analysis (Braun & Clark, 2006) of written narratives (Hansen, 2009) from 13 practitioners is applied. An action research approach was selected to give voice to the practitioners' and children's experiences. Written informed consents were obtained from practitioners and pseudonyms applied (Zeni, 1998). Ethical consideration has been given to ensuring fair representation of children's experiences in the narratives. The practitioners describe that a special sense of being and belonging is nurtured. Toddlers become more relaxed and they engage in more

complex interactions with both adults and peers after a touch encounter. The study challenges a narrow focus upon oral communication and acquisition of language skills, and invites policy and practice to acknowledge intersubjectivity, rather than language itself, as the basis for how children's wellbeing and participation evolves.

Keywords: learning as participation, intersubjectivity, touch and massage, adult-child encounter, toddler daycare settings

'Can infant massage offered through children's centres enhance pedagogical attachment in families facing challenging circumstances?' Emergent findings from the field
LIZ ROUSE, Centre for Research in Early Childhood and the University of Wolverhampton, United Kingdom

This PhD project explores the role of infant massage in childcare relationships at times when families are under stress. Does it support a more attuned togetherness, provide shared learning opportunities, and foster resilience? The research responds to Bennett, Underdown and Barlow's 2013 meta-analysis and critique of 34 studies examining the impact of infant massage on young babies' health outcomes, and their recommendations for projects exploring the effects on 'higher-risk groups'. The study is underpinned by five key concepts, attachment (Salter-Ainsworth, 1978; Bowlby, 1969), intersubjectivity (Trevarthen and Malloch, 2002; Stern, 1985), resilience (Rutter, 1996), infant massage (Field, 2010), and touch (Piper and Smith, 2003). The research is located in a constructivist paradigm, using a phenomenological case study methodology, and works with four infant-carer dyads and practitioners across two contrasting children's centres. The layered design uses video, individual interviews, focus groups, and questionnaires. A clear commitment to respecting the rights and voices of participants (particularly those of young babies and their carers) includes offering information in a range of formats enabling fully informed consent, and working with participants as co-interpreters of the data generated. The presentation will introduce themes identified in the early stages of analysis, inviting audience discussion, and share the lived experiences associated with the use of innovative methods in research with young children and families. The main findings from the project will be used to inform training to improve early childhood services, and to lobby local and national decision-makers around the allocation of funding for young children and families.

Keywords: infant massage, baby massage, attachment, intersubjectivity, video-based research

Benefits of having a therapy dog in the classroom: A review of research
JERRI KROPP AND MIKAELA SHUPP, Georgia Southern University, United States

Research on the benefits of having a therapy dog in the classroom will be summarised. These benefits include increased reading and language skills, motivation in motor tasks, increased social competence and empathy, and decreased aggression. Several studies have demonstrated that the presence of a therapy dog in a classroom can contribute to social and educational gains for children (Chandler, 2012). ''Research over the past 30 years indicates that therapy dogs may offer physiological, emotional, social, and physical support for children'' (Friesen, 2009, p. 261.) In addition, ''children's thinking at all ages remains grounded in sensory experiences'' which engage all of the senses (Melson, 2001 p. 79). Existing research to date on the benefits of having a therapy dog in the classroom will be presented. Since this is a review of the literature, there are no ethical considerations. The use of therapy dogs with children is successful due to children's natural tendency to open up to animals and the stress-moderating effect of the calm and non-judgmental presence of a therapy dog. Common concerns and objections to having a therapy dog in a school will be discussed. These include sanitation concerns, safety considerations, allergies, fear of dogs, and cultural differences. Recommended policies and procedures for having a therapy dog in the classroom will be discussed.

Keywords: therapy, dogs, children, school, AAT

POSTERS

THURSDAY 1ST SEPTEMBER
15:15 – 16:00

A cross-cultural study on educational practice for smooth transition from ECE to CSE: Comparison between Japan and US

ASATO YOSHINAGA, Kokugakuin University, Japan

The aim was to investigate differences in classroom discourse of ECE (Early Childhood Education) and CSE (Compulsory School Education) between Japan and the US. Previous research (Yoshinaga, 2016) hinted that the learning methods in ECE and CSE creates the difference in transition between Japan and the US. Learning methods adopted in ECE and CSE differ and it creates a disconnection in Japan. The transition is smoother in the US but there is high learning pressure in ECE because it functions as a preparation for CSE. Seven kindergarten and five CSE teachers participated for each country. Twenty-four classes were audio-recorded and teachers' initiations were analysed in terms of Mehan's (1979) IRE sequences. The University Ethical Committee approved the project design and permission was obtained from the participants. In Japan, both type G (Initiations where teachers were certain that children would answer correctly) and M (Initiations where teachers were uncertain whether children would answer correctly) were observed in ECE, and children speak in an informal format. In the first grade, type G increased relatively and children speak in a formal format. In contrast, in the US, type M and formal format were prominent in both stages. It appears that both countries can achieve the smoother transition by calibrating their teaching methods: Japanese teachers should ask more type-M in CSE, while in the US, more type-G questions and the informal format can create a less intense atmosphere in ECE.

Keywords: *transition, Japan and US, story reading, classroom discourse, Mehan's IRE sequences*

An evaluation of characteristics of student interns in early childhood education programmes

NAPA PHETCHUAY, Pibulsongkram Rajabhat University, Thailand

This research aims to evaluate the characteristics of student interns in early childhood education programs. Previous studies on characteristics of student teachers in Thailand focused on state and problems in all fields of education (Srichan, 2002; Ngam-ying, 2004); they did not focus on early childhood education programs. The conceptual framework of research is to evaluate the characteristics of student interns in early childhood education programs and consists of: 1) ethics; 2) knowledge; 3) cognitive skills; 4) interpersonal skills and responsibility; 5) numerical analysis skills, communications and information technology; and 6) learning management skills. This study is a survey research. The sampling group was 32 mentors and 32 student teachers who took an internship course in 2015. The instrument used to collect data was a Likert's type rating 1-5 scale questionnaires. Statistics used were percentage, mean and standard deviation. The research was conducted according to research ethics of the National Research council of Thailand. The characteristics of student interns in early childhood education programs was at the 'high level' (3.89). When considering each aspect, found that: 1) ethics was at the 'high level' (4.13); 2) knowledge was at the 'high level' (3.93); 3) cognitive skills was at the 'high level' (3.79); 4) interpersonal skills and responsibility was at the 'high level' (4.08); 5) numerical analysis skills, communications and information technology was at the 'high level' (3.78); and 6) learning management skills was at the 'high level' (3.75). The curriculum should focus on preparing the high quality teacher for the future.

Keywords: *early childhood, characteristics, evaluation, internship students, professional*

An exploratory study of early years educators and undergraduate students' perceptions of professionalism in Co. Donegal, Republic of Ireland

MAJELLA MCBRIDE AND KAREN PATTON, Letterkenny Institute of Technology, Ireland

This study explored whether educators' and students' perceptions of professional practice corresponds with the vision of professional practice as promoted by the ECCE Scheme. The study draws on the Pobal and Department of Education surveys and The Model Framework for Education, Training and Professional Development. Theoretical and conceptual framework is that of Brock (2006) - professionalism. The method of data collection was via Positivism Survey: Early Years Educators and undergraduate Early Childcare students Questionnaire. Participants gave informed voluntary consent and were reminded throughout the study that they could withdraw at any time. Pseudonyms were given to all participants and data was stored in a locked filing cabinet and on a password protected computer. Participants were made aware that the finding of the study may not have a direct impact on policy and/or practice relating to professionalism. Results indicated that participants' perceptions of their professional role, correspond, in the main, with principles of Sà-olta. However, the promotion of a graduate led workforce by the ECCE scheme was not accepted by all of the participants. The need for a graduate led workforce was acknowledged by over 90% of students, however only 32% of Early Years Educators thought a degree qualification was necessary to fullfill an Advanced Practitioner Role (DJELR, 2002). This study considered the factors that may influence these perceptions and makes recommendations for future research. Findings of which should be considered so that strategies may be developed to facilitate early year's educators to engage in graduate level studies, and receive the appropriate professional reward for their role.

Keywords: *undergraduate, early years educator, professionalism, free pre-school year (ECCE scheme), graduate-led workforce*

An exploratory study on picture-books in early childhood care and education environments (1): Skills of selecting and displaying picture-books based on preschool teachers' practical knowledge

YOICHIRO NONAKA, Kochi University, Japan

The purpose of this study is to clarify discriminant criteria for picture-books from the standpoint of expert preschool teachers' practical knowledge, and to conduct an exploratory classification of picture-books. Sasaki (2000) revealed that picture-books are classified by six criteria from the standpoint of themes. However, this previous study reported only one kind of criteria for picture books. Kodama (2013) showed that the selecting and displaying of picture-books according to themes or authors by preschool teachers can increase the usage of books. On the view of the expertise of preschool teachers, it suggests that they have some skills of picture-books effectively. The theoretical framework of the study emerged out of the conception of theory of Narrative Inquiry (Clandinin & Connelly,2000). Semi-structured interviews were conducted with expert preschool teachers. Linguistic data from interviews were analysed using the cluster analysis. A consent form and information sheet was provided to all expert preschool teachers. Experimental number have replaced the names of participants. Participants were given the opportunity to withdraw from the study at any time. As a result, we reached a new category classification of the selection and display of picture-books based on Japanese expert preschool teachers' practical knowledge in the early childhood care and education environments. This result theorises their practical knowledge which have tended to rely on empirical rules by reviewing it from a new perspective, and has an effect as a basic resource in consideration about the system, based on the high-interest way of selecting and displaying of picture-books for early childhood children.

Keywords: *picture-books, practical knowledge, skills, utilisation possibility, Japanese culture*

An exploratory study on picture-books in early childhood care and education environments (2): A classification of picture-books based on artistic features using readers-response theory

YUKA NAKAI (1) AND YOICHIROU NONAKA (2), (1) Hiroshima University, Japan; (2) Kochi University, Japan

The purpose of the present study is to examine utilisation possibility of the picture-books in Japanese early childhood care and education environments, through a classification of picture-books based on artistic features using readers-response theory. Heretofore, various researchers have pointed out the importance of picture-books and reading-aloud for young children's development. Reading-aloud consists of three factors – a picture-book as stimuli, a reader and a listener – and it can be recognised as an interaction between these factors. However, with regard to the categorising of picture-books as stimuli, they have been classified only from the

view of its constructional elements. We therefore stood on the readers-response theory (Rosenblatt, 1978; Iser, 1981; Fish, 1982) which focuses on the interaction and transaction between text and reader. We carried out an exploratory analysis about a new classification of picture-books based on the cooperative relationship between pictures and words and the interaction between them and children. A consent form and information sheet was provided to all collaborators from formal bodies. Experimental number have replaced the names of collaborators for their privacy protection. As a result of this study, we reached classification categories of picture-books mediated by factors constitute the interaction between picture-books and early childhood children. This result reviews the classification of picture-books from the view of readers-response theory, has an effect as a basic resource in consideration about the system, based on the high-interest way of classify of picture-books for early childhood children and the construction of early childhood care and education environments.

Keywords: *picture-books, readers-response theory, early childhood care, utilisation of picture-books, pictures and words*

Animal-assisted therapy (AAT) with maltreated children in school: why not?

ALEXANDER MUELA, NEKANE BALLUERKA, ARANTXA GOROSTIAGA, JONE ALIRI, GORETTI SOROA AND AITOR ARITZETA, University of the Basque Country UPV-EHU, Spain

The goal of this study was to examine the influence of Animal-Assisted Therapy (AAT) on the school adjustment of a group of maltreated children and adolescents. Children and adolescents who have required input from child protection agencies due to traumatic experiences have a high probability of developing mental health problems, and of showing poor psychosocial adjustment. Maltreated children often show problems with attention and learning, poor relationships with peers and teachers, aggressive behavior, a limited capacity to resolve conflicts, and a lack of maturity. AAT is a therapeutic intervention carried out by health professionals and in which certain animals, especially selected for their therapeutic potential, form an integral part of treatment for an individual or group. Participants were 63 children and youths divided into two groups: A treatment group of 39 children and youths, and a control group of 24. Participants' consent and permission from the corresponding child protection services to carry out the study was obtained. It should be noted that at all times, all necessary measures were taken to safeguard the welfare of the participants and the animals. After undergoing AAT the participants showed better personal adjustment, considerable improvements in adaptive skills, and improved school adjustment. The results support the use of AAT as a way of improving the school adaptation of children and youths in residential care who have suffered childhood trauma, and who present psychosocial problems. Why not start as soon as possible and inside the school setting?

Keywords: *maltreatment, animal-assisted therapy, residential care, school adjustment, psychosocial adaptation*

Building an inclusive classroom by the Shudan-Zukuri method in a Japanese kindergarten: A case study

MOTOKO IGARASHI (1), NAOTO HAMATANI (2), KIYONE ASHIZAWA (3), GAKU MIYAMA (4) AND KOJI TANAKA (2), (1) Teikyo Junior College, Japan; (2) Tokyo Metropolitan University, Japan; (3) Teikyo University, Japan; (4) Aichi Prefectural University, Japan

The Shudan-Zukuri method, which focuses on democratic relationships among children, is a well-known development method in Japanese early childhood education and care. The purpose of this study was to present a dynamic process in which the children with disabilities participate in the daily classroom activities in a kindergarten employing the method. Hamatani et al. (2013) proposed an influential theory of inclusive preschool education and care in Japan, which gave us a new perspective for our study and improved the theory by analysing the practice of the Shudan-Zukuri method. This study was based on theory of social inclusion. This is a case study based on a hermeneutic approach. We described the process of a class being inclusive by semi-structured interviews of the kindergarten's teachers. We were allowed to publish the report of this study by children's parents and kindergarten teachers and the study adheres to all ethical standards and privacy policies approved by the Japan Society of Research on Early Childhood Care and Education. We found that the Shudan-Zukuri method was effective to bring inclusive preschool education to fruition. Employing the method, the teacher divided the class into several small groups and noted whenever a member interacted with others cooperatively and solved the problems that emerged during the group activities. As a result, children recognised each other's opinion, and looked for new plans to expand activities. This study suggested a new method of inclusive preschool education.

Comparative study of family childcare – Japan, England and Germany
MIKIKO TABU (1) AND RYOKO KODAMA (2), (1) Seitoku University, Graduate School, Japan; (2) Ochanomizu University, Japan

The aims of this study are to describe the current state of family childcare in Japan, England and Germany; the use and the status in the changing ECCE policy in recent years; and the strategies of quality assurance. Also to explore factors to make a change in the use and the status of family childcare in these three countries. In Japan, where the centre-based ECEC has been the norm, the legislation of family childcare was late and the use of its service has been nearly nothing until recently. A few studies have been done on its quality, fewer with international perspectives. Not many Japanese give full trust to family childcare. Family childcare/childminding, a form of ECEC for small number of children to be cared for in the provider's home, can be a more rapid and flexible solution than increasing centre-based places. The methodology is comparative historical analysis. This study gained ethical approval of Seitoku University Ethics Committee. In all three countries, there is an increasing pressure on women to stay on or re-enter the workforce before their children reach the age of three. Each government faces a need for rapid expansion to meet the ever growing demand for affordable, quality provisions. But the use of family childcare widely differs among them because of the factors derived from their history. By learning from the English and German experiences and research evidences, the Japanese might come to place more confidence in family childcare and consider it as a positive alternative ECEC provision.

Keywords: *family childcare, comparative study, Japan, England, Germany*

Comparing different early childhood education programmes in Africa: the case of Senegal
MAGDALENA FUENTES, Université de Genève, Switzerland

This research is concieved as a literature review of the types and impact of differents preschool programmes across different countries in Africa. The aim is to understand what lessons have been learned of the diverse interventions that have been conducted in those countries (Kenya, Botswana, Madagascar and Senegal). This is related to my PhD thesis that is about the types and forms of preschool education in Senegal. The theoretical and conceptual framework is systematic review of literature. A systematic literature rewiew has been conducted and scientific and academic papers have been selected. The University of Geneva ethical guideline was followed. The Importance of a cultural based approach was proven. Also the importance of holistic programmes show better results but the quality of the programmes is determinant. The lack of research on this field in Senegal, the context of our thesis research showed the relevance of our future research. The introduction of imported north country programmes can't be done without consideration of the African context – policy makers must involve communities in the creation, implementation and management of programmes to be effective

Keywords: *early childhood education, disadvantaged background, Africa, culturaly based approach, communities*

Descriptive study on how children's right to play is met at early childhood and primary education schools
MARIONA DALMAU, ÀNGELS GEIS, NÚRIA ANGLÈS, Universitat Ramon Llull, Spain

The objective of this study is to get to know the perception of Early Childhood and Primary Education teachers in Barcelona about free play at schools. In 2015, the same research group carried out a qualitative study that allowed us to define the dimensions and the object of study, to be used in this research. The study is set in the constructivist paradigm, in an educational context that offers children a chance to develop autonomy, decision-making and conflict resolution skills through free and spontaneous play. This is a descriptive study and participants are teachers from different socioeconomic contexts in Barcelona who are working at nurseries and early childhood and primary schools (both private and state). The sample was chosen by using a purposive non-probability sampling technique. To collect data, a questionnaire with closed and open questions was carried out, which allowed us to combine quantitative and qualitative data analysis. A consent form and information sheet were provided to all participants. The names of the participants were replaced by codes in order to guarantee confidentiality. Participants were given the opportunity to withdraw from the study at any time. Data obtained accounts for the perceptions of teachers in relation to the children's right to free play in the school context and point at new research proposals. The questionnaire was a tool designed to assess this issue, in order to present

educational innovation proposals that help to understand play as a right, a need and a natural space for the children's development and learning.

Keywords: *child play, development, children's rights, education, educator role*

Documentation, assessment and evaluation in Swedish preschools

MALIN VIRTANEN, MARITA DAVIDSSON, KATARINA NILFYR, REBECKA LINDBERG AND FRIDA LINDROTH, Linnaeus University, Sweden

The overall aim of this study is to produce knowledge about documentation, assessment and evaluation in Swedish preschools. There is relatively little research about documentation and assessment in Swedish preschools. Most of the research focuses on pedagogical documentation and mainly from an advantageous side. Studies show that teachers have used documentation as a tool to be seen as professionals and the amount of documentation tools increases but little attention has been paid to how this affects the daily lives of children, parents and teachers. This study can contribute to an awareness of what is, how it has come to be, and what might become. The study takes a critical stance and theoretical frameworks and concepts from Norman Fairclough, Jàrgen Habermas, Erwing Goffman and Judith Butler are used. The study consist of five independent substudies, which are all conducted between 2014-2017 as a part of a doctoral programme. They are all qualitative studies and data is collected through focus groups, text documents, interviews, video observations, stimulated re-calls interviews and document analysis. Guidelines for research as described by the Swedish Research Council are followed. When children participate in the studies, an ethical review has been made. Tentative findings show that teachers and children are part of a complex pratice where values and knowledge about documentation and assessment are produced in a relation between national policy, research and local pratice. Co-operation between universities and preschools is needed, in order to give teachers tools to critically analyze the documentation and assessment practice they are a part of.

Keywords: *values, documentation, assessment, evalulation, gender*

Early childhood educators' role in children's physical activity: Do we need to clarify the expectations?

JUDY-ANN CONNELLY (1), MANON CHAMPAGNE (1) AND SUZANNE MANNINGHAM (2), (1) Université du Québec en Abitibi-Témiscamingue, Canada, (2) Université Laval, Canada

This two-phased study aimed to: (1) measure the physical activity (PA) level of 30 children (aged 3-5) attending a childcare center in the city of Rouyn-Noranda (Quebec, Canada) and the contextual variables, and (2) to investigate how childcare directors and early childhood educators perceive the ECE's role in children's PA. Early childhood educators (ECE) are becoming key players in shaping young children's active behavior, yet little is known about their role and how they perceive it. In fact, previous research often failed to define the concept of role in the context of physical activity. Given the importance of environment in learning healthy habits, this study refers to an ecological framework to understand the perception and behaviors of participants. Using a post-positivist paradigm, we have observed 30 children during 4 hours each with the Observational System for Recording Physical Activity in Children - Preschool version (OSRAC-P), and we have conducted semi-structured interviews with a purposive sample of 11 staff members. The interviews focused on three aspects defining the concept of role: the expected role, the role played and the desired role. The university ethics board granted the ethical approval, and all participants provided written informed consent. A key finding was that ECE do not share an understanding of their role as professionals, and they rarely encourage children to move. Making the expectations clear about the role of ECE may help strengthen the links between the two micro-systems (home and childcare) and lead to better outcomes for children's health and development.

Keywords: *early childhood educators' role, preschool-aged children, physical activity, mixed methods, children's health*

Empathic understanding of children's caring world: Dialogues with materials in a Japanese kindergarten

KEIKO IWATA (1), HIROKO HAYASHI (2) AND KUMIKO UDAGAWA (3), (1) Tamagawa University, Japan; (2) Kunitachi College of Music, Japan; (3) Sagami Women's University, Japan

This study aims to explore a way of gaining an empathic understanding of children's caring world.
Previous studies on how play develops in children have often focused on children's social skills or teachers' unidirectional helping. However, Noddings (1984, 2010) notes that caring includes receptivity, engrossment, motivational displacement, reciprocity, and responsibility. Children are caring toward not only people, but also materials, places, and ideas. The early childhood programme of Reggio Emilia, Italy, for example, emphasised the act of listening (Rinaldi, 2006) "especially by carers to children and by children to other children and to materials" (Vecchi, 2010). These dialogues with materials and peers constitute children's learning processes, in which teachers participate with them. We were permitted to videotape children's play in a Japanese kindergarten based on my University's ethical guideline. Teachers and parents gave consent. The children were given the opportunity to not be video recorded. Access to the videotaped data was kept strictly to researchers. The children's play at the kindergarten first contained individual dialogues with materials to develop their play worlds. The teachers received the children and viewed their worlds through the children's eyes, thereby discovering how the children explored new surprising worlds by interacting with materials. A child's play world made of materials is filled with other children; play becomes rich, receptive, and interactive. This study suggests that teachers should be empathically engaged with children to understand their worlds, wherein children have dialogues with materials and other children as they engage in play.

Keywords: *caring, dialogue with materials, play, empathic engagement, learning*

Enhancing play: An examination of student teachers' experiences of championing enhanced play provision in placement settings

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Understanding what constitutes enhanced provision to support child-initiated play, and making links between theory and practice challenges student teachers. Play is central to learning in the English EYFS. EPPE/REPEY highlighted the practitioner role in enhancing continuous provision and supporting play through quality interactions (Sylva, 2004). However, Moyles (2002) found practitioners could discuss the importance of play and sensitive interactions, but struggled to evidence them in practice. The EYFS alludes to an interests-based curriculum, but sits within an increasingly instrumental educational climate. In practice, attempting to align children's interests with nationally-prescribed learning goals is challenging; addressing educational priorities threatens the 'taming of play' (Wood, 2014). Perspectives differ on the adult's role in interacting with children within a playful environment. Goouch (2010) argues that dominant interpretations of pedagogical involvement may not acknowledge young children's agency in their play; the current context may limit potential for meaningful intersubjectivity between children and adults. The research is qualitative. Data drawn from evaluative assignments and focus-group discussions elicits student perspectives and strategies for navigating change. University ethical approval was granted. BERA Ethical Guidelines (2011) regarding the team's dual teacher-researcher role were followed. Informed consent was obtained, pseudonyms allocated and participants were free to withdraw. Anonymous marking and moderation of student assignments was completed before data extraction. Analysis identifies that some student teachers encounter considerable resistance and their provision enhancements are not valued by mentors. Encouragingly, however, students' practice is sometimes trans-formative of mentor attitudes. Students need support to articulate theoretically-informed, process-focused practice in an outcomes-focused system.

Keywords: *enhanced provision, child-initiated play, teacher training, sensitive interactions, inter subjectivity*

Family language policies in multilingual families in interaction with ECE and health care institutions

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The overall aim of the study is to contribute to our understanding of how interaction with the preschool and the health care system is experienced and interpreted by parents in multilingual families in Norway. Research has demonstrated that a number of factors contribute to the transfer-or not- of minority languages across generations (Curdt-Christiansen, 2012; Lanza, 2007; Schwarz & Moin; 2011, Spolsky; 2012). However, we have limited knowledge of how family language policy is influenced by external domains like preschool and health care systems, including language assessment in both institutions. The study is conducted within the theoretical framework of language policy and planning (Hult & Johnson, 2015; Spolsky, 2012), parental beliefs (King & Fogle, 2006), language assessment (Leung & Lewkowitcz, 2008; McNamara & Roever, 2006) and critical discourse

analysis (Fairclough, 2010; 2015). This is a multiple case study of three multilingual families, representing languages with different status, and different cultural and linguistic distance to the majority language, Norwegian. The data consists of interviews with public health nurses, preschool teachers, public documents and screening materials.The study is conducted according to the Norwegian guidelines for research ethics. This involves free, informed consent from all participants. The discussions in this ongoing study relate to how the interaction with ECE and health care systems is experienced and interpreted by parents in multilingual families, and in what ways it influences their strategies for language choice and language use. The implications are relevant for the multilingual policies in public health care and ECE contexts.

Keywords: *family language policy, multilingualism, language assessment, case study, parental beliefs*

Finnish childcare policies: The perspective of equality

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The study discusses how Finnish childcare policies may condition parental childcare decisions, and contribute to children's early education trajectories. Finland has been maintained as a social service state in which childcare services are universally provided and available for all (Anttonen & Sipilä, 1994; Eydal & Rostgaard, 2011). Having said this, Finnish childcare policies can also be labelled controversial and complex. They encourage children's participation in ECE, but they also support home and informal care, and private childcare production by different kinds of cash-for-care benefits. The Finnish model is considered as securing equality between families, but municipal childcare systems and cash-for-care benefits vary increasingly. The government's new policies to limit families' right to municipal daycare intensify these complexities. The municipal variations and the system of cash-for-care benefits can be considered as a source of inequalities. The project is being carried out in collaboration with 10 municipalities that provide different combinations of childcare services and cash benefits. The study applies a multi-method and longitudinal approach. The data consist of documents, expert interviewsm surveym parent and child interviews, as well as recordings of institutional interaction. The study follows the instructions of Finnish Advisory Board on Research Integrity. The poster introduces the new consortium research project 'Finnish childcare policies: In/Equality in Focus', funded by the Strategic Research Council (SRC) at the Academy of Finland that studies possible inequalities in childcare between regions and families. The study produces knowedge for Finnish politicians, professionals and citizens to evaluate Finnish childcare policies and develop new ones.

Keywords: *childcare, equality, cash-for-care benefits, ECE services, parental choices*

Good practice: M-decree project: Motor, motivation and possibilities

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The new 'M-decree' (Flemish Government, 2015) imposes inclusive education in Flanders. In this project, we developed a training path of eight sessions in which schools are trained and coached to become more inclusive. We investigate the impact of the training module that has been developed. European research has demonstrated that in Belgium, compared to other European countries, a relatively large number of students with special educational needs are located in schools for special education (NESSE, 2012). The design of the training module – to counter this evolution – is based upon effective features of professional development (Merchie et al., 2016). SNPB (2015) developed a uniform framework that is used during the training. To assess the impact of the project, we connect each learning effect with this framework. In the training module, we use the GRROW-model of inspirational and appreciative coaching (Clement & Crabbe, 2015). We involve the principles of co-creation and connecting partnerships and implement features of effective professionalisation (Merchie et al., 2016). We evaluate the impact of the project using qualitative methods: questionnaires, interviews and document analysis. For schools participating in the project, there is an agreement that they will communicate openly and honestly about their policy at school. By evaluating the outcome of the project, we conclude that our training path of eight sessions is successfull for some schools and less for others. Levers and barriers are discussed. The knowledge, drawn from this research, will help to gather further insights in the implementation process of the M-decree.

Keywords: *inclusive education, teacher training, M-decree, to support schools, coaching*

Improving preschool outdoor playgrounds through community participation

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The present paper describes the process of community participation that was carried out in order to make improvements in outdoor preschool playgrounds. Outdoor playgrounds are important resources as they play an important role in promoting children's play and learning. That is why a growing body of research has focused on outdoor playground quality. Many researchers stressed that a high-quality outdoor playground should offer children a range of possibilities for play, and for interaction with nature. Previous findings showed that the possibilities for play were quite limited, offering little contact with nature in Basque outdoor playgrounds. Furthermore, most researchers seem to agree that community participation plays a vital role in promoting quality in education. In the present study playground designs were analysed in order to make improvements in them through community participation. A total of 1001 children, 54 parents, and 94 teachers from 7 Basque early childhood education centres participated in the endeavor. Supervisors, teachers and parents granted approval for this study procedure to be carried out. This implied informing the participants about the research aim and presenting the results. After the intervention there were clear improvements in the design of playgrounds, specifically in the quality of the play and learning areas, as well as in the integration into the curriculum of the outdoor environment. Moreover, community participation was highly valued by all participants. We emphasise the importance of the quality of the outdoor playground and of community participation.

Investigating the predictive role of mother's playfulness on children's injury-risk behaviors

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

The aim of the study is to investigate the predictive role of mother's playfulness on children's injury-risk behavior. Unintentional injuries have been one of the threatening factors for human life and life quality throughout history. Several factors affecting injury-risk behaviors and accompanying behaviors were determined. These are features related to the child, context of risk and features related to the family. Considering the issue in terms of family related features, parents, extent of family, and number of siblings have an effect on children's injury-risk behaviors. However, studies investigating the effect of personal tendencies of parents on children's injury-risk behaviors seem to be limited. 363 mothers who have children in the 36-71 months age range participated in the study. All mothers voluntarily participated in the study. 183 of the children were girls. The 'Adult Playfulness Trait Scale' and 'The Injury Behavior Checklist' filled out by mothers were used for data collection. Data was analysed separately for girls and boys by multiple hierarchical regression analysis. All mothers voluntarily participated in the study. Findings showed that the mother's playfulness accounted for 3.1 % of variance in injury-risk behaviors of boys, and both the age of children and mother's playfulness had a significant difference in the final model. This finding indicated that boys who have mother's with high playfulness have more risk for injury. This will also contribute to the future research indicating that the primary target of interventions, for preventing children's injuries, could be boys mother's with high playfulness.

Investigation of the predictive role of children's sense of humour in the teacher-child relationship

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

The aim of the study is to investigate the effect of children's (aged 4-6) sense of humour on the teacher-child relationship (closeness and conflict). Previous research indicated that gender, shyness, antisocial behaviors and effortful control are influential factors in the teacher-child relationship. However, the relationship between children's sense of humour and relationship quality perceived by teachers is not clear. Considering that a healthy sense of humour is efficient for coping with stressor structures in children, revealing this relationship becomes more important. The teacher-child relationship is known to be correlated with the children's psychosocial adaptation and academic success, and several features of children beside the several different factors are also determinants of the teacher-child relationship. 330 children and 33 female teachers, filling the questionnaires, participated in the study. All participants voluntarily took place in the study. 167 of the children were girls and between 38-72 months age range. Three measures: 'Demographic Information Form', 'Student-Teacher

Relationship Scale' and 'Sense of Humor Subdimension of Children's Playfulness Scale' were used for data collecting. Data was analysed by using multiple linear regression analysis.

All participants voluntarily took place in the study. Findings of the study showed that the gender of the child is a significant predictor for both teacher-child closeness and conflict, whereas chidren's sense of humour predicted 24 % of teacher-child closeness and 2 % of teacher-child conflict, keeping the gender variable constant. Findings are discussed to contribute to the future research adressing children's sense of humour to create a positive class environment.

Keywords: *sense of humour, teacher-child relationship, early childhood, conflict, closeness*

Kaatje Klank: A playful, evidence-based method to support preschoolers' phoneme awareness and articulatory proficiency

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Speech problems affect preschoolers' social and emotional development (Guralnick, 1997), and are related to later reading problems (van Druenen e.a., 2012). Nevertheless, Flemish preschools do not regularly target articulatory proficiency and phonemic awareness in a systematic way. The aims of this project were to develop an evidence-based playful programme for preschool classes to stimulate phoneme awareness and articulatory proficiency, and to investigate its effectiveness. The scientific evidence for the programme was found in literature on phonemic awareness (Gillon, 2000; 2005; 2008; Ukrainetz e.a, 2011) and articulatory therapy (Baker & McLeod, 2011). The basic idea is that prevention or early treatment is more efficient than later treatment (Almost & Rosenbaum, 1997; Gillon, 2005; Zijlstra, 2015). The programme 'Kaatje Klank' was implemented daily during 12 weeks in 6 classrooms (n=93). Its effect on phoneme awareness and articulatory proficiency was measured by comparing the test scores with a control group of 5 classrooms (n=78). Parents gave their consent for testing the children. The teachers of the control group implemented another programme targeting oral vocabulary. Afterwards, they were informed on the evidence-based principles behind 'Kaatje Klank'. A multilevel analysis revealed a significant positive effect of the method on the results of the post-test phoneme awareness. Other important determinants were the mother's educational level, the child's age and the pre-test scores for sound and rhyme awareness and articulatory proficiency. Dual-language-learners did not perform differently from monolinguals. 'Kaatje Klank' stimulates children's phoneme awareness. Children with a mother with a low educational level need extra support.

Keywords: *early literacy, prevention, phoneme awareness, articulatory proficiency, minimal word pairs*

Leadship in early childhood education: From preschool teacher students' perspectives.

AASE AKSLEN AND OVE SAELE, Bergen University College, Norway

The aim is to contribute to the knowledge of preschool teacher students' reflections on leadership in early childhood education. This knowledge can be seen as valuable for the national educational programme in Norway. This work continues a study of preschool teacher students' written texts, and building upon 'Pedagogisk grunnlagstenkning og credo' (Akslen & Sæle, 2015a), and the articles 'Pedagogic Creed: A Formation Pathway for Preschool Teacher Students' (Akslen & Sæle, 2014) and 'Preschool Teacher Students' Thinking of Play - in the light of Charles Taylor' (Akslen & Sæle, 2015b). Our work has connections to John Dewey's publications and his pedagogic creed (1897), and to Aristoteles' thinking of phronesis. The study has a narrative perspective and is focused on teachers' beliefs of educational values and leadership in ECE. Both quantitative and qualitative approaches have been used in analysing the material. The programme NVivo 10 has been used as an analytic tool for some of the data. In the qualitative content analysis of texts, a hermeneutic approach is used (Gadamer, 2012; Repstad, 2007). The ethical concern is to take care of the individual student's integrity, anonymity and confidentiality. The study has been approved by the Norwegian Data Authority (NSD). Preliminary results show that the students point out that a qualified leader is aware of fundamental educational principles, practical and theoretical skills (phronesis), and the importance of being a role model. The findings give knowledge to students' thinking of leadership, and can be valuable for the new national programme of education in Norway.

Keywords: *preschool teacher students, leadership, early childhood education, educational principles, challenges*

'Let Them Talk': Evaluation of the Ballyfermot early years language and learning initiative

GERALDINE FRENCH, Dublin City University, Ireland

The research aims to answer the question – what is the impact of the initiative on the educators' interactions? And what is the impact of the initiative on the overall quality of the setting? The literature in the evaluation is based on a doctoral thesis entitled ''Towards extended purposive conversations''. The evaluation draws from a broad range of perspectives in the context of educational inequality, from literature on language acquisition, socio-cultural and ecological theory. The Hanen Teacher Interaction and Language Rating Scale was used to analyse videos of early childhood educators' interactions with children, taken by the Speech and Language Therapist as part of the intervention process. The Programme Quality Assessment was employed to assess the overall quality of the settings. A Literacy and Numeracy Indicator was devised and administered, photos of the environment were taken and post intervention interviews were held with staff and managers of the early years settings. The research protocols of the overall evaluation of the National Early Years Access Initiative are adhered to. Participants' rights are respected; the settings', educators' and children's confidentiality are assured. The data is anonymised and stored securely. The findings reveal that the initiative has had a positive impact on both the quality of the interactions and the quality of the settings. Staff reported that the use of video in individual feedback sessions was particularly effective. All early childhood educators should have training in supporting children's language development and engaging children in purposive conversations, programmes such as this should be replicated.

Keywords: *interactions, speech, therapist, video, analysis*

Literacy practices as school preparatory activity in Norwegian kindergartens

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Our study aims to reveal how practitioners in Norwegian kindergartens use literature in planned, focused and situated reading sessions with 5 year-olds. Studies show that reading for children has a positive impact on early literacy (Simonsson, 2006; Sandvik & Spurkland, 2012; Solstad, 2011), but also reveal that kindergartens take little pedagocial advantage of the reading book activity (Svensson, 2011). Studies have emphasised the relationship between language activities in kindergarten and children's emerging literacy (Aukrust, 2005; Aukrust & Rydland, 2011; Hagtvet et al., 2011; Melby-Lervà¥g et al., 2011; Sandberg, 2012). The study attempts to view the empirical material from a literacy perspective as well as the perspective of educational purpose (Biesta, 2008; 2011). Knowledge received from this hermeneutic study retrieves within the social constructivist paradigm. The main source of information comes from questionnaires completed by 76 practitioners in 24 kindergartens, collected by students in educational practice. Research participants received written information about the study which was reported to and approved by the Norwegian Social Science Data Services. The study verifies full anonymity to practitioners and kindergartens during data collection and publication. Knowledge derived will be presented through the following categories: 1) time spent on planned, focused and situated reading sessions with 5 year-olds; 2) consciousness about literacy practices as school preparatory activity amongst kindergarten practitioners; 3) transmission of information about literacy practices in kindergartens to schools. The findings give rise to implications for practice and policy regarding use of literature as a catalyst for early literacy and educational improvement.

Keywords: *focused, situated reading sessions, early childhood literacy, school preparatory activities, educational purpose, conscious practitioners*

Middle size blocks in ECEC environment: focusing on the process to acquire a role

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This study aims to clarify the process about how and what kind of role children acquire through middle size of building blocks set in ECEC setting. Play is related to the development of the children. However, there are few studies that consider the effects of specific physical-environments in ECEC settings on the development of children. In addition, there are few studies that consider how children acquire a role in the actual ECEC environment as well. From the standpoint of play, regarding a play as a condition (Jacqes Henriot, 1973), we considered the function of building blocks in ECEC settings and the process to acquire a role by referring to the prosocial behavior model (Kikuchu, 1983). Children from 3-5 years-old are observed at a kindergarten in Japan. Notes of observation were analysed, focusing on utterance and behavior of children. Prior to this survey,

permissions were obtained from kindergarten. The data was analysed quantitatively and qualitatively. Middle size of building blocks have low plasticity. Change in a structure made with blocks is easy to understand. Thus, it does not need utterance to share information. Children can change their action based on visual information. It is important to understand what action middle size blocks induce children to do and to set them.

Keywords: *middle size blocks, building blocks, Acquire a Role, ECEC Environment, play*

Multilateral and tennis are superior to soccer preschool exercise
SANJA SALAJ, DANIJELA GUDELJ ŠIMUNOVI AND MAJA VUKELJA, University of Zagreb, Croatia

The aim of this study was to determine the differences in motor skills in preschool children enrolled in different exercise programmes (multilateral, tennis - ITF play & stay, soccer) and children that do not exercise. Previous studies have shown a delay in gross motor skills, overall motor and intellectual development in children that are not exposed to motor skills learning (Shonkoff & Phillips, 2000). Level of basic motor skills is a very important causal mechanism partly responsible for health risk behaviors and physical inactivity (Stodden et al., 2008). The study was conducted on a sample of preschool children (N=81, 20 months in exercise). To assess motor skills ''Test of Gross Motor Development-2'' was used. Research was approved by Institutional Ethical board and informed written parental consent was obtained. Results showed significant differences in motor skills between four groups of children (F=20.16, p<0.01). The multilateral exercise programme and tennis programme (probably due to whole-body activities) provide the versatile and harmonious locomotor and manipulative skills development of preschool children. It can be concluded that specific sports programmes like soccer do not have a positive effect on the overall development of children's motor skills. The weakness of such programmes is specific orientation and early specialisation (Malina, 2010; Bompa, 2009). Furthermore, children that do not exercise did not adopt adequate level of motor skills – results were below average (Ulrich, 2000). The multilateral exercise programme and tennis programmes can be recommended as the best form of exercise for preschool children and show certain advantages over the more specific soccer programmes.

Keywords: *motor development, child, sport, physical activity, movement skills*

Music in homes with toddlers: experiences of monolingual and bilingual families
BEATRIZ ILARI, USC, United States

The aim of this study was to document the musical experiences of families with monolingual and bilingual toddlers. Children develop musically through participation in a range of activities that take place in the complex worlds of their lives (Ilari & Young, 2016; Young & Ilari, 2012), including the home. Yet it is surprising that little documentation exists on children's musical experiences in naturalistic contexts, particularly as they relate to family dynamics. This study was modeled after earlier research on the everyday lives of young children by Gillen and Cameron (2010), Ilari and Young (2016) and Tudge (2008), following an ecological perspective (Bronfebrenner & Morris, 2001). Nine case studies of monolingual (English) and bilingual (English-Portuguese) families with toddlers in, were carried out in California. Toddlers wore a small portable recording device for the duration of a 'typical day'. Family members answered questions on musical habits and demographics. Family members were asked to disclose that the recording device was on and either turn it off or get consent from any adult that came in contact with the child on the day of recording. Recorded pop music was heard in all homes. Toddlers vocalised/sang alone, and with companions, often in the car. Older siblings sang to entertain, soothe and to compete for parental attention. Code-switching happened in speech, not singing. Music is omnipresent in the lives of children, but in a more diversified way than previously articulated. Language and family structure provide some important cues for practitioners, particularly when working with culturally-diverse populations.

Keywords: *music, toddlers, home, bilingualism, cultural diversity*

My Museum, My story, My place: Using museum experiences and digital storytelling for enriching education for sustainability in early childhood education
MARIA DARDANOU, UiT The Arctic University of Norway, Norway

The purpose of this study is to investigate how children's museum experiences can enrich children's place identity and contribute to education for sustainability in ECE. What can be the role of the local museum in children's attachment to place? How can digital storytelling enhance children's museum experiences and

connection to place? Research studies have demonstrated that museums are places for storytelling approaches (Bedford, 2001; Johnsson, 2006). Digital storytelling has creative and explorative potentials, as well as playing and learning challenges as children perform as active creators in multimodal products (Ioannidis et al., 2013; Letnes, 2014). Dwelling perspective is the theoretical background for this study where museums as places are considered as dynamic meeting places for local and global processes, where cultural elements can influence place attachment and place identity, active interaction can provide meaning through representations (Ingold, 2005; Hodge & Beranek, 2011). The methodological prospect of the study will be accomplished by a participatory action research as well as interviews to preschool staff and children. The study follows the roles of research ethics of the Norwegian Social Science Data Services (NSD). The research will explore preschool children's museum experiences in local museums, and digital storytelling as a method for constituting different ways of deploying museums and local identity. Children's digital stories will be used for reflection among children and preschool staff. The study will give insight into the contribution of children's digital museum stories to attachment to local places, and strategies for sustainable development in ECE.

Keywords: *museum experience, digital storytelling, place identity, dwelling perspective, sustainability*

MyProfile: a process-oriented monitoring tool starting from observation of wellbeing and involvement and a communication tool towards parents. Insights of the implementation process.
INGE LAENEN, MIEKE DAEMS, BART DECLERCQ AND FERRE LAEVERS, C-ExE Leuven University, Belgium

MyProfile is a monitoring System for ECEC (0-5 years), originally developed for childminders. This poster presents insights of the implementation process and the use as a communication tool for parents. MyProfile is based on the Process Oriented Monitoring System and the SICS (EECERA 2007; 2011; 2015). MyProfile builds on previous work on well-being and involvement of children (Prof. Laevers). The included developmental domains are based on an empirical analysis of mental activity in a myriad of activities observed in young children within a holistic paradigm. The approach is in line with search for the recognition of talents in children. Intensive trainings of practitioners, case studies, coaching and practice based evidence from Flanders (MijnPortret and ZikoVo), the UK (MyProfile), the Netherlands (LooQin) and Germany (Mein Porträt). MyProfile facilitates focused communication with parents. It's co-construction between parents, practitioners and children. MyProfile (1) promotes a positive approach and attitude; (2) guides practitioners towards an in depth understanding of children's needs and reflection, to possible interventions to meet these needs; (3) is accessible to practitioners with limited professional qualifications; (4) facilitates focused communication with parents and colleagues; and (5) is internationally employable with small adjustments by its simplicity. The Flemish legislation demands that ECEC have a system to monitor wellbeing and involvement, and that they communicate regularly about the development and experiences of children. MyProfile suits these demands. In split systems, like in Flanders, it can serve as a transition-tool between care settings (0-3y) and preschools (3-6y). In the Netherlands it's being integrated in a digital system.

Keywords: *childminders, communication tool, wellbeing and involvement, monitoring system, transition tool*

New roles - preschoolers as participants in the kindergarten
ANETTE SOFIE BERNSEN, NLA Høgskolen, Norway

This research aims at engaging preschoolers to become active participants in creative processes in their own kindergarten environment. In a project within this research, the preschoolers make new and different playrooms for the toddlers. Elisabeth Nordin-Hultman (2004) has researched the educational enviroment of child subject creation, and how children create their own identity (Elisabeth Nordin-Hultmannn: `Pedagogiske miljøer og barns subjektsskaping`, Oslo Pedagogiske Forum). Liv Torunn Grindheim (2015) researches childrens citizenship in kindergarten (`Synliggjøring og drøfting av korleis barn kan gjere borgarskap i barnehagen`. I Demokratiske praksiser i barnehagen, Jansen, Kaurel og Pà¥lerud [red.]). The theoretical framework for the research is created by philosopher Hans-Georg Gadamer and psycologist Mihaly Csikszentmihalyi. This is a study of child-child relationships and adult-child relationships in interaction with the room and the material, as part of a process oriented way of working. Research methods are approached from artistic research strategies, and is inspired by action research. This research demanded official approval from parents and careful and discrete handling of gathered footage. The children found themselves to be taken seriously while they were involved in processes of decision making where their ideas were heard and executed. The children were active and increasingly involved throughout the process, where friendships were formed and the fellowship in the group were strengthened.

During this research period, democratric perspectives and principles have been emphasised and experienced by the children.

Nursery children need books with a happy ending: Challenging views, changing practice on the use and provision of picture books to support transitions and wellbeing in early childhood
DIANA HARRIS, University of Greenwich, United Kingdom

How do early years professionals choose and use picture books to support the transitions young children encounter? This was the research focus in order to inform training offered to early years professionals, to promote wellbeing in childhood. Inspired by Sipes work on the picture book genre, this study was informed by research on picture books and death (Wiseman, 2012), picture story books and starting school (Dockett, Perry, Whitton, 2007) and transition research (Dunlop & Fabian). A socio-cultural perspective of childhood, confident individuals with agency, emphasising psychoanalytic theories on emotional development and this synergy with transition framed the research. Transformation of learning through reflection (Wenger) provided a lens to analyse insights from, and make changes to practice. This small scale case study was located in an interpretative paradigm using the qualitative methodology of portraiture (Lawrence-Lightfoot & Davis, 1997). Ethical considerations followed British Psychology Society guidelines (2009) valuing the rights of participants. Although early years professionals used picture books to support transition to school or the arrival of a sibling, picture books focusing on separation within families due to family dynamics or professional employment, grief and death were not used or included in the story corner. These transitions were not considered or included as part of everyday practice. Practitioners choice of picture books was informed and dominated by popular culture/media. Professional training/cpd for early years teachers needs to develop indepth understanding of transition, the potential impact on learning, and promote the picture book genre as one strategy to develop and support emotional resilience in childhood.

Overview of the guidance process used by Japanese kindergarten teachers to facilitate 3-year-olds' chasing game
KOJI TANAKA, Tokyo Metropolitan University, Japan

The present study clarifies the framework of the guidance process used by kindergarten teachers during a chasing game played in a class of 3-years-olds. As Wallon (1946) suggested, the young children's chasing game is based on the emotional interaction between child and parent. Japanese kindergarten teachers use this game to facilitate interaction between the teacher and children during the transitional period from home to school (Teshi, 1999). This study illustrates the teaching methods accumulated by teachers through experience. The study is based on the sociocultural theory of development. Ten kindergarten teachers participated in semi-structured interviews. The data was analysed using the modified grounded theory approach (Kinoshita, 1999). This study adheres to all ethical standards and privacy policies approved by the Japan Society of Research on Early Childhood Care and Education. The analysis generated concepts and categories that explain the guidance process of teachers during the children's chasing game. The element of pretend play, like 'wolf and sheep', is a major factor in facilitating chasing and being chased. Teachers are required to relieve the children's fear of playing tag during the sessions. The findings of this research suggest teachers' professionalism during daily practices.

Parents' views on educational partnership in the context of ECEC at atypical times
TUULA DAHLBLOM, University of Jyväskylä, Finland

The aim of this paper is to investigate parents' views on educational partnership in the context of ECEC at atypical times, like extended opening hours, nights and weekends. In Finland, ECEC is based on discussion with parents. Previous studies have shown that parents' expertise of the child can be overshadowed, and discussions take place in terms of the institution (Alasuutari, 2011; 2016; Alasuutari & Karila, 2009; 2010; Alasuutari & Markström, 2011; Vallberg, Roth & Màgnsson, 2009). In the daycare centres with extended opening hours, there

are special challenges in dialogue between parents and educators (Halfon & Friendly, 2015; Rönkä et al., forthcoming). Parents' responses are seen active and producing reality through the language in particular discursive, interactional and material practices (Fairclough, 1995; 2003; Smith, 2005). The data consists of survey questions to the parents of the children in daycare centres with extended opening hours. The analysis draws on content and discourse analysis. The research has followed the ethical rules and principles of social scientific investigation. The results followed previous studies related to the challenges in parent-educator collaboration. Parents' responses referred to their motivation to be involved in ECEC. When developing parent-educator collaboration it is important to listen to the parents. Their non-standard working hours should not be a barrier. The results of the study will be used in the project of OHOI (ESF, University of Jyväskylä, University of Applied Sciences, Jyväskylä, Finland) which aims to strengthen professionalism in the ECEC at atypical times.

Keywords: *ECEC, parent-educator collaboration, ECEC at atypical times, non-standard working hours, Project of OHOI (ESF)*

Participation culture, children's perspectives and collaboration: About aesthetic processes in early childhood
HENRIETTE KLITNÆS, VIA University College, Denmark

This PhD research in progress is attached to a development project called Cultural Children of Europe (CCE), which involves different countries. The research examines how pedagogues and artists collaborate, rethink, experiment and reflect upon aesthetic processes in early childhood, and how they integrate children's perspectives and participation. Previous projects (Rose, 2013) and a mapping/report from The Ministry of Culture in Denmark (2015) show that pedagogues and artists rarely develop qualified partnerships, and that artistic, cultural, and aesthetic dimensions are not an integrated part of daily life in early childhood institutions. This research investigates and develops these issues, along with children's perspectives and participation. The framework includes children's culture in an aesthetic perspective (Juncker, 2006; Baumgarten, 1750/1992; and Jørgensen, 2014) and theoretical approaches on collaboration and participation culture (Rogoff & Schneider, 2008; Hart & Schwab, 1996). The study is based on ethnographic action research (Tacchi, 2015) in two danish kindergartens, but will also implement and analyse qualitative empiric material collected from other corners of ECC. Ethical perspectives are taken care of, e.g. with a charter and a contract that secure free will and anonymity, but which also acknowledge pedagogues as active participants and co-researchers. The research raises discussions about professionalism and multi-disciplinarity skills and approaches, and how to etablish a participation culture. It also raises profound questions about the researcher role. In practice, participation in aesthetic processes involves emotions and learning, but also contributes to relationships both between adults and children, and also between children.

Keywords: *ethnographic action research, children's perspectives, children's culture and aesthetics, aesthetic dimensions and processes, collaboration*

Playful pedagogy: mixed heritage identity formation in the early years
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This study explores how principle models of teaching within the EYFS shape mixed race learners' identity. Barron (2014) used sociocultural and critical race theory to explore how children respond to their cultural and educational worlds. However, the complexities of how mixed-race children participate in these experiences, and the role practitioners play in shaping identity, have been overlooked. The theoretical lens of sociocultural theorising is used to challenge assumptions, and concepts of how realities are mediated and constructed in learner-practitioner interactions. Interpretive reproduction hypothesis uses qualitative collection processes, where data is generated using Clark and Moss's Mosaic Approach in an EYFS setting. Phase one uses semi-structured interviews with the head-teacher, practitioners and parents. Phase two accesses children's perspectives using non-participant observations and participatory activities, such as play experiences with persona dolls and story-telling. Ethical considerations emerge in raising issues regarding race, identity and pedagogical practice. For informed consent, information sheets and conversations established the study aims, confidentiality and withdrawal arrangements. Engagement with participants followed institutional ethical frameworks. Literature suggests the EYFS curriculum is premised on suppositions of valuing inclusivity, however, it falls short of making explicit a pedagogical approach that support practitioners in negotiating the complexity of social experiences and identity. Analysis contends the curriculum needs to move towards engaging with the perspectives of children and families with multiple identities and belongings. rather than inclusive practices that

relate to normalised groupings. Children's conceptualisation of identity provide new insights into the way they make sense of racial and ethnic difference.

Keywords: *mixed, race, identity, play, pedagogy*

Pre-school children meaningful interactions as an environment for family support in Ireland
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This research aims to study how meaningful interactions with pre-school children, who are receiving integrated family services, can improve children's outcomes. It is associated with the 'Networks and Meitheal Work Package Evaluation Plan' conducted by the UNESCO Child and Family Research Centre. Meitheal is the Irish national practice model, an early intervention process responding to the specific needs of a child (Tusla, 2013). It views children from a holistic perspective based on the Ecological Model and is rooted in the context of family support, with an outcome approach guided by the National Policy Framework for Children & Young People (2014). According to Bronfenbrenner's (1979) research, development is a constant journey in which a person interacts with his/her environment, and his/her development is influenced not only by what happened but also by the way that it was perceived. Furthermore, the individual interacts, directly or indirectly, with his/her environment in micro, meso, exo and macro-systems. A mixed methods QUAL - quan = generalise findings (Creswell & Clark, 2011) is planned using the Mosaic approach to capture children's views and experiences (Roberts-Holmes, 2014) in the first part, and a questionnaire to integrated services providers in the second part. Ethical practices included: ongoing informed consent/assent, anonymity assured, free to withdraw at any time, and no harm to participants. This study is in its first year exploratory phase of a four year programme. Finally, it intends to produce a framework to the application of meaningful interactions to preschool children based in the ecological model inspiring policies.

Keywords: *pre-school children, meaningful interactions, early intervention, family support, environment*

Preschoolers' awareness of the environmental damages
LEE-FENG HUANG, National Pingtung University, Taiwan

Destruction of the environment has threatened our survivability. To protect the environment is the most important issue of the government. Environmental education, which teaches awareness of the environment, environmental knowledge, ethical values and action skills, is considered as a way to reduce the environmental damages. The aim of environmental education in preschool is to guide young children to be aware of ecological damage caused by humans. The purpose of this study was to understand the level of preschooler's awareness of ecological damages, and how often teachers discussed such issues in classes. Flogaitis, Daskolia & Liarakou (2005) suggested that a systematic training programme concerning theory, as well as practice, of environmental education should be implemented for kindergarten teachers. Awareness and being sensitive to environmental issues are fundamental to the establishment of knowledge, to value, and to act on environmental protection. This study conducted a qualitative survey and collected a total of 132 five-six-year-old preschoolers' interviews, and their teachers' informal interviews. The process of collecting data was: preschoolers observed two pictures of earth destruction, and then were interviewed. Permission from children's parents and teachers were obtained before the studies. Findings suggest, 1. Most of the preschoolers were able to describe what they observed in the pictures; 2. Only a small portion of the preschoolers inferred the destruction of the earth based on their observations of the pictures; 3. Teachers seldomly integrated environmental issues into curriculum because of lacking environmental knowledge. The results from this study suggest that teachers should enhance their environmental knowledge and discuss related themes with preschoolers.

Keywords: *environmental education, awareness, environmental damage, ecological damages, earth destruction*

Providing young children rich experience with intelligent materials as the key for developing their aesthetics and creativity
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This empirical study at a day-nursery-centre in Japan aimed to investigate how 2-year-olds interacted with black materials. The study was inspired by research on 'Dialogues with black materials at infant-toddler centre' in Reggio Emilia, Italy (Reggio Children, 2011; 2015). By taking child-centred and social-constructivist perspectives (Dewey, 1938; Vygotsky, 1980; and 'pedagogy of listening' - Rinaldi, 2005; Moss, 2011), the study explored children's development of creativity and aesthetics, and cultural influence on ways of interactioning with the materials. The study employed cultural and ecological paradigms. During 45 minutes free play time in an open space classroom, two children were focused on since they were the first to interact with the black materials prepared by the researchers. Participatory observations were taken by their teachers, and video and running notes were recorded by the researchers. The data was analysed qualitatively where themes and distinct characteristics emerged. Oral and written signed permissions, which follow Japanese Ethical Codes (Independent Day Nurseries Association code of ethics), were obtained by the director of the nursery, with full consent from the children's families. We discovered that the children had an exploratory relationship with black materials, learned characteristics utilising their five senses and took initiatives in a secure and safe environment. Moreover, the children's interactions with black materials were culturally oriented, which never appeared in previous studies. These findings imply selection of materials and activities were culturally oriented. This emphasises the importance of rich learning environments with open ended resources, and being aware of cultural influence on choice of materials.

Keywords: *rich learning environment, open-ended-resources, culturally oriented, aesthetics, creativity*

Psychological situation of mothers and fathers experiencing preterm birth of a child
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The aim of the research is to define the level of future anxiety, and of the strategies for coping with the stress of mothers and fathers experiencing the preterm birth of a child. The research corresponds with the studies conducted previously abroad (Huhtala, 2015; Woodward et al., 2014; Busse et al., 2013), and constitutes a part of a broader research, carried out in Poland, on personal resources in the process of raising prematurely born children (Bujnowska, 2016). The concept of coping with stress (Lazarus & Folkman, 1984) and a model of the future anxiety (Zaleski, 1997) provide a good basis for the theoretical research. In the research, the diagnostic-poll method was used, and interview techniques and the enquiry form (instruments: the COPE and CISS Inventory, Future Anxiety Scale) were applied. The study included ninety parents of prematurely born children aged 1-6 years. The t-Student test was used for statistical analysis, and the one-way analysis of variance (ANOVA). Participation was completely voluntary and all data obtained from parents was kept confidential. The research showed the specific situation of those parents. Mothers had a very high level of future anxiety, and were concentrated on emotions in difficult situations. These mothers felt helpless, overwhelmed and pessimistic more often than the ones of full-term children. The results can serve as a basis in the search for practical solutions in the field of building and optimising psychological-pedagogical help and support.

Keywords: *strategies to cope, stress, the future anxiety, premature baby, parents*
Reflections on the initial musical training for nursery teachers from a course based on the 'Music Learning Theory' of Edwin Gordon
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The aim of the research is to describe and analyse the views of early childhood education teachers on their musical pedagogical practices in nurseries, before and after participation in a course of musical training. The research originated from the demand for minimum musical training focused on the work with babies and small children, was carried out between Pedagogy students from a Brazilian university and already working in early childhood education. Starting from the Theory of Musical Learning (Gordon, 2000), it designed a 40-hour course on the subject. The data on the process of teacher training were discussed from Gatti and Barreto discussions (2009), Kishimoto (2005; 2008) and Fonterrada (2008). This study of qualitative orientation used interviews (first and last) and testimonials like data collection techniques, which were categorised and analysed. The research project, submitted to the ethics committee of the USP, offered no risk to participants who signed terms of free enlightenment. Of the twelve participants who responded to the initial interview, six completed the course and responded to the final interview. Failures and losses in the musical training of the participants due to the lack of music education in school, as well as fear and insecurity to start their own experiences in the course, were observed. After the process was reduced insecurity and increased awareness of the importance of music in the

nursery for the development of babies. It was evident the need for curriculum revision of pedagogy courses on the musical training of students. There was the possibility of creating new proposals for musical training.

Keywords: *teacher training, music education, babies, early childhood education, Edwin Gordon*

Relationship between frequency of preschool children`s physical-motor-plays with their mothers and their maternal health

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The present study aimed to determine the relationship between the frequency with which preschool children play or participate in sports with their mothers, and their maternal health. Previous studies have shown that maternal health status might influence participation in moderate-to-vigorous physical activity among preschool children. However, the relationship between the frequency with which preschool children play or participate in sports with their mothers, and maternal health has not been investigated. This study is based on a positivist/scientific approach. The Ethics Review Board of Ochanomizu University approved the study protocol. We examined the differences in the scores obtained for maternal health among three groups of play frequency (weekdays: (1) every day, (2) at least once a week, (3) almost never or never; weekends: (1) every weekend, (2) once every 14 days or more, (3) once a month or never) by analysis of variance. significant difference was observed in the perceived stress scale and in the Japanese female unidentified complaints score, against the frequency with which preschool children participated in physical-motor-play with their mothers on weekends (lowest score was observed in group [2]). significant difference was observed only between the Role Social component summary in health-related quality of life for mothers, and the frequency that their children played on weekdays (highest score in group [1]). For preschool children, physical-motor-play might be an important role for their mothers` health, as well as their own health.

Keywords: *physical-motor-play, preschool children, mother, health, frequency*

Specific features of dialectical mental structures of preschoolers and junior school students

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The aim of the research is to compare the level of dialectical thinking of junior school children and preschoolers, enrolled in different educational programmes. Present work continues the line of the Russian research school, dedicated to the exploration of dialectical thinking, especially at preschool age (Veraksa, 2010: Structural Approach to Dialectic Cognition. Psychology in Russia: State of the Art, 3, 227- 239). According to the structural-dialectical approach, the application of dialectical thinking is demonstrated by the following actions: a) distinguishing of a pair of crucial oppositions in a problematic situation; b) coming up with a creative solution through implementation of such operation as dialectical mediation. 48 preschoolers of 6 years old, and 53 junior school children took part in the research. We diagnosed the level of dialectical thinking in the process of individual oral conversation with the help of the following techniques: 'What can be simultaneously...'; 'An unusual tree'; ''What could be the opposite?'' Pseudonyms have replaced the names of participants. All the participants were given the opportunity to withdraw from the study at any time. Main findings suggest, 1) formal/academic character of school education determines low performance demonstrated by junior school students; 2) preschool performance is not homogeneous. The evidence received allows improvement of already existing dialectical educational programmes and elaborate new ones.

Keywords: *structural dialectical approach, dialectical thinking, prescoolers, junior school students, education*

Structural analysis of Japan's ECCE practice based on 'Shudan-Zukuri' method

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This study aims to examine the practical structure of Japan's early childhood care and education (ECCE), that emphasises group-based activity. Shishido (2016) points out that the curriculum for Japan's ECCE has been developed mainly by systematic learning, play activity and group living. Holloway (2000) proposes that the chief aim of Japan's ECCE is to foster children's abilities to maintain proper social relationships in a collective society.

Teshi, Kametani & Tonai (2013; 2016) trace the ECCE structure in postwar Japan, and show that group-based activity paves the way for both life- and science education. This study is based on Vygotsky's socio-cultural theory. The study adopted the qualitative approach of an interview analysis that was conducted on ECCE teachers. Consent from parents and teachers, and permission from the ethical review committee of the researcher's university were obtained before the study commenced. The analysis revealed that the 'Shudan-Zukuri' method brought forth democratic principles in the class, and cooperation between the individual and the collective. This result is different from the image usually associated with Japan or Asia having uniform and collective education methods, it reveals that ECCE practice includes a perspective on inclusive education as well. The 'Shudan-Zukuri' method is an effective new approach for the realisation of an inclusive ECCE.

Keywords: *Shudan-Zukuri method, collaborative relationship, organisation of democratic groups, inclusion, case study*

Teachers' perspectives on predictable and unpredictable environments
TAKAKO NOGUCHI, Jumonji University, Japan

This study aims to reveal Japanese early childhood teachers' professional perspectives on predictable and unpredictable environments for children. In Japan, teachers are responsible for creating a learning environment that encourages children to participate in voluntary activities, based on an understanding and anticipation of each child's individual actions (Mext, 2008). Teachers consider each child's sense of security and well-being, appropriately regulating the environment. At the same time, they seek to create new child-centred learning opportunities. However, teachers' intentions are embedded in each classroom environment and culture, so this process is difficult to consciously observe. This study analysed narratives on care settings, revealed professional perspectives behind learning environments, and compared teachers and students. Workshops were held in 2013 and in 2014, and 31 teachers and 35 students participated. To verify and compare environment perspectives, several photos of care settings were showed. Participants answered a questionnaire, followed by a discussion with group members. After workshop training, they were asked to answer an additional questionnaire for research and education. Most participants who agreed to submit questionnaires for research were analysed. Students struggled to recognise classroom objects and their meaning. They saw the environment simply as a classroom rather than an opportunity to create. Teachers, however, predicted children's possible voluntary activities and discovered their meaning, understanding their connection to the environment, and providing ideas to improve. Lastly, through the professional development process, environmental perspectives changed. To enhance children's learning experiences and connect their activities and environment, it is important to identify additional classroom possibilities.

Keywords: *professional perspectives, predictable environments, child-centred learning, professional development process, Japanese early childhood education*

The desirable characteristics of preschool teachers in Phitsanulok, Thailand
PIYALUCK BRIKSAHAVAN, Pibulsongkram Rajabhat University, Thailand,

This research aims to examine desirable characteristics of preschool teachers in Phitsanulok, Thailand. Previous studies on characteristics of teachers in Thailand focused on desirable characteristics in general (Ratanavilaisakul, 2002; Dolprasith, 2005). They did not focus on desirable characteristics of preschool teachers. The conceptual framework of the research is to examine desirable characteristics of preschool teachers and consists of 1) personality; 2) ethics; and 3) the effectiveness of teaching. This study is a survey research. The sampling group was 161 people, including administrators and preschool teachers, in Phitsanulok, Thailand in 2015. The instrument used to collect data was a Likert's type rating 1-5 scale questionnaires. Statistics used were percentage, mean and standard deviation. The research was conducted according to the research ethics of the National Research council of Thailand. The desirable characteristics of preschool teachers was at the 'highest level' (4.57). When considering each aspect, found that 1) personality was at the 'highest level' (4.66); 2) ethics was at the 'highest level' (4.67); and 3) the effectiveness of teaching was at the 'highest level' (4.53). The curriculum should focus on preparing characteristics of preschool teachers for the high quality teacher of the future.

Keywords: *desirable characteristics, preschool teacher, early childhood, quality, professional*

The educational function and welfare role of the unauthorized daycare centre (UDCC) in Japan (4): What do the parents expect of 'baby hotels' in Japan?

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The purpose of this study was to report what parents expected of, and actually received from 'baby hotels' in Japan. There are many types of early childhood education and care (ECEC) facilities and they are different in many aspects (e.g. purpose, controlling agency, staff) in Japan. Although UDCC did not meet several regulatory conditions (the size of facility, number of licensed staff etc.), they are expected to receive these children, and are attracting public and research attention. We reported UDCC in Japan played an important role in ECEC and the family care setting at EECERA 2014 and 2015. We used analysis of governmental statistics and data from interviews with managers of the facilities. In this study, we focused on parents who used 'baby hotels'. This study was conducted from the standpoint of the primary environment of ECEC, and family support. We analysed data from a questionnaire survey and semi-structured interviews conducted with users of 'baby hotels'. We explained the purpose and the procedure of the study to the participants and obtained informed consent. 'Baby hotels' provide flexible and careful ECEC for parents who have several types of work, and lack confidence and competence in childcare. Our findings suggest that users of 'baby hotels' were provided crucial supports from 'baby hotels'. 'Baby hotels' met various demands of the users more flexibly than authorised daycare centres.

Keywords: *unauthorised day care center (UDCC), 'baby hotels' in Japan, users of 'baby hotels', family support, questionnaire and interview*

The effect of imitation on drawing in young children

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Research aim is to clarify the effect of imitation on drawing in young children. In the previous study, it is suggested that there is no effect to present a picture that others have drawn (Yamada, 2012). Therefore, we set the condition that imitate the process of drawing. Tomasello (1999) claimed that human imitation is not merely reproduction of action, but is accompanied by understanding in a mental state (for example, intention). In other words, we could get a new idea and perspective through imitation. 48 young children (6-years-old) were distributed to three conditions. First was process imitation condition, that presented the process of drawing to young children. Second was drawing imitation condition, that presented the finished drawing to young children. Third was control condition, that draw a picture in only children. We asked the children to draw a cup with flower pattern and compared the accuracy of the drawing in the three conditions. We explained the procedure of the study to the principal of the kindergarten, as well as children and got permission for our investigations beforehand. In result, a score of process imitation condition was higher than drawing imitation condition, and control condition. The results suggested that the skill of drawing was improved by imitating the process of drawing. It is important for nursery school teachers to show children the process of the activity as a model.

Keywords: *drawing, imitation, Japanese young children, intellectual realism, visual realism*

The influence of home reading environment on first-grade children in literacy development

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This study aims to clarify how the home reading environment in early childhood and the first grade affects first-grade children in literacy development. Previous research on the cooperation between kindergartens and primary schools, indicated that unconscious learning through activities in early childhood led to conscious learning. It must be important for the ability to read and write in elementary schools, that parents read books to preschool children at home. Subjects were 943 pairs of parents and their first-grade children, in fifteen primary schools. We conducted a questionnaire survey to parents to find out their children's reading environment at home, and evaluated children's literacy by 'word recognition'. 'listening', ' looking for the differences of sound', and 'reading sentences'. The University Ethics using Committee approved the project design and permission was obtained from participants. Parents who value 'imagination and parent-child relationship' tend to use the library more frequently than those who value 'reading comprehension'. As for the

children whose parents go to the library more often, they currently tend to read a lot of books instead of playing video games or watching TV. The children whose parents read books in their childhood have high-level listening and reading comprehension skills, whereas children whose parents still read books have low-level skills. The children reading a lot tend to have high-level listening skills. We'd like to clarify the quality of children's education by examining the relationship between the results of ECEC environment, and first grade students' ability to read and write.

Keywords: *literacy development, home reading environment, preschool children, first-grade children, parent-child relationship*

The interactions among the children in multicultural care and education

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This study aims to reveal some of the actual interactions of the children, many of whom are from outside Japan, in a certain Chinese preschool located in Japan, where children who have different cultural backgrounds are not the minorities there. There is a tendency in Japan that the number of children from abroad is increasing. However, the guidelines issued by MEXT (Japanese Education Ministry) mention very little concerning children from abroad in the field of care and education. We conducted naturalistic observations of preschool activities and tried to analyse their behaviors and interactions, especially focusing on the cultural differences. The participants were 23 five-year-class children. Two of them were Chinese monolingual, seven of them Japanese-Chinese bilingual. Basically, naturalistic observations were employed with some videotaping. We obtained the permission from the principal of the preschool before we conducted any observations or interactions of the children. The principal explained the purpose of our research to the parents or guardians in advance. We obtained the following two episodes concerning a certain Chinese monolingual boy (A): A bilingual peer (B), who normally doesn't interact with (A) so closely, does help him only when he is in trouble; another bilingual girl (C) and (A) spoke in Chinese during their play. They don't interact with each other in any other scenes than play. Individual children naturally interact with the monolingual child, who does not speak Japanese. The real interaction between (A) and each bilingual child varies depending on the relationship between them.

Keywords: *multicultural care and education, interactions among children, cultural background, nursery of Chinese heritage, naturalistic observations*

The leadership of directors and supports for parents at the daycare centres in Japan

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This study is aimed to consider how the leadership of daycare centres' directors in Japan impact on supports for the parents at the daycare centres, and teamwork among the staff. Nursery teachers in Japan have come to play a large role in supports for the parents at the daycare centres. They need to not only cooperate inside the centres, but also collaborate with other professional organisations in order to deal with special needs, abuse from parents and difficulties in family life. Recent studies claim that organisational efforts should be made in the centres, instead of supports by a single nursery teacher. Although we should focus on the directors' role in making organisational efforts, there is little discussion about the leadership of them at the daycare centres in Japan. We conducted an anonymous questionnaire survey to private daycare centres over the whole area of Osaka Prefecture in 2015. We mentioned in the questionnaires that all of their answers would be analysed statistically, and their answers would remain confidential. We considered they agreed to assist when they sent back the questionnaires. As a result, we found the leadership of the directors strongly impacted on daily supports for the parents by teachers, organisation culture, teachers' ways of thinking about supports, and evaluation. We should make deeper discussion about the directors' various role, including the leadership more often in order to improve quality of early childhood care and education in Japan.

Keywords: *leadership of directors, supports for parents, daycare centres, Japan, cooperation inside the centres*

The problem of early childhood education management in childcare centres

SUPAPORN BUNDIT, Pibulsongkram Rajabhat University, Thailand

This study aims to examine the problem of early childhood educational management in childcare centres. A previous study focused on the performance of teachers in child care centres (Phunphat, 2008). The conceptual framework of this research is to examine the problems of early childhood educational management in childcare centres. This study is a survey research. The sampling group was 150 teachers in childcare centres in Phitsanulok. The instrument used to collect data was a questionnaires. Statistics used were percentage, mean and standard deviation. The research was conducted according to research ethics of the National Research council of Thailand. Findings revealed that the centre personnel were inexperienced and their educational levels were relatively low. The budget was insufficient and its payment was made with difficulty; in addition, the centre premises were below standard. The outside surroundings were neither pleasant nor conductive to the children's learning. The inside surroundings, especially the management of experience corner did not cover adequately all aspects of the children's activities. The teaching tools and instructional media were not sufficient and the making of policy and plans for improving the centre was unclear. Moreover, the parents and communities had a minor role in the planning process; teachers lacked knowledge and understanding about the management of experience and the evaluation of early childhood development. The results indicate that childcare centres are below standard. This calls for the authorities to set policies for further development.

Keywords: *early childhood education, management, childcare centre, problems, policy*

The problem of student internships in early childhood education programmes

THIPSUDA INTHAPUN, Faculty of Education, Pibulsongkram Rajabhat University, Thailand

This research aims to investigate the problem of student internships in early childhood education programs. Previous studies on student teacher internships in Thailand focused on state and problems in all fields of education (Taewnachum, 2015; Trisanawadee, 2013); they did not focus on early childhood education programs. The conceptual framework of this research is to investigate the problem of student internships in early childhood education programs and consists of: 1) preparation of teaching; 2) teaching; 3) classroom management; 4) evaluation; 5) human relationship; and 6) teacher's characteristics. This study is a survey research. The sampling group was 32 mentors and 32 student teachers who took an internship course in 2015. The instrument used to collect data was a Likert's type rating 1-5 scale questionnaires. Statistics used were percentage, mean and standard deviation. The research was conducted according to research ethics of the National Research council of Thailand. The problem of student internships in early childhood education programs was at the 'low level' (1.97). When considering each aspect, found: 1) the preparation of teaching was at the 'low level' (2.20); 2) the teaching was at the 'low level' (1.95); 3) the classroom management was at the 'low level' (1.91); 4) the evaluation was at the 'low level' (2.20); 5) the human relationship was at the 'low level' (1.68); and 6) the teacher's characteristics was at the 'low level' (1.67). The early childhood education programs should focus on solutions to develop and prepare the high quality teacher.

Keywords: *internship, early childhood education, problems, student teacher, professional*

The role and qualities of leaders of the nursery school etc. and task

MATSUNAGA SHIZUKO, Shiraume Gakuenl University, Japan

This poster aims to prove the roles, qualities and abilities of leaders in facilities now and in the future. To investigate them we did questionnaire method (free description) of leader's role etc. For 5 years I have proved that the training of workers planed in facilities is grown for speciality of environment design through action research. After the research, I recognised the vision of the leaders (the principal, chief et al.) in facilities is particularly important. In Japan 'Comprehensive Support System for Children and Child-rearing' start from April 2015. In the system, qualities of education and care in the facilities (Kindergartens, Centres for early childhood education and care, Nursery centres and Municipal-level childcare services) are essential. This research is a questionnaire survey. There are 4 questions: (1) the efforts for training and enhancing of human resources as professional; (2) the difficulty of understanding of guardian's needs; (3) improvement of the quality in education and care; and (4) leader's role and qualities (vision and mission etc.) Subjects of survey were 78 facilities (the response rate 26.0 %). Answerers to questionnaires were leaders of facilities. A consent form and information sheet was provided to all participants. 78 answerers of all participants are subjects of investigation. As a result,

(4) is management 57, leadership 38, skill of the leaders 36, personal qualities 8. From the result, qualities and abilities of the leaders in facilities is not only continuity of facility, but also improvement of quality in education and care. It is a very difficult problem of leaders of facilities.

The third report of Japanese teachers' time management for assessment and recording, and planning and preparation

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The purpose of this study was to examine the relationships among Japanese teachers' time to spend for their work tasks, including teaching and care, assessment and recording, planning and preparation, and so on, in their centre. We had reported that the time for teaching and care was negatively correlated with the time for the other work tasks, and that the correlation coefficient among time for the work tasks depended on years of experience of nursery teachers. The Carroll model emphasises the importance of quality of instruction (Carroll, 1989), and teachers' time use is one of the crucial issues for improving the quality of instruction (Rice, 1999; Vannest & Hagan-Burk, 2010). A total of 1160 teachers from 565 centres were asked to write down time to spend for their work tasks in a certain day. Prior informed consent was obtained from their centre managers. For teachers whose class had children under 3-years-old, time for assessment and recording was negatively correlated with the time for paperwork. For teachers whose class had children over 3-years-old, or whose class was for mixed aged children, times for assessment and recording, and planning and preparation, were negatively correlated with the time for paperwork, also time for planning and preparation was negatively correlated with the time for meeting. These results were discussed in relation to teachers' role, ability for time management by teachers and developing the ability with teacher training.

Understanding the impact of heritage language on ethnic identity formation and literacy for U.S. Latino children

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The study investigates how contact with a heritage language (i.e. Spanish) impacts children's socio-emotional development, awareness of ethnic background and literacy skills. It is suggested that proficiency in the heritage language influences and supports ethnic identity formation (Bucholz, 2011). Forming an ethnic identity is associated with a sense of belonging, preference for a cultural group, positive affect and understanding one's own ethnic background; it is related to positive socio-emotional health and academic success (Rivas-Drake et al., 2014). Yet, the majority of this research focuses on adolescents and adults, and there is little understanding of how children develop their ethnic identity. We carried out a child-friendly, semi-structured interview in Spanish with 23 Latino children (ages 6-12). The study used a mixed qualitative-quantitative methodology, subsequently children's responses were analysed qualitatively (i.e. themes) and quantitatively (i.e. scored by amount of details). Fountas-Pinnell Reading Standardized Evaluation (2011) assessed Spanish literacy skills. To participate, parents provided consent and children provided assent. Children's awareness of ethnic background significantly correlated with their Spanish literacy scores. Six themes focusing on heritage language experiences emerged: cultural pride, appreciation for diversity, group membership, language brokering, difficulty in mastering Spanish, and issues arising when using English instead of Spanish. The study shows that experiences with the heritage language support ethnic identity formation in young U.S. Latino children; which in turn impacts overall affect towards the ethnic background and academic achievement. We provide crucial information to understand ethnic identity formation in the early years, its complexities and repercussions on children's socio-emotional health and academic success.

Using documentation as the tool for ECE professional development: A case of M-City

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This is a three year action research of M-City, focusing on the quality of ECE practice in all settings and tried to overcome the barriers. Dual Japanese ECE system of regulations that long constituted deep barriers between kindergartens and daycare centres. There were also huge barriers between public and private settings. "Documentation" is common in Japan as the useful tool to explain to parents what children are learning during play. ECE professionals also use it to reflect their practice. This study tried to use "Documentation" as the tool for city-wide professional development. The concept of action research was introduced by Levin. This study used the family involvement conceptual framework by Epstein (2011). From 2013, professional development programmes for all ECE professionals were developed. It includes, lecture on the project method and documentation, poster presentations of each teachers' documentations, group works, discussion and evaluation. Each documentations were examined. All workshops were video-taped. Questionnaire are made to each teachers. All individual teachers joined this action research by their own decision. All data was confirmed by the letter of acceptance. Focus and style of photos changed from portrait style to children's side focus, showing their interest. Expressions on teachers' impression decreased but comments on developmental changes, future expectation and contents of learning were increased. Teachers gained their vocabulary, skills to express their professionalism and time on reflection and self-learning. Each year we made our evaluation open to the public. Understanding for the needs of ECE professional development and support for it were gained.

Keywords: *professional development, documentation, action research, ECE policy, community based*

Work education in family day care

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The aim is to study work education in family daycare in the Nordic countries. The focus is work education's content and family day carers' concepts about work education. Professor Ulla Härkönen (1991; 1996) has studied work education in family daycare as a part of other occupational groups. There are new studies on children's agency and participation (Peterson et al., 2016; Virkki, 2015). This study opens a new corner into the phenomenon. The main theory is the pedagogical systems theory (PST of ECE) (Härkönen, 2009). PST contains also the concept of work education and main near-concepts. It is chosen systems paradigm with quantitative and qualitative methods planned in different forms of mixed-methods and using triangulations. The questionnaire is planned up basing on the results of Härkönen's (1996) qualitative study, and it is going to consist of structured quantitative, plus open qualitative questions. The focus group of this will be 200 carers in the Nordic countries. Based on the results of the former one, the deep interview is planned to make to 40 Finnish answerers. Data will be analysed with quantitative and qualitative methods and compared to the PST of ECE. Due to small children and carers' working at home ensuring the children's and carers' privacy require attention to no single carer's answer to be recognisable. No results are available yet. The results of this study can develop education in family daycare, for instance pursuant to the Act on ECE in Finland.

Keywords: *work education, family daycare, early childhood education, pedagogical systems theory of ECE, mixed-methods*

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