

24th EECERA CONFERENCE



'US, THEM & ME:

Universal, Targeted or Individuated Early Childhood Programmes'

ABSTRACT BOOK



Crete, Greece 7th - 10th September 2014

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EECERA ANNUAL CONFERENCE

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Childhood Programmes'

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ABSTRACT BOOK



University of Crete



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KEYNOTE I
MONDAY 8TH SEPTEMBER 2014
09:30 – 10:30

WASSILIOS FTHENAKIS

Professor of Developmental Psychology and Anthropology, Free University of Bolzano, Italy

Changing the paradigm, changing the system: For more justice in preschool education.

Educational systems are currently in a process of fundamental transformation combined with a paradigm shift. Unlike previous century, educational systems can no longer be legitimised by focusing on the acquisition of knowledge. Educational systems in the 20th century defined education as an intra-individual process. They were de-contextually oriented and caused a widespread educational inequality.

Today's reformed educational systems focus right from the start on the child's development, strengthening his/her competencies. Within this approach, research findings indicate that factors outside the institutional educational framework are primarily responsible for the lion's share of discrepancies in childhood development.

At the same time, constructivist positions are now being abandoned in favour of social constructivist approaches, which are producing a change in the understanding of education. These approaches redefine education and advocate the didactic educational approach of co-construction. They introduce a new concept; that of diversity, and concentrate on the educational biography of the individual child with a primary focus on strengths, rather than weaknesses.

The transformation of the educational system towards the social constructivist positions can likely be attributed to an emerging "ecological" orientation in education. In short, curricula are being closely tailored to the specific place of learning, are reinforced by so-called educational partnerships, and are designed to strengthen the educational and developmental biography of the child.

To reinforce this, an underlying sense of consistency in the educational course is necessary. The fundamental philosophical approach to education pursues the same objectives it always has across all levels of child's learning biography, applying the same didactic methodical approach, guidelines and principles throughout. It emphasises positive human interaction via proven methods and views this as the key to greater educational quality.

Educational equality cannot be achieved without a deep reform of the educational system. This presentation illustrates this on the topic of transitions, as they have been managed during the last two decades.

KEYNOTE II
MONDAY 8TH SEPTEMBER 2014
16:00 – 17:00

MICHELLE NEUMAN

Results for Development Institute, Washington DC, USA

Doing more with less: Innovations in early childhood development from low-resource contexts

Around the world, early childhood services have expanded over the past decade. Although 50% of children now participate in pre-primary education globally, the gross enrollment ratio is only 17% in low-income countries. In most of these nations, children from richer families are far more likely to attend early childhood provision than those from poorer families. These inequalities in early childhood experiences are shaped by numerous factors including weak policy frameworks, scarce public funding and provision, and limited capacity to sustain quality programs at scale. Despite the significant obstacles to supporting early childhood development in low-resource contexts, many innovative early childhood policies and programs have emerged in low- and middle-income countries. Although developing countries face some unique challenges and circumstances, many of the policy problems they are tackling are remarkably similar to those affecting disadvantaged children and communities in other parts of the world. Through a series of case studies, I will share how low- and middle-income countries have developed innovative strategies to: (1) build partnerships across institutions and sectors; (2) deliver quality services to traditionally underserved populations; and (3) fund and finance interventions. I will discuss the implications of these innovations for building equitable early childhood systems in diverse settings.

KEYNOTE III
WEDNESDAY 10th SEPTEMBER 2013
09:00 – 10:00

LIZ WASHBROOK

Lecturer in Quantitative Methods at the Graduate School of Education, University of Bristol, UK

Socio-economic inequality in early childhood in a cross-national context

In all countries children from socio-economically disadvantaged backgrounds begin compulsory schooling with lower levels of learning and social skills than their better-off peers. These disparities make it harder for schools to ensure equal learning opportunities for all, and have long-term consequences for social inequality in economic outcomes. The size of these socio-economic gaps at school entry, however, differs across countries and across time, with the implication that providing a fair start for all children is at least partly within a society's control.

In this talk I will present results from a collaborative research project on the trajectories of children from different socio-economic backgrounds in the USA, Canada, England and Australia. Using unique nationally representative data from recent birth cohorts in the four countries, we explore how a child's socio-economic status (SES) influences their skills at school entry, and how these two factors then interact to affect progress throughout the primary school years. Despite the fact that our four chosen countries can be considered "similar" in many ways, there are clear differences among them in the penalties to being born into a low SES family. I will discuss the nature and role of ECEC services for disadvantaged children in the four countries, but also argue that the size of the task facing professionals in this area depends crucially on a society's wider economic and social policy environment.

KEYNOTE IV
WEDNESDAY 10TH SEPTEMBER 2013
11:00 – 12:00

HELEN PENN

Professor of Early Childhood in the Cass School of Education, University of East London, UK

Can the Private Market deliver Equitable Early Childhood Services?

For profit childcare delivered by entrepreneurs is increasingly common as a means of providing childcare for working parents, and in some countries, like the UK, for delivering early education. In many poor nations it is the default position: if there is no state provision the only available provision is what entrepreneurs can provide, and what parents can afford to pay for.

I will explore the repercussions of relying on the private market to deliver ECEC services. There are advantages as well as disadvantages, but I will argue that overall the private market inevitably produces inequality and social exclusion for young children and their families. This can be countered by strong regulation, but many governments are unwilling or unable to control the private market.

Drawing mainly on European research, I will highlight the areas where regulation is important and can make a difference.

SYMPOSIUM SET A
MONDAY 8TH SEPTEMBER, 2014
11:30 – 13:00

SYMPOSIUM SET A/ 1

YOUNG CHILDREN'S CONTRIBUTIONS TO DISCUSSIONS ABOUT TARGETING AND SEGREGATION

Self-organised Symposium

CHAIR: HELEN PENN

University of East London, United Kingdom

This themed symposium explores the views and contributions of young children in three situations in England where targeting exists or is under consideration. The first paper 'The language we carry inside' explores children and families' perceptions of the status of their home languages in early childhood settings explores the views of children whose first language is not English. The second paper 'Children's contributions to the Assessment Process' explores how children who are being assessed for special needs assistance can contribute to their assessment. The third paper 'Holding Children's meetings in diverse settings' explores what procedures can facilitate children's contributions and how these can be carried out across a range of settings (public/private etc). All presenters are from the early childhood research group at UEL and share theoretical, methodological and ethical approaches in their approach to listening to young children's voices

'The language we carry inside'. Children and families' perceptions of their home languages

FRAN PAFFARD AND ROSE WHITE, University of East London, United Kingdom

This study explores children's awareness of and attitudes to their home languages within UK preschool settings. This builds on the work of Nieto (1999), Gregory (1997) and Brooker (2002), examining the evidence on supporting home languages in educational contexts. A socio-cultural approach is taken to exploring children's perceptions of the status of their first language and the culture of the early childhood setting in supporting or subverting the culture of home. The study takes a grounded theory approach, immersing the researchers within settings and creating a dialogue between the lived experience of the children and the existing theory. Children were observed, and their opinions sought through various techniques. Parents informally discussed opinions, as did staff. DVD footage was used for analysis of language and emotional response. Care was taken that informed consent was gained from all participants on an ongoing basis. Written permission was gained from parents and practitioners engaged in the research, and confidentiality for participants ensured. Early findings suggest that children are quick to pick up on the culture of settings, and make decisions about what language to use in different contexts. Attitudes to home language, both explicit and implicit from parents and staff, are seen to be key to the child's motivation and choices. At a time in the UK of shrinking funding for English as an Additional Language support, it is crucial that practitioners transmit positive and inclusive messages to children about home languages.

Keywords: language, culture, attitudes, bilingual, home

Holding children's meetings in diverse settings

ESTELLE MARTIN AND HEATHER MUNN, University of East London, United Kingdom

We aim to show how participative approaches such as children's meetings in different kinds of settings, public and private, can provide contexts for children to be heard. Earlier studies by Clarke and Moss (2001) revealed the importance of listening to children voices and developing collaborations with children, arguing that listening to children's voice in its widest sense promotes social inclusion. Drawing upon the "Mosaic" model (Clark and Moss 2001), which underpins a child centred approach to involving and listening to children; the authors recognise that children experiences are culturally and socially situated. We used an action research model, using small scale qualitative case studies. Practitioners were invited to a series of training events, took action and fed back. The project was characterised by an ethics of care to all involved: practitioners, children and the ethos of settings. The significance of transitional relationships is paramount to children. The role of the practitioners in developing relationships with their key person group can be supported by ensuring time and proximity with a small group of children and their parents. The creation of meetings with children, to have regular opportunities to influence their settings, however varied these may be, and whatever the constraints. We suggest that this also depends on

the development of a relationship with an adult in the setting, who understands the children's voice and builds on close and authentic relations with parents.

Keywords: children's voice, assessment, marginality, families, relations

Children's involvement in special needs reviews

REBECCA CRUTCHLEY, University of East London, United Kingdom

This paper considers the principles and processes of involving young children with additional needs in the review of their current and future support and provision. My personal interest stems from my professional experience as a Children Centre Special Needs Co-ordinator. The paper will draw upon the social constructivist perspective and the new paradigm of the sociology of childhood which recognises children's rights to participate in decision making which has an impact upon their quality of life. As such reference will be made to the work of Alderson, P. (2001), Mayall, B. (1994) Qvortrop, J. (2005) and the UNCRC. (1989). Using an interpretivist paradigm, the paper draws upon a variety of methods and triangulates them. Observations of a child's involvement in the assessment, conversations with the child's parents, and semi-structured interview with the practitioner facilitating the review. Intrusion in to the assessment process, gaining informed parental consent and child consent, hierarchical relations (danger of the expert vs. partner model between parent and researcher), validity of responses vs. perceived favoured response, parent's perception of the value of including the child's voice in the provision planning. Practitioner's facilitation of the process so that the child's voice is heard, respected and authentic. Are there more appropriate and effective ways to involve children with additional needs and their families in decision making processes? What are the staff training implications?

Keywords: inclusion, participation, authenticity, partnership, agency

SYMPOSIUM SET A/ 2

UNDERSTANDING CHILDREN LIFE AND PARTICIPATION EXPERIENCES IN ECEC SERVICES

Self-organised Symposium

CHAIR: GILLES BROUGERE

Université Paris, France

For the last decade, there has been an increasing interest in understanding children's perspectives on their own lives. In early childhood education and care studies the investigation of young children's point of view has been linked to questions of quality, socialisation and participation. These notions will be discussed in relationship to adults' vision of childhood, temporality, place and roles of adults taking care of children. The three interventions are focused on everyday life participation. Research has been led in France and in Federation Wallonia-Brussels: our goals were to have a better understanding of life and participation experiences of children in ECEC services, taking into consideration not what they should be (normative approach) but what meaning the children seem to give to their own experiences in a continuous process. Contexts of action have a significant importance: how should experiences of children be 'translated' with chosen terms close to what they live?

Understanding children life and participation experiences in ECEC services

PASCALE GARNIER, Université Paris, France

Based on an empirical inquiry in four early childhood education and preschool services for 2-3 years old in France, this communication tries to show the place and the role of children's voices among the voices of their parents and of the professionals. Using Foucault's conception of "dispositif" (1994) and standpoint theories (Harding, 2003), we engage a critical and reflexive thinking of the research process with young children (Garnier, 2013). First, we present the main tools used to investigate children's point of view concerning their daily life in early childhood services: observations and moments when children have taken pictures all around while being tape-recorded. Then, for each child, we have used these data as a support for interviews with their parents and with the staff. The importance of this methodological device is not only scientific but also ethical: it tends to create and support a conception of children as real participants to the services in the

eyes of parents and professionals. We show how children engage in the situation and the limits of this kind of data, particularly in terms of researcher's interpretations. The confrontation between the adults and this visual material that involves the embodied life of the child in the services goes hand in hand with operations of decentration. Adults realise that children have their own point of view and may emphasise the reality and singularity of children's standpoint and agency. This has implications for professionals in fostering parents and children participation.

Keywords: standpoint theory, methodology, visual data, French preschool services, quality

What does participation mean?

GILLES BROUGERE, Université Paris, France

This communication tries to understand the modes of participation of children in a preschool program for 2/3 years old as a way of what is called 'socialization'. How do children as agents participate or not to the project of the institution as it is proposed by the teachers? Our communication is focused on the most structured site among the four sites, i.e. on the preschool program (cole maternelle) where two sections are mixed together. This research uses previous research on participation, preschool cultural comparison and sociology of childhood. We use mainly the concept of repertoire of practice (Rogoff et al., 2006) and the theoretical proposition of Bernstein (2011) about script and performance. We take a qualitative approach to observations, using mainly videotapes. Ethics are at the heart of the research and embodied in methodology. A first look shows the importance of the institutional script, the power of the social setting with the definition of the activity in connection with the space and the time. To participate for a child means to follow: other children, the agenda, the instructions of the teacher in a collective organisation. Children participate in this structured organisation, they cooperate, they sometimes ask other children to do what is expected to respect the script and the legitimate. But beyond the script, we can see other children's performances, embodied ones, a kind of dance in the way they answer to the instructions and the rules but also in the interstices of the organisation.

Keywords: participation, socialisation, French preschool, interaction, observation

Are ECEC services places fit to participation for young children? A case study in Federation Wallonia-Brussels (Belgium)

PASCALE CAMUS (1), GILLES BROUGÈRE (2) AND PASCALE GARNIER (2), (1) University of Liège, Belgium; (2) Université Paris, France

The aim of our study is to develop a better understanding of EEC services functioning. In FWB, ECEC services are driven by the contingencies of an internal organisation and by orientations of a compulsory 'educational project'. How are these services organised and structured? Are there places and moments left to let children to share experiences with adults and peers when adults' decisions and practice tend to shape everyday life? This work links with a research led by Experice, Paris 13. "Regards croisés sur la vie collective des enfants de 2 à 3 ans" (2013-2014). Referring to the notion of participation (Wenger, 1998, Brougère, 2012) and questioning different logic of actions (Becker, 1982) or interdependence (Vandenbroeck & Bouverne-De Bie, 2006), we engage a critical and reflexive thinking on EEC services (0-3 years) where young children should be considered as participants. The communication provides a deep analysis of three services that implement a particular context for young children's involvement. This analysis is proposed as a monograph through observations, analysis of documents and interviews. The study is led with a child-oriented approach. Great care is given to the children's agency and involvement. The methodological device has been constructed on a vision of children seen as competent participants of everyday life. Results underline how the three services have been constructed to give (or not give) children grips according to the notion of affordance (Billett, 2001) through objects at children's disposal, action and interaction possibilities with peers and adults.

Keywords: arts activities, affordance, participation, observations, context

SYMPOSIUM SET A/ 3

TOWARDS DEMOCRATICALLY APPROPRIATE PRACTICES IN EARLY CHILDHOOD EDUCATION: RESEARCHING CHILD INITIATED PEDAGOGIES IN FINLAND, ESTONIA, ENGLAND AND THE USA

Self-organised Symposium

CHAIR: LEENA ROBERTSON

Middlesex University, United Kingdom

This symposium introduces our longitudinal research project on the development of child initiated pedagogies in four countries: Finland, Estonia, England and the USA. This symposium asks how to improve and guarantee democracy in the name of openness, transparency, solidarity and individuality? How to ensure that every day pedagogical practices are underpinned by these values? Child initiated pedagogies – involving children’s participation and ‘voice’ – are well theorised and promoted by the United Nation’s Convention on the Rights of the Child, the European Union and both the Constitution and educational laws of the United States. Yet, there is an absence of research studies that examine what democratic and participatory practices might look like at the level of everyday practice. This project seeks to address this gap. During one year, the participating teachers in the four countries used ethnographic approaches in gathering data with 3-6 year old children in formal school settings.

Theorising child initiated pedagogies

NANCY BARBOUR (1), JARMO KINOS (2), LEENA ROBERTSON (3) AND MAARIKA PUKK (4), (1) James Madison University, United States; (2) University of Turku, Finland; (3) Middlesex University, United Kingdom; (4) University of Tallinn, Estonia

To examine and analyse the theoretical and conceptual starting points for child initiated pedagogies (CIP) that are adopted for this international project. Whilst there is a wealth of international, national and local policy recommendations, there is little documentation on how young children are able to develop their autonomy, control and independence in kindergartens/schools. Adopting the perspective of the new sociology of childhood (James and Prout, 1997), we see children as one societal welfare group amongst others. We defend their right to be accepted as citizens of the local and global community and promote opportunities for children to access the same intellectual, cultural and physical welfare opportunities as are available for any other group. We reject traditional ‘developmentally appropriate practices’ and adopt ‘democratically appropriate practices’. Pedagogical paradigms are theorised in conjunction with our own experiential knowledge and country-specific policy documents and research (Bourdieu and Wacquant 1995). We adopt a ‘child initiated’ as opposed to ‘child centred’ approach because we wish to address the unequal power dimensions from the start, rather than as an after-thought. Ethical and socio-political responsibilities are accepted in the process of developing democracy and according to the national and international agreements as are applicable to these countries. In spite of the stark differences between the situations in the four countries what unites a diverse range of early years teachers and researchers is the concern for the absence of CIP. We provide a starting point for a longitudinal project. Further research into everyday pedagogical practices that work towards democracy is needed.

Keywords: child initiated pedagogies, theorising democracy in early years, national policies, socio-political responsibility, international policies

Different histories, shared hopes - the case of Finland and Estonia

JARMO KINOS (1), MAARIKA PUKK (2), LEENA ROBERTSON (3) AND NANCY BARBOUR (4), (1)

University of Turku, Finland; (2) University of Tallinn, Estonia; (3) Middlesex University, United Kingdom; (4) James Madison University, United States

This paper examines the need for child initiated pedagogies (CIP) in Finland and Estonia (Kinos & Pukk, 2010, Pukk, 2014 manuscript). In Finland there is a need to shift primary focus towards pedagogy rather than on working parents’ needs. In Estonia with its post-Soviet Union period of searching for self-governed national identity, old and new Estonian early childhood practices are being re-defined. We take a socio-cultural approach: teachers use their insider perspectives to identify the possibilities for CIP. They articulate their own views and experiences and interpret their own cultures and schools’ cultures. Teachers use ethnographic approaches in documenting their work - including questionnaires and reflective

pedagogical diaries and by getting involved with their pupils. New data (interviewing children) is due to be collected in 2014. Participation is voluntary: teachers and children can opt out as they wish. Confidentiality is granted. The project is built on the premise that children are not objects, and should not be treated as objects or viewed as useful data for research. The principles of CIP were not always the most important consideration in teachers' daily work. Some felt uncomfortable with the core ideas of CIP and decided not to complete their data collection. Others were more confident. In this group, too, there were many variations in the way they conceptualised CIP and how it was realised in practices. There is a need to develop and research everyday pedagogical practices towards DeAP, and to support teachers in different ways to gain competence in developing their own practice.

Keywords: child initiated pedagogies, democracy in early years, participation, curriculum models, professional development

The struggle towards child initiated practices – the case of England and the USA

LEENA ROBERTSON (1), NANCY BARBOUR (2) JARMO KINOS (3) AND MAARIKA PUKK (3), Middlesex University, United Kingdom (1); James Madison University, United States (2); University of Turku, Finland (3); University of Tallinn, Estonia (4)

This paper examines the need for child initiated pedagogies (CIP) in England and the USA. The field (ECE) is characterised by tensions. Whilst there are many differences, the increased accountability, performativity and assessment agenda arising from the Developmentally Appropriate Practices are shared concerns in both countries (Bredenkamp, 1991, Broadhead, Howard and Wood, 2010). Teachers use their insider perspectives to identify the possibilities for CIP. They articulate their own views and experiences and interpret their own cultures and schools cultures. Teachers use ethnographic approaches in documenting their work, including questionnaires and reflective pedagogical diaries, and by getting involved with their pupils. New data (interviewing children) is to be collected in 2014. Participation is voluntary: teachers and children can opt out as they wish. Confidentiality is granted. The project is built on the premise that children are not objects, and should not be treated as objects or viewed as useful data for research. Some teachers dropped out of the study because its perceived ideological starting point did not match that of the school (Bourdieu and Wacquant, 1995). Or because the pressures of the national policies and key stake holders' views (often head teachers) prevented teachers from participating. Some saw the process as too labour intensive. Teachers of the youngest children had more opportunities to foster CIP. Implications include the need to develop and research everyday democratic practices and support teachers to gain competence, and the need for successful models to show how to guarantee spaces for this as the project has the potential to transform unequal power relationships and foster democracy.

Keywords: child initiated pedagogy, democracy in early years, participation, curriculum models, professional development

SYMPOSIUM SET A/ 4

THE PEDAGOGICAL MEDIATOR: A CASE STUDY ON THE PERSON AND THE PROFESSIONAL

Self-organised Symposium

CHAIR: JOÃO FORMOSINHO

Childhood Association and Portuguese Catholic University, Portugal

This symposium sets out to analyse and understand the role of context-based teacher education as pedagogical mediation in the processes of praxis transformation. The three case studies offer an understanding of a pedagogic approach to professionals' and children's learning sustained in the cross-fertilization of dialogues between Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2013) and participatory paradigms in research with young children (Pascal & Bertram, 2009). It is clear from research that many approaches to professional development are mechanistic and ineffective. The search for meaningful, participatory, transformative approaches to early years staff development is needed, as is research to understand the experiences, knowledge, attitudes of the pedagogical mediator. Analysis and interpretation of the data contained in the documentation can highlight shared salencies as well as specific, unique information concerning each of the transformational processes taking place in two different cultures and contexts.

The pedagogical mediator: A case study on the person and the professional

JOANA SOUSA (1) AND JÚLIA FORMOSINHO (2), (1) Aga Khan Foundation, Portugal; (2) Childhood Association and Portuguese Catholic University, Portugal

The presentation of this study aims to analyse and understand the role of the context based educator as a pedagogical mediator in the process of praxis transformation. The study is located within praxeological research (Pascal & Bertram, 2012, Oliveira-Formosinho & Formosinho, 2012) operating within the transformation of pedagogical praxis with the active involvement of all participants and aiming at their empowerment. The study presents the Pedagogy-in-Participation approach specific to Childhood Association (Oliveira-Formosinho & Formosinho, 2013) in dialogue with Pascal and Bertram (2009) participatory paradigm for practice and research. The research is undertaken as a case study, of qualitative nature, revealing its interest for the particularity and complexity (Stake, 2007) of the role of a context based educator in the process of co-transforming pedagogical attitudes and practices in an early childhood setting. The description and interpretation of this case study is sustained on the analysis of documented information organised in the context based educator's professional portfolio, focusing on the flow of the onsite processes of collaborative transformation (Oliveira-Formosinho & Formosinho, 2013). Considering the social nature of the research, ethical issues are taken into account. In this case, the study is compelled to be informed by Early Childhood setting's professionals consent, constantly debated and renewed, and to protection of anonymity. Dilemma analysis of the lived phenomenological experience of the pedagogical mediator will hopefully contribute to a better understanding of professional education as a transformational and innovative process that liberates and empowers children and adults alike (Oliveira-Formosinho & Formosinho, 1997).

Keywords: pedagogical mediator, praxis transformation, transformational, professional education, professional development

The role of the pedagogical mediator in developing open listening climates in early years settings

HELEN LYNDON, CREC, United Kingdom

To explore how early years practice alters when settings participate in pedagogical research to develop 'open listening climates'. Previous research into listening in early years has predominantly covered how practitioners can listen to children (e.g. Clarke and Moss' Mosaic Approach). This study will explore 'layered listening' between settings, practitioners and children (within the specific context of a newly formed cluster) and examine how 'listening practices' can develop through the cluster and how this can impact upon practice and children. As a qualitative study operating within a praxeological framework, this research involves a pedagogical mediator supporting a cluster of early years settings to develop a climate of open listening. Working primarily with practitioners to impact upon children, the 'layers of listening' are explored and developed through ethnographic techniques, such as observations and discussion as well as the development of more innovative methods. Ongoing informed consent throughout the cluster is essential. Confidentiality has been a specific concern as the cluster develops and anonymity through the research process has been guaranteed. There will be preliminary findings from an initial baseline across the cluster which forms the end of the first phase of the PhD research. The initial role of the pedagogic mediator will be discussed and the listening strategies used. Listening to early years practitioners appears to be an area for further development both in the research and its related policy. This has implications for practitioner development strategies.

Keywords: praxeology, listening, isomorphism, ethnographic, early years cluster

Pedagogical mediation on a context of an inter-peers professional group: A case study

INÊS MACHADO (1) AND JOÃO FORMOSINHO (2), (1) Aga Khan Foundation and Childhood Association, Portugal; (2) Childhood Association and Portuguese Catholic University, Portugal

This study has been conducted in the ambit of Participatory Pedagogies for children and adults learning and focuses on the role of the context based educator on the level of attitudes and knowledge sharing (Oliveira-Formosinho & Formosinho, 2013). The study is located within praxeological research (Pascal & Bertram, 2012, Oliveira-Formosinho & Formosinho, 2012), operating within the transformation of pedagogical praxis with the active involvement of all participants and aiming at their empowerment. Practitioners, researchers and children stand together in the construction of dialogues, in which there is mutual respect, active participation and the negotiation and co-construction of meaning and practices (Pascal & Bertram, 2009). Regarding the context of the researched inter-peers-professional-group, the context based educator develops pedagogical mediation which is the process of professional learning in companionship that opens up horizons to

new children's teaching and learning practices and thus supports the reconstructions of pedagogical praxis and professional identities (Formosinho & Formosinho, 2008). From the methodological point of view, this study is inserted in the qualitative paradigm, developed through a multisite case study (Stake, 2006) and documented in a reflexive portfolio as an instrument for registration of transformational processes that allows for analyses and interpretation. The ethics of the study was fulfilled by ensuring institutions and educator's anonymity and informed consent. This study deals with the uncovering of the specificities of the case as well as with shared saliences analysed in the three present cases. The study can have implications for educator's development policies and for pedagogical practices.

Keywords: pedagogical mediation, inter-peers-professional development, reflexive portfolio, quality, praxeology

SYMPOSIUM SET A/ 5

TEACHING PRACTICES FOR READING ALOUD NARRATIVE AND INFORMATIONAL TEXTS TO KINDERGARTEN CHILDREN

Self-organised Symposium

CHAIR: EUFIMIA TAFI

University of Crete, Greece

Reading aloud narrative and informational texts is an important part of early literacy instruction for children in kindergarten classrooms. In addition, the practices used by teachers during and after readings play an important role for young children's literacy development. This symposium explores ways with which kindergarten children will develop text comprehension, retelling ability and the ability to create fictional stories through book readings.

Understanding story structure through story retelling: an intervention program for kindergarten children

EUFIMIA TAFI (1), KATERINA LINOI (2), ELENI SIGOINI (2), KATERINA SPENTZOURI (2), THEONI PAPADIMITRAKOPOULOU (2), (1) University of Crete, Greece; (2) Playland Kindergarten, Greece

The purpose of this study was the implementation of an intervention program to train kindergarten children in story retelling and to examine whether this training helped children to understand the story structure and retell the story structural elements in sequence. Research evidence has shown that story retelling helps kindergarten children to understand story structure. Retelling is a widely used technique that helps young children to develop a sense of story structure, story comprehension and oral language complexity. Thirty five children in two kindergarten classrooms aged 5-6 years old were trained in story retelling once a week for five months. Seventeen well-structured story books were read aloud to the children with practicing in story retellings at three levels. At the first level teachers read the book, presented to the children the story elements and model the children with story retelling. At the second level the children trained in story retelling with the use of pictures and visual aids, while at the third level the children trained with the use of story map. Books had an enjoyable story plot appropriate for the children's age, a clearly presented story structure and illustrations that corresponded to the story events. School and parental consents obtained prior to training. Results showed that the children understood almost all the story elements, they were able to retell the story in sequence and justified and commented on the characters' actions and reactions. The implications of this study are encouraging for kindergarten children's understanding of story structure.

Keywords: storybook, kindergarten, instructional practices, story structure comprehension, retelling

Kindergarten children's ability to create fictional narratives: the effect of an intervention program

ELENI VRETODAKI AND EUFIMIA TAFI, University of Crete, Greece

The purpose of this study was to examine whether particular techniques in narrative production enhanced the children's narrative abilities. Relevant studies have shown that narrative fictional stories are a complex process that presupposes socio-cultural cognitive and linguistic maturity. Therefore, for kindergarten children it is highly demanding task to create complete narratives. Self - Regulated Strategy is an instructional technique that is supportive in understanding the structural framework of stories and the production of completed narratives. Twenty eight kindergarten children aged 5 to 6 years old

from 4 kindergarten classes participated in the program. One book per week was read to each class and the intervention program lasted for a total of 8 weeks. Self-Regulated Strategy development model was applied as an instructional technique. This technique, which is effective for primary age children, was adapted appropriately to be used by kindergarten children. It is consisted of 5 stages: building on background knowledge, conversation, reading of stories using modelling by the teacher, collaborative story production and writing. Visual aids and mnemonics were used during the 5 stages. School and parental consents were obtained prior to training. Significant differences were found in both the quantity and quality of their children's narratives before and after the intervention program. The implications of this study are encouraging for kindergarten children's production of fictional stories given the developmental restrictions of this age children's narrative abilities.

Keywords: kindergarten, story book, narrative production, instructional techniques, retelling

Informational text instruction: an intervention program for enhancing kindergarteners' comprehension and retelling abilities

ELISSAVET CHLAPANA, University of Crete, Greece

The purpose of the present study was to investigate whether informational texts instruction can enhance kindergarteners' cognitive involvement in text discussion, comprehension and retelling abilities. Comprehension skills improve by read aloud practices, such as involving children in cognitively challenging text discussions and retelling the key-details. Informational text reading in kindergarten is considered crucial, as it helps children develop comprehension skills and elaborate on different text structures and scientific concepts. The sample consisted of 15 children aged 5-6 years old in a kindergarten classroom located in a rural area in Rethymno, Crete. A three-month intervention program was implemented. During the program, activities were carried out in order to familiarize children with informational texts features, such as the table of contents and index. Furthermore, reciprocal teaching, interactive reading and Know-Want-Learn method were used in order to help children comprehend text information, enhance their cognitive involvement in text discussion and train them in asking literal and inferential questions. Children were also trained in informational text retelling. Several teacher book reading aloud sessions and children's retellings were recorded, transcribed and analysed through content analysis. School and parental consents obtained prior to training. Results showed that the intervention program helped children recognise informational texts features, improved their retelling abilities and enhanced their cognitive involvement in text discussion. This study describes the context which will assist kindergarten teachers to build a strong foundation for children's comprehension development through the use of informational texts.

Keywords: informational texts, kindergarten, instructional practices, comprehension, retelling

SYMPOSIUM SET A/ 6

RISK TAKING IN ECEC SETTINGS

Individual Papers

CHAIR: ELS BERTRANDS

KHLeuven, Belgium

Riski: Facilitating risk perception and competence in young children

ELS BERTRANDS AND ANN LAVRYSEN, KU Leuven, Belgium

The project 'Riski' examined how risk competence in young children between 3 and 8 years can be observed and measured. An intensive package of risky-play activities was administered over a 3-months period within the classroom and school context aiming to improve risk competence. Recent research focuses on the individual experience of risky play (Sandseter 2010; Adams 2001). Vetter (2008) indicates that a learning environment can make a difference and that it is possible to measure a growth in risk competence and perception. The last few decades Europe has an increasing or even exaggerated attention to safety in game situations for young children. Critical reactions address the downsizing of play and experiment area and raise the warning that overprotection of this young generation is a much bigger risk because it impacts negatively on their health and their ability to cope with the unpredictability of daily functioning (Gill 2007). The risky interventions were

administered to two classes (4-6yrs old) and two classes served as controls. Before and after the intervention period, quantitative and qualitative aspects of risk competence were evaluated in all children by 1) a change detection paradigm, 2) teachers ratings and 3) independent observer's qualitative ratings. EECERA research practice guidelines were followed, e.g., participants and parents were informed before and briefed after participation. The results showed that risk perception and competence in young children can be improved through an intensive offer of risky-play activities. Moreover, the risk detection test and observational questionnaires are promising instruments to measure risk competence.

Keywords: risk competence, early childhood, outdoor play, risky play, risk perception

Risk-taking in children's play

RASMUS KLEPPE, Oslo and Akershus University College of Applied Science, Norway

How can risk-taking in toddler's play be identified and characterised? Previous research on children's risk-taking stems primarily from psychology, with the focus on functional developmental mechanisms such as links between real threats and adapted fear. The psychological approach has been developed through phenomenological perspectives exploring children's risk-taking in play and included factors such as physical play, socio-emotional development and conditions provided in different types of learning environments. The preliminary findings will be discussed both through psychological perspectives as well as later phenomenological developments categorising risky play and interpreting functional and social features of risky play. The study will gather data on 36 children in the age group 2-3 years, through video observations. The foci for the observations will be children's physical play in pre-school, indoor and outdoor and interaction with teachers in these situations. The study is part of the national research project Better Provision of Norway's Children in Early Years Education and Care (BePro). The study will adhere to all ethical standards and privacy policies approved by the Norwegian Social Science Data Service and The Norwegian Data Protection Authority. Preliminary findings will be presented in September. The study will give insight into risky play as such and contribute to improved organisation and facilitation for diverse play for children below three years in pre-schools.

Keywords: risky play, physical play, toddlers, interaction, methodology

Risk awareness and risk literacy: A socio-cultural and universal 'quality'

ZOI NIKIFRIDOU, Liverpool Hope University, United Kingdom

This is a phenomenological research using a qualitative in-depth approach to examine parents' and children's perspectives and awareness on risk in 2 European countries. Risks are part of children's realities and underpin everydayness at many levels. No matter how much as adults we try to protect and safeguard children (Sandseter, 2010) it is really important for children themselves to learn to be independent risk-takers and responsible for their own choices (Eichsteller et al, 2009). Risk and risk factors or stressors are culturally and socially driven and may not be identical in each country, thus, the ability to face and manage risks is a life skill that can be, and for various reasons has to be, enabled through Early Childhood Education (ECE) and risk literacy (Gigerenzer, 2008). A cross-cultural study including interviews with children at the ages of 4-6 (N= 30) and parents (N= 30), half of them from Greece and half from UK, examined child vs. parent perceptions of risky vs. riskless behaviours through the use of 5 images/scenarios, tackling different degrees and facets of risk. These are linked to the research tools that might expose children and parents in discussing dangerous situations. Children and adults showed a common understanding of risk in most cases dependent on their country of origin, supporting that risk is socio-culturally understood and influenced. Further implications and considerations are that while children can assess and evaluate risks, similarly like adults do, then ECE practice should provide them with 'safe' opportunities of risk-taking.

Keywords: risk awareness, risk literacy, early childhood, reasoning, cross-cultural study

SYMPOSIUM SET A/ 7

STUDY ON THE EFFECTIVE USE OF EARLY CHILDHOOD EDUCATION AND CARE (ECEC) IN PREVENTING EARLY SCHOOL LEAVING (ESL)

Self-organised Symposium

CHAIR: JAN PEETERS

VBJK, Belgium

The "Study on the effective use of ECEC in ESL" commissioned by DG Education and Culture (European Commission) is carried out by Public Policy and Management Institute (Lithuania) in collaboration with a group of three experts on ECEC and Early School Leaving and a group of researchers of each of 33 European member states and candidate countries.

Literature review on the effective use of early childhood education and care (ECEC) in preventing early school leaving (ESL)

JAN PEETERS (1), GEORGE VAN LANDEGHEM (2) AND NOIRIN HAYES (3), (1) VBJK, Belgium; (2) Catholic University Leuven, Belgium; (3) Dublin Institute of Technology, Ireland

This paper involves the development of a state of the art conceptual framework for analysis, reviewing existing research across Europe on the role of quality ECEC in preventing early school leaving. High quality ECEC is a multi-level and multi-dimensional concept which unfolds (and has to be proactively developed) in four important dimensions "governance quality, structural quality, process quality and access quality" and leads to successful experiences of and outcomes for children, families and society. The comparative literature review (over 33 countries) and the country mapping is checked by the country representatives and discussed by an expert panel and by DG Education and Culture. The analysis of national and international literature highlights positive outcomes (cognitive, learning dispositions and social-emotional) of high quality ECEC participation for learners in the short and long term. The European institutions could stimulate the integration of EEC services by emphasising benefits of unitary systems. Initiatives to encourage smooth transition should be developed more actively. It is important to promote dialogue between ECEC educators and teachers at different levels of education, so that they understand the continuous development of children and inter-dependence of education quality at all levels. It is important to increase gender diversity in ECEC. It is essential to increase the wages of pre-primary teachers. The lowest wages among all educational staff weakens teacher's motivation. The national governments should ensure the sufficiency of ECEC funding and increase GDP investments into ECEC. Universal access should be more actively ensured among European countries.

Keywords: transition, comparative research, quality ECEC, early school leaving, policy recommendations

Mapping of quality ECEC policies in Europe and policy recommendations

HANNA SIAROVA, Public Policy and Management institute, Lithuania

This work is a part of the study "On the effective use of early childhood education and care (ECEC) in preventing early school leaving (ESL)" commissioned by DG EAC. The study emphasises the importance of high-quality ECEC for children's development and positive learning outcomes. The aim of this work is to document the state of ECEC quality in Europe and provide recommendations on its improvement. The policy mapping is linked to the literature review on ECEC quality and its effects produced within the mentioned study. It also contributes/updates the previous country reviews developed by OECD and Eurydice. High quality ECEC is a multi-level and multi-dimensional concept which embraces four dimensions: governance, structural, process and access quality. Policy mapping questionnaires were used to document ECEC policies in 34 European States looking at 4 dimensions of quality. All national representatives (which are experts in ECEC/ESL) received clear guidelines on how to perform the task in their country following ethical rules. The interpretation of national findings in the synthesis report was also cross-checked with experts. Most countries recognise the importance of ECEC on the policy level, however, the main challenges in provision are related to: accessibility, effective monitoring, professionalization and working conditions of staff. The work is in progress. The final synthesis report will be ready in June 2014. The study will provide policy implications and steps for MS and EU for development of comprehensive ECEC services and improving their effectiveness (incl. four elements of quality), which will be included in this presentation.

Keywords: high-quality ECEC, comparative analysis, policy mapping, multi-dimensional concept, policy recommendations

Case studies on the relationship between ECEC and preventing early school leaving

HESTER HULPIA (1) AND GEORGE VAN LANDEGHEM (2), (1) VBJK, Belgium; (2) Catholic University Leuven, Belgium

This research is part of the study "On the effective use of early childhood education and care in preventing early school leaving" commissioned by DG EAC. The aim of this research is to focus on 10 different European countries in depth by performing case study research. The research objective is examining possible links between ECEC and children's development in country-specific contexts. The current study is part of a larger study, exploring a conceptual framework defining the relationship between ECEC and school achievement in the educational system. The case studies focus on four dimensions of ECEC-quality: governance, structural, access, process quality. It also explores characteristics of and learning outcomes in compulsory education (cfr. PISA, 2009). The case studies were implemented in: Austria, Belgium Flanders, Finland, Sweden, UK, Italy, France, Spain, Lithuania, Croatia, using document analysis, interviews and focus groups with local experts and practitioners. The research aims and procedures were explained in the interviews and focus groups and agreed by the participants. The case studies will be analysed by June 2014 and will be presented at EECERA. Preliminary analysis revealed a positive relationship between ECEC quality and children's development; but the strength of this relationship is influenced by contextual characteristics in each country. The case studies are analysed preliminary (finalised in June 2014). Preliminarily we can state that provision of universally accessible and high-quality ECEC is likely to enrich children with skills necessary to make a confident start in primary schools and trigger possible positive multiplication effects throughout the schooling process.

Keywords: quality ECEC, transitions, comparative research, policy recommendations, early school leaving

SYMPOSIUM SET A/ 8

CHILDREN'S EXPRESSION AND BELIEFS ABOUT SPIRITUALITY, RESPONSIBILITY, CARING AND MORAL REASONING

Individual Papers

CHAIR: LENIRA HADDAD

Federal University of Alagoas, Brazil

Two and three year olds' languages of spirituality: Dimensions of democratic learning?

GILL GOODLIFF, The Open University, United Kingdom

The aim of the research was to listen to how two and three year old children express spirituality. This paper will explore the languages the children used to mediate dimensions of their spirituality. An under-researched area, this study of young children's spirituality in England (Goodliff, 2013) follows earlier studies in New Zealand (Bone, 2007) and Canada (Champagne, 2003). The study takes a socio-cultural (Vygotsky, 1978) perspective that recognises children's agency as meaning makers through the process of active participation (Rogoff, 2003). Bronfenbrenner's (1979) ecological theory and the Reggio Emilia approach provided wider insights. Located within an interpretive paradigm, case study research using an ethnographic approach was undertaken. Multi-modal data were collected in a secular day care setting for 2-4 year olds over a period of three months in England. A hermeneutic approach underpins the analysis and interpretation of the data. Ethical approval was obtained from the University Ethics Committee and designed to meet British Education Research Association (BERA) guidelines (2004, 2011) addressing key issues in research with children including power issues, protection from harm, informed consent, ongoing consent/assent of the children and identification of gatekeepers. Spirituality is a contested phenomenon. Discussion will focus on findings that reveal the multi-faceted nature of the children's spiritual languages and the meta-environments where dimensions of their spirituality are mediated. The paper will critically reflect on the potential for children's spiritual languages to be recognised as contributing to democratic learning and environments that promote the wellbeing of communities.

Keywords: spirituality, languages, environments, democratic learning, well-being

Understanding children's epistemic beliefs in the context of moral reasoning

SUSAN WALKER, QUT, Australia

This research investigated children's epistemic beliefs in the early years of school years as they reasoned about aggression at school. The study draws on research and theory related to epistemic beliefs. Epistemic beliefs are the views held about the nature of knowing and knowledge and are considered to filter other beliefs and knowledge (see Brownlee et al., 2011). However, to date there has been little research focused upon children. This paper reports data from 178 children, aged 6 years 8 months, who were interviewed in the first year of a 3-year longitudinal study. Children were presented with a moral values scenario in which 2 puppets disagreed about whether or not it was OK to hit and kick other children. Children consented by colouring a relevant image (frown or smile) to show their willingness to participate. The findings showed that most children believed it was not OK to hit and kick others and that there could be only one right answer (n=154). Most children agreed it was OK for the two puppets to believe different things (n=129). These data show that children's epistemic beliefs are objectivist in nature. However, children show signs of developing subjectivist epistemologies when they acknowledge the right to hold diverse opinions. An understanding of children's epistemic beliefs and the extent to which they view knowledge as a construction based on multiple perspectives is likely to influence how they reason about moral values for social inclusion.

Keywords: epistemic beliefs, moral reasoning, elementary education, early years, moral education

How are democratic values as responsibility and caring actions expressed in children's interactions in daily life in preschool in Sweden?

RAUNI KARLSSON, IPKL, Dept. of Education, Communication and Learning, University of Gothenburg, Sweden

Three questions to be discussed in this article are: What can we pay attention to of children's responsibility and care actions in the situations? What can be expected as children's learning in the situations? How does the teacher show seriousness toward children's actions? Despite research on children's friendship (Corsaro, 1985, 2003), ethical aspects (Johansson, 2001, 2005, 2006), children's playing acts (Läfdahl, 2002, 2006) there is still a lack of studies focusing on how democratic learning processes and children's influence are established in day-to-day activities. Foucault's (2000) theory of power relations was used as a tool for understanding how values are constituted in the preschool practice. The article is based on a study of 44 children, 23 girls, 21 boys and 7 teachers. The field studies totalled 36 weeks, and children aged 3-6 years were observed in two preschool groups in western Sweden. Observations (Adler & Adler, 1994) focused on the children's interaction with each other and with teachers, documented by an open research protocol, audio-recordings and diary notes, resulting in descriptive field records (Geertz 1973). The children's parents were held accountable for the extent to which the children would be allowed to participate. The children were given information about the study and I made ethical consideration of children's involvement during the study. The results show that children seriously took responsibility and performed caring actions in several ways. Observations of children's interactions may provide information on how their value base is created to impact didactics (Pramling Samuelsson & Asplund Carlsson, 2008) in preschool.

Keywords: democratic practice in preschool, children's interactions, responsibility, caring actions, children's perspectives

SYMPOSIUM SET A/ 9

GLOBAL AND LOCAL PRIORITIES IN ECEC DEVELOPMENT

Individual Papers

CHAIR: NINA BEATE JENSEN

Utdannings Forbundet, Norway

European Union discourses on ECEC. Social, economic and educational benefits in the wobbling struggle for the fundamental European values.

IOANNIS BETSAS, University of Western Macedonia, Greece

The aim of the paper is to identify the conserved and variable features of EU political discourse concerning the ECEC and to shed light on important factors regarded as their determinants. Official discourse of manifested documents founding a collective approach in the field of early childhood in EU is identified and analysed. The study draws on tradition of critical discourse analysis of education policy. Particular emphasis is placed on the rhetoric of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, the fundamental values of the EU, related to the ECEC. Foucault's notion of governmentality in contemporary education policy constitutes the theoretical framework for the interpretation of the data. Critical content analysis focuses on the micro-level, the linguistic features of the texts as a particular genre of political discourse and their rhetorical functions, and on the macro-level, the ways the content of these texts was shaped within the context of societal currents, relationships to law, funding of policies and transformations of EU governance system, in general. The study confronts the ethics of qualitative research. Data were collected from publicly available documents. The study reveals how neo-liberalism becomes a critical discursive formation for the gradual transition of the ECEC services from citizen's asset and inalienable right, to an imperative duty of every European citizen in the 21st century. The study contributes to a deeper conceptual understanding of the impact of the transformations of EU governance system on education choices associated with ECEC.

Keywords: education policy, governmentality, EU discourses, early childhood education and care, neo-liberalism

Glocalisation: Interplay of global and local forces in China preschool curriculum reform

JOSEPHINE NG, RMIT University, Australia

Preschool curriculum implementation in China was influenced by the American ideas of play similar to the Developmentally Appropriate Practice (DAP). The philosophy of DAP is culturally conflicting with the deeply held norms and beliefs of Chinese teachers. The aim of this policy paper was to explore the challenges faced by teachers in adopting the new play curriculum. Glocalisation was examined as a strategy to overcome the conflicting forces of globalisation and localisation in the preschool curriculum reform in China (Robertson, 2012). This study was an extension of a research conducted in Singapore to explore preschool curriculum reform using borrowed ideology of play from America. Theory of play pedagogy and socio-cultural construct was used to support the analysis of findings (Bredenkamp & Copple, 2009). This qualitative research methodology is a case study with data collection methods including classroom observations and interviews with directors of kindergartens across Beijing and Kunming. All participation is voluntary and participants remain confidential – deemed low risk by the RMIT Ethics Committee. Findings indicated that teachers were faced with challenges and did not implement the new play curriculum. Further, findings indicated that there were implications on teacher practices. Challenges were faced by stakeholders when trying to implement borrowed ideology from another country into the local context of change.

Keywords: China, curriculum reform, play, policy change, glocalisation

Approaching early childhood education and care (ECEC) from global and comparative perspectives: ECEC in Scotland, Hong Kong, and mainland China

YUWEI XU, School of Education, University of Glasgow, UK

This presentation aims to provide insights into ECEC from global and comparative perspectives, by looking at the three different ECEC systems in Scotland, Hong Kong, and Mainland China. The research hopes to shed some light on how

internationalisation has both influenced and been negotiated by various social contexts in the field of ECEC. This paper is among the flourishing literature of ECEC and globalisation. Meanwhile, as few studies have approached ECEC from a comparative perspective, this presentation will add to this gap. Further, ECEC in the three regions, especially ECEC in Scotland, seems to be under-researched. This study adopts a social-constructionist approach, looking at the ways in which the ECEC system in each region is limited by its socio-economic context. It is also argued that the international context functions as a global society which has impacts on the construction of different ECEC systems. The research is mainly literature review-based and consists of analyses of political and historical documentation. Some informal talks with ECEC academics were also conducted to better understand each ECEC context and values. This study satisfied ethical requirements of University of Glasgow for data collection. It appears that contextualized and internationalized characteristics co-exist in the three ECEC systems. The three ECEC systems are all somehow country-appropriate but subject to criticisms. Nevertheless, these do not prevent global ECEC heading towards shared values and philosophies such as child-centeredness, play-based learning, universal education for social equity, integrated teaching and learning, and high quality of both physical facilities and child-adult interactions.

Keywords: arts activities, globalisation, internationalisation, comparative, cross-cultural

SYMPOSIUM SET A/ 10

QUALITY EVALUATION AND ASSESSMENT, INTERNAL AND EXTERNAL

Individual Papers

CHAIR: MARESA DUIGNAN

Department of Education and Skills, Ireland

Assessing quality in early childhood education centres: a case study in Brazil

BEATRIZ ABUCHAIM, ELIANA BHERING AND ANA PAULA FERREIRA DA SILVA, Fundação Carlos Chagas, Brazil

The aim of the research was to assess the quality of environment in Early Childhood Education (ECE) public centres in a Brazilian city, in order to discuss the results and analysis with the public managers and practitioners, so improvement could be followed. Many studies have shown that there was a considerable increase in the rate of enrolment in public ECE Brazilian institutions in the past two decades. As expansion of coverage was made with limited investment, schools find themselves struggling to improve. The concept of quality was discussed using official documents from the Brazilian Ministry of Education and international literature from authors such as Becchi & Bondioli and Dahlberg, Moss & Pence. The sample of study included 149 ECE institutions and it used questionnaires for principals and the Environment Rating Scales. The research was conducted according the National Regulation regarding research involving humans (Brasil, 1996). All participants were informed that the confidentiality of information would be guaranteed. The results have indicated that there were many aspects to be improved regarding quality, mostly related to practice. For example, the daily schedule didn't seem to meet children's needs and lack of materials and toys were frequently observed in the classrooms. The research has provided public managers with an overview of the ECE schools quality, allowing them to guide actions in a more assertive way and to deepen the discussion on monitoring quality in the public system.

Keywords: arts activities, quality, assessment, monitoring, education in Brazil

Investing in quality - Findings of a national field test of the Irish Framework for Quality in Early Childhood Education

MARESA DUIGNAN, Department of Education and Skills, Ireland

This paper presents the findings of the national field test of *Síolta*, the National Quality Framework for Early Childhood Education (ECE) in Ireland. The key objective of the research was to identify whether the content, tools and processes employed to implement *Síolta* in diverse practice settings would make a meaningful, positive impact on the 16 areas of practice identified as contributing to quality in an early years setting. The paper concludes the research and development phase of a ten year process toward the construction and implementation of a National Quality Framework for ECE. During this time a wide range of publications relating to the evidence base, consultation processes and methodologies associated with the development of *Síolta* were published. *Síolta* is premised on socio-cultural and bio-ecological model of child

development. The field test comprised a mixed methods approach combining quantitative and qualitative methods within an action research paradigm. All data has been anonymised. The findings of the field test identified the positive benefits of structured supported engagement with Siolta, the national quality framework across a range of ECCE settings in Ireland. Insight was gained into both the relevance and impact of the tools, materials and processes associated with the Siolta quality assurance programme as well as supporting the content validity of the indicators of quality that comprise the framework. This field test has provided essential evidence, resources and materials to support the development of a new national quality agenda for ECCE in Ireland which will be implemented over the period 2014 = 2017.

Keywords: quality framework, practice, policy, mentoring, professionalism

Quality of early childhood education revisited: Voices of teachers in Soka kindergartens

KIIKO IKEGAMI AND JOSEPH AGBENYEGA, Monash University, Australia

This study explores key conceptualisations of early childhood education quality as understood and practised by Soka kindergarten educators in Japan, Hong Kong and Singapore. The quality of early childhood education and its contribution to children's holistic development has been studied variously by researchers worldwide (Dahlberg, Moss & Pence, 2007; Fenech, Harrison & Sumsion, 2011). However, the majority of these studies have been conducted within western perspectives using universal measuring standards and thus failed to provide full insight into how diverse nations conceptualise and implement quality early childhood programs. This study was framed in postmodern theories of discourse, power and knowledge. These theoretical tools provided multi-perspectives and opened alternative perspectives interpretations, meanings and configurations of quality early childhood education. This study used a qualitative interpretive methodology, exploring insider perspectives of 12 Soka educators through informal conversations, semi-structured interviews, classroom observations and field notes to generate data. Approval was gained from the Soka Gakkai International, participating Soka kindergartens and Monash University Human research Ethics Committee on Research involving Humans. Analysis of the data indicates that 'value creation', 'happiness' and 'humanist' perspectives are a major philosophical viewpoints influencing quality early childhood education programming within Soka education practices. The study results suggest careful scrutiny of current curriculum programming for young learners to improve their overall development. This study is significant in bringing multi-directions and alternative perspectives into defining and creating quality ECE and how this might impact on individuals and others in creating and living in peaceful and harmonious society.

Keywords: quality early childhood education, Soka philosophy, postmodern, happiness, value creation

SYMPOSIUM SET A/ 11

PERCEPTIONS OF SCHOOL READINESS IN TRANSITION FROM PRE-SCHOOL TO PRIMARY

Individual Papers

CHAIR: GUNILLA LINDQVIST

Dalarna University, School of Education, Health and Society, Sweden

Early childhood teachers', care providers, and administrators' perceptions of factors related to school readiness, especially pre-literacy skills and general concept knowledge

ANDREA M. NOEL AND KATHLEEN LORD, The State University of New York at New Paltz, USA

This research evaluates early teachers/care providers' and administrators' perceptions of school readiness factors such as pre-literacy, disposition toward learning, social-emotional maturity, and general knowledge. Of particular interest is the variation of perceptions among educators, and the impact of dual language learners, and a community's poverty status. Pre-literacy skills are correlated with later school success (Neuman, 2010). Evidence exists to support the relationship between background knowledge and school achievement (see Marzano, 2004). Our work is strongly influenced by the principles of Developmentally Appropriate Practice (NAEYC) and constructivism (Vygotsky, 1974). Data was collected via an online survey, using Qualtrics software. Subjects were asked to rate the importance of 6 variables surrounding a child's ability to succeed in kindergarten and later. The survey also included many demographic questions. Differences among sub-groups responses were analysed using chi square tests. This research adheres to the highest ethical standards and was approved by our IRB.

Participation was voluntary and anonymous. Subjects could withdraw at any time. It is impossible to link individuals with answers. Only adults were approached to participate. There was no potential for harm at any time. Educators' perceived pre-literacy skills and general knowledge as less important than learning approaches, social-emotional learning, physical development/ health. Administrators and teachers differed on the importance of general knowledge ($p=.02$). Results varied based on the prevalence of poor children and dual language learners. This work investigates educators' views on school readiness and will inform the authors continuing work on the place of background/concept knowledge in early childhood.

Keywords: curriculum, school readiness, teachers' perceptions, knowledge, academic success

Preparing for school in German kindergartens – What does really work and how can it be brought to the field?

ANNA SOPHIE SPINDLER, State Institute of Early Childhood Research (IFP), Germany

To enhance the transition to school and connectability between institutions and families, the Hessian Government started a project including 30 mergers of local Kindergartens and schools in 2012. The aim of the project was to enhance "best practice" in a holistic and social-constructive way. It's focus lies on all children (from 4 to 6 years), especially those from disadvantaged families and families with immigration background. The other aim is to find out how effective transitional practices can be established by practitioners. We know a lot about high quality and effective practice in Kindergartens (eg. Pianta /Hamre 2009) and what is needed to enhance successful transitions to school (e.g. Griebel/Niesel, 2004, 2011; Ahtola, 2011) and school readiness (Hasselhorn 2011). But we need to find out more how these findings can be implemented into the field, including qualification, resources and materials. The project refers to the Transition Approach, to Social Constructivism and empirical findings about School Readiness and takes a multi-methodological and multi-perspective approach using a large sample (more than 800 Children observed). Ethical concerns about data safety were widely discussed and secure solutions were found. Parents were informed in a very intensive matter. Apart from this there were no ethical concerns. The study is still being conducted but the first results show stable effects on children's development. Also, it is becoming clear what kind of challenges institutions and parents are facing when they try to connect closer

Keywords: transition to school, school readiness, social constructivism, implementing good practice, developmental appropriate practice

Views of Pre-service Primary Teachers concerning School Readiness

RAMAZAN SAK(1) AND İKBAL TUBA ŞAHİN SAK(2); (1) Yüzüncü Yıl University, Turkey and (2) Bülent Ecevit University

This study aims to investigate the views of pre-service primary school teachers about school readiness. Several studies have been conducted relating to school readiness but there has been limited research concerning the views of pre-service primary teachers. School readiness is a multifaceted process which has effects on children, parents and teachers. School readiness aims to support children's smooth transition to first grade; in this process it is the primary school teachers' views that determine most of the decisions and the practices in the classroom. Since teachers' views and beliefs are usually shaped during their undergraduate education, the views of pre-service teachers related to school readiness may provide an insight into their future decisions and practices. This study has a basic qualitative research design. Thirty pre-service teachers participated in the study. A semi-structured interview protocol was used for data collection. Word repetition technique was used for qualitative data analysis. Before participating in the study, the pre-service teachers were informed about the study and signed a volunteer participation form. Findings of the study will be presented at the EECERA 2014 Conference. The findings of the study will contribute to the related literature and to the improvement of practices related to school readiness.

Keywords: pre-service teachers, primary teachers, teachers' views, school readiness, qualitative study

SYMPOSIUM SET A/ 12

THE IMPACT OF CONFLICTING EXPECTATIONS, LEVEL OF CHILDREN'S SOCIAL COMPETENCE AND CHILDREN'S EXPERIENCE OF AFTER-SCHOOL AND CONTINUITY

Individual Papers

CHAIR: ANNA KIENIG
University of Bialystok, Poland

Social and emotional competencies as factors that influence children's transition to school

ANNA KIENIG, University of Bialystok, Poland

Researchers have identified different factors that influence children transition to school. Child early functioning is a predictor of later social and academic outcomes. The aim of this study was to analyse factors that influence children's transition to school. The study was informed by transition research (Fabian & Dunlop 2005; Griebel & Niesel 2007; Kienig 2011, 2012). Theoretical framework for this research is the bio-ecological model of development (Bronfenbrenner, 1979; Bronfenbrenner & Morris 2006) and ecological transition is key element of this model. According to Bronfenbrenner's theory transition to school is an ecological change in life, which means changes in identity, roles and relations. Our research findings comprise data collected during transition to school. The sample included 485 children aged 6;4 – 7;6 from 1st grade and their parents and teachers. The data included results of children's behaviours observations, interviews with parents and school teachers and assessments of children social and emotional skills made by Schaefer and Aaronson's Scale (CBI). We obtained permission from all of the parents of children to conduct research involving them. Observations and interviews were done under the condition of anonymity. Transition to school was influenced by age, gender and social and emotional skills of children. Transition competences that children needed for successful transition to school were: child's positive emotional attitude to school, positive relationship with adults/peers and considerable independence. Transition to school may be facilitated by developing children's transitions competence before school entry.

Keywords: transition to school, primary education, transition competence, social competence, emotional competence

The impact of after school on children's experiences of continuity between kindergartens and schools

HILDE DEHNÆS HOGSNES, Høgskolen i Buskerud og Vestfold, Norway

Continuity between kindergarten and school is a priority both nationally and internationally. In Norway most children start after school weeks before entering school. Unlike our neighbouring countries, as Sweden and Denmark, after school in Norway are not defined as a pedagogical institution. In this paper I am questioning whether this could contribute to a downgraded partnership with after school and what impact after school may have on children's opportunities to experience continuity in the transition. This forms part of a PhD project in process. The study is inspired by constructivist grounded theory and has an ethnographic approach. Over a period of six months, fifteen children from three different kindergartens are followed in their transition from kindergarten to schools and after schools. The main purpose is to gain knowledge from a child perspective about their experiences of continuity and discontinuity in the transition-process. Findings from conversations and observations from fieldwork with children will be reflected concerning teacher's priorities of measures to give children experiences of continuity. Ethical considerations are taken care of through institutional ethical procedures regulating research in Norway (NSD). Children's consent to participate is seen as an ongoing process. Social continuity, in terms of friendship, is of crucial importance for children. In order to support children's search for social continuity, the knowledge of children's previous experience is essential. A physical environment where children's initiatives are supported and followed up, can give children opportunities to experience social, as well as physical and philosophical continuity. This work requires communication and collaboration.

Keywords: transitions, continuity, children's, experiences, measures

Conflicting expectations on early childhood practitioners: Problematic or productive?

KATHLEEN ORLANDI, Liverpool Hope University, United Kingdom

This paper examines the experiences of children in early childhood provision from their perspectives, and the changes to provision during transition between key stages of the UK curriculum and the resulting impact on children. Previous research has found that there are difficulties for children moving from a play-based approach to more formal experiences. This research looks closely at what the experiences are like for the children from their own perspectives before, during and after the period of transition, and the effect of policy on practice. Practitioners are under conflicting social, political and professional pressures about the quality of their work with young children. It is possible that the increased conflict at the point of transition could be productive as it creates an atmosphere in which the nature of provision is questioned. This research is a phenomenological study of young children's experiences in which children determined the main aspects for examination through observed responses to provision. This was done through naturalistic observations of children within their usual environments. The need to observe children in naturally occurring situations for authenticity presented an ethical dilemma as in reminding them of their on-going permission, awareness of the research process was raised, thereby risking influencing behaviour. Practitioners lacked confidence and did not provide age-appropriate experiences. Responding to guidance prevented use of expertise. Practitioners need to regain professional autonomy in order to provide appropriate experiences, perhaps through action research.

Keywords: phenomenology, naturalistic, authenticity, experiences, conflict

SYMPOSIUM SET A/ 13

DIFFERENT TRANSITIONS, CONTINUITY AND TEACHER CONSENSUS

Individual Papers

CHAIR: JOHANNA EINARSDOTTIR

University of Iceland, School of Education, Iceland

The importance of consensus among teachers

INGELA FRIBERG AND INGMARIE BENGTTSSON, Kristianstad University, Sweden

The aim of this paper is to discuss a future action-research study based on previous research. How can teachers in pre-school and primary-school meet children in their development? Can teachers' common reflections improve the conditions for the children? An action-research study (Friberg, 2006) shows that the degree of consensus between teachers with different educational backgrounds is important for how they meet children in their reading and writing process. An action-research study will be based on qualitative analyses of observations, interviews and reflective discussions in groups with teachers (Tiller, 1999) (Rännerman, 2005). We have considered the prevailing ethical principles, including Swedish research council guidelines (Gustavsson, Hermerän & Pettersson 2011). It will be voluntary for the teachers to participate in the research. All participants are guaranteed anonymity. All parents will be informed and must give their written permission for the children to take part in the research. It will be voluntary for the children to participate in the research and will be asked if they would like to participate in the research. Action-research focus will be set on how teachers in pre-school and primary-school can take advantage of the prerequisites children bring to school.

Keywords: reflection, consensus, action-research, pre-school teacher, primary-school teacher

Continuity in children's learning in preschool and primary school

JOHANNA EINARSDOTTIR, GUÐBJÖRG PÁLSDÓTTIR AND BRYNDÍS GARÐARSDOTTIR, University of Iceland, Iceland

The aim of the project was to create continuity in children's education and empower preschool and primary school teachers to integrate play and mathematics. The study is a continuation of the first authors work on transitions in ECE. The study is based on Dewey's theory of continuity in children's education. A participatory action research was conducted in one preschool and one primary school. The participants were two preschool teachers working with the oldest preschool children and one primary school teacher working with the youngest primary school children, who collaborated with researchers at

the University of Iceland. The project was set up as a professional development course for the teachers. Data were gathered using interviews, photos, observations, notes from meetings, documents and diaries. Permissions were sought from the municipalities and the school principals. The teachers and the parents gave their informed consent. The findings show that the teachers experienced dilemma between free play on the one hand and on teaching mathematical concepts on the other hand. They were concerned about the ownership of the play and the involvement of the teachers. Further, they needed support in realizing the mathematical concepts that they could expect children to work on and recognising the ideas they were trying to comprehend. During the action research period their ideas and understanding on their roles in children's play and mathematical learning evolved. The findings indicate that participation in the action research is empowering for teachers and influence their practices and ideas.

Keywords: transition, mathematics, play, Nordic, blocks

Different transitions

LINA LAGO, Department of Social and Welfare studies, Sweden

The aim is to understand the transition from preschool class to first grade with focus on children who can be said to deviate from the normal transition, and how their transitions were constructed. The point of departure is to study how socializing activities contributes to this, and to show how children act and shape their own and each other's everyday life. The analysis is based on theories about timetables (Roth 1963). The school and the transition are understood as scheduled activities and individuals' transitions are analysed in relation to norms of when activities should be carried out. Against this, "proper time" (Zerubavel 1981) normality and deviance is created. The method is ethnography. The material consists of participant observation and interviews from a case study of a group of children doing transition. Ethnography builds on close relationships. This requires reflexivity about access, consent, relationships, etc. When the informants are children, issues of power and child-adult relations become important to work with throughout the study. The transition from preschool class to first grade can be described as a transition made together, where children do transition in the same way, at the same time. In the group there were several children that did not follow this normal transition; they deviated from this in several different ways. Such divergent/different experiences also contribute to how the common transition is understood. The understanding of children who deviate from the expected and normal is important to be able to approach all children in school based on their experiences.

Keywords: transition, starting school, preschool class, timetable, schedule

SYMPOSIUM SET A/ 14

CONTINUITY AND TRANSITIONS LINKING LEARNING

Individual Papers

CHAIR: SUSAN GRIESHABER

Hong Kong Institute of Education, Hong Kong

Transition from ECE to primary education in low-income countries: Applied research in the context of development cooperation

MYRIAM HUMMEL AND ROLF WERNING, Leibniz Universitaet Hannover, Germany

This Applied Research for inclusive education in international cooperation (BMZ/GIZ-funded) aims to explore the driving mechanisms of inclusion and exclusion in education. On the basis of the findings recommendations for promotion of inclusive education in development cooperation have been designed. This paper focuses on mechanisms of inclusion and exclusion in transition from ECE to primary education in Malawi and Guatemala. Research results from both countries as well as international studies are taken into account (Artiles/Dyson, 2005; Chavuta 2010; ICEFI/UNICEF, 2011). Nevertheless, most research on inclusion is focusing on disabilities. This research is based on a broad under. The research is designed in a qualitative and multi-perspective manner and is based on the paradigms of a constructivist methodology. It combines national, district and local level. The applied research follows a qualitative design with an inductive approach. Documentation analysis (Wolff, 2008 & Lamnek, 1995) and expert interviews on national level are combined with

instrumental case studies (Stake, 2005) in selected schools in the pilot countries Guatemala and Malawi. Participation was based on informed consent. Initial research results are presented under the focus of the following questions: What structures in supporting or hindering inclusion in ECE have been identified in the two countries? What subjective interpretative paradigms regarding disadvantaged and marginalised groups have been identified? The research explores what generalisations can be drawn from the investigations in Guatemala and Malawi. Reflections on how this research can contribute to activities on ECE in development cooperation are presented.

Keywords: inclusive education, development cooperation, transition, applied research, qualitative research

Continuity? The Australian birth-5 years early years learning framework and the F-12 Australian curriculum

SUSAN GRIESHABER, Hong Kong Institute of Education, Hong Kong

Major reforms are occurring in before school and school-based contexts in Australia. The Early Years Learning Framework for Australia is the learning framework for educators working with children aged birth-five years. The Australian Curriculum covers Foundation (year before first grade) to Year 12. In this policy analysis, both documents are investigated to identify similarities and differences. First, three similarities between the documents are considered. Second, five areas of difference and hence potential discontinuity are identified and analysed (learning, content, pedagogy, assessment reporting). Third, implications for creating potential discontinuity between before school and school-based contexts are discussed. The paper concludes that while there is alignment at the policy level, it is difficult to see evidence of alignment in advice for teachers and educators. This has potential to cause confusion and discontinuity for children, families, and educators in before school and school-based contexts. This critical policy analysis is informed by principles of social justice and equity. This study considers discursive formation of policies, whose interests underpin the policies, structuration, and potential policy outcomes. As this study had no human participants, ethics approval was not required by my university. Policy analysis of aspects of two policy documents. It remains the task of those in the before school sector and the first years of school to build continuity. It is left to the different sectors to develop transition policies and practices that support children's transition to school in areas of potential discontinuity.

Keywords: critical policy analysis, discontinuity, alignment, before school, school

Linking learning: Developing cross-sector policies for transition

TESS BOYLE (1) AND SUSAN GRIESHABER (2), (1) Southern Cross University, Australia; (2) Hong Kong Institute of Education, Hong Kong

This research aims to enhance understanding from both the compulsory and pre-compulsory sectors by enabling participants to identify areas of convergence and divergence, specifically curriculum and pedagogy. The ultimate goal is to improve transition for children from preschool to the first year of school by developing transition statements that link learning from one educational setting to the other. Pedagogical differences between early year's teachers have been identified as contributing to discontinuity when children transition from the prior-to-school to the school sector. In Australia there are few cross-sectoral transition to school studies investigating shared understandings of theory and practice. This study draws from and adds to an emerging body of research and literature applying critical theoretical approaches to cross-sectoral practices and policies (Moss, 2013; Peters, 2014). The study adopts a participatory action research approach. Participants formed a Professional Learning Community (PLC) to collaborate on the design and implementation of a long-term transition program and policy documents. The study has been approved by the Queensland University of Technology's Human Research Ethics Committee (#1300000058). Participants signed consent forms detailing the nature and purpose of the research, all data has been checked and verified by participants. Within the communicative space of the PLC the participants of this study negotiated shared understandings about the way information about children commencing school is 'sent and received'. The absence of policies to inform transitions practices that enhance continuity is anomalous with the body of transition research and social policy initiatives that confirm the importance of continuity.

Keywords: transition to school, participatory action research, policy development, professional learning community, critical theory

SYMPOSIUM SET A/ 15

THE SIGNIFICANCE OF ARTS IN ECE

Individual Papers

CHAIR: MARION BRENNAN

Early Childhood Ireland, Ireland

“Aesthetic flow activities” for teaching language arts at primary school

AGATHI ARGYRIADI, MARINA SOTIROPOULOU-ZORMPALA, Department of Preschool Education, University of Crete, Greece

This research examined the impact of an alternative type of school activities on students' experience. These activities were designed as “aesthetic flow activities” and implemented in first grade school classes, in order to observe whether they cause flow experiences in students. Previous research programs are on arts education and flow experiences in school environments. The theoretical orientations of the “aesthetic flow activities” are constituted by the theory of “aesthetic experience” and that of “flow experience”. The research was carried out in Greek primary schools. The sample consisted of 108 students, attending the first grade of primary school. The researcher used 26 “aesthetic flow activities” that were integrated in the sixth unit of a Modern Greek language course. Participant observation has been used as a data collection method while videotaping was used as a method of recording data. A version of the R-FIMA test was used for data analysis. Concerning the protection and well-being of participants, the principles of ethics were also taken into account. Permissions were ensured from the Hellenic Ministry of Education and from parents of participants. The research data demonstrated how the “aesthetic flow activities” affect students. We analysed their benefits to students and the correlation that these activities had to flow and aesthetic experiences. In this study indications arise of the necessity for the "aesthetic flow activities" to be integrated into the curriculum of primary school, aiming to encourage students' spontaneous engagement in the learning process.

Keywords: arts activities, flow activities, primary school, aesthetic experience, flow experience

The developmental changes in stories produced by five, six, seven, and eight-year-old children using the Monet painting

IKUYO WAKAYAMA (1) AND TOSHIKI MORI (2), University of Toyama, Japan; Hiroshima University, Japan

The purpose of this study is to examine the developmental changes in stories produced by five, six, seven, and eight-year-old children using the Monet painting. In order to enhance children's creativity, art educators and researchers have focused on museum programs for preschoolers and primary school children. These programs include having child construct creative stories about the paintings or sculptures they are seeing. In the previous study, however, the developmental changes in stories produced by children were not examined. This research is based on the theoretical and conceptual framework of Thorndyke's Story Grammar. The five, six, seven, and eight-year-old children were asked to construct a story from a Monet's painting. The experimenter created the beginning part of the story and children are asked to construct the following parts. The beginning part was related to the "wagon" drawn in the Monet's painting. Children's stories were transcribed and a qualitative analysis as well as a quantitative analysis of the transcriptions was carried out. A researcher obtained informed consent from the kindergarten and primary school teachers, and promised to treat all experimental data confidentially. Developmental changes were found in children's stories, i.e., from the stage of listing arbitrary ideas which occurred to children inspired by the painting to the stage of creating a reasonable story based on the schema activated by the painting. These findings were discussed in terms of cognitive developmental theories. It is important to understand the children's cognitive developmental processes in order to enhance their creativity.

Keywords: developmental changes, creating stories, story Grammar, painting, preschoolers and primary student

The Wonder Project

JACQUELINE MAGUIRE (1&2), SEOIDIN O SULLIVAN (1&2), GRAINNE MCKENNA (2), NÓIRÍN HAYES (1), CARMEL O'SULLIVAN (1) AND LUCIE CORCORAN (1), (1) Trinity College Dublin (TCD) Arts Education Research Group, Ireland and (2) Fingal County Childcare Committee, Ireland

Our research surrounds the question 'do the arts impact on the relationship between traveller mother and child'? The Wonder Project, an early years music and visual arts programme for Traveller children and their mothers from north county Dublin involved 2 artists, Jacqueline Maguire and Seodín O'Sullivan, Fingal County Childcare Committee, Fingal Travellers Organisation and Trinity College Dublin and was delivered in 2012/2013. The programme aimed to increase arts participation in the Traveller community. 'The Wonder Project' Society for Music Education in Ireland's 2013 Conference's theoretical framework derives from Paulo Freire's 'Pedagogy of the Oppressed', his notion of a horizontal learning exchange, where pedagogy was influenced so that the children, mothers and artists could explore the creative world of music and visual arts together. Other influences included Reggio Emilia's approach where adults worked with the child as collaborators, creating a rich social/learning workshop environment. A number of different methods were used to gather data: semi-structured interviews, audio recordings, photo elicitation and Artists Evaluation framework (ORID). All parents signed a consent form and the research project was approved by TCD's Arts Education Group Ethic committee. The arts programme did enhance the relationship between mother & child. Real change occurred where mothers were playing with their children using creative methods. The Wonder Project acted as a space of support, learning and creativity among the Traveller mothers, children and artists. The findings of this study support the important role of the arts in the lives of Traveller parents and young children and provide guidance on how such a programme works in practice.

Keywords: Traveller children and mothers, music and visual arts, diversity and inclusion, horizontal learning exchange, creative freedom

SYMPOSIUM SET A/ 16

CHILDREN'S VOICE

Individual Papers

CHAIR: ELENI LOIZOU
UNIVERSITY OF CYPRUS, Cyprus

Respecting and listening to the needs and voices of the children through a new school policy: The day of the child!

ELENI LOIZOU (1) AND NASIA CHARALAMBOUS (2), (1) University of Cyprus, Cyprus; (2) University of Cyprus Nursery and Kindergarten, Cyprus

The goal of this project is to unfold the process we followed to include the needs of a kindergartener within the spectrum of our learning community and evolve those needs into learning for all. We draw from the literature that acknowledges children as active agents and supports them in participating in their daily environments, constructing their world and specifically their learning. This research aims to highlight an innovative approach in listening to the children, supporting their rights and enhancing participation through the lens of a learning community. Data includes participant observations, informal conversations with kindergartners and teachers, photos, videos and planning documents. The school policy was developed in response to the needs of a child and all children were then encouraged to participate in providing a title for the specific day and in developing it. The main findings suggest that a school that is led by the philosophy of a learning community can provide space for young children, parents, and teachers to have a voice and give them the opportunities to express their needs, create, learn and develop. In addition, this innovative approach of listening to a child's needs and thus developing a school policy suggests that teaching and thus learning can and should be a true exploration and meaningful experience for all. We provide different suggestions as to how to support children to have a voice within their school and how to make a learning community to be active and supportive of everyone's learning.

Keywords: learning community, children's voice, participation, innovative classroom practices, infants-kindergarteners

Young children's perspectives on educational environments

ANJA TERTOOLEN (1), BERT VAN OERS (2), JEANNETTE GELDENS (3), HERMAN POPEIJUS (3), (1) Interactum, Netherlands; (2) VU University Amsterdam, Netherlands; (3) Kempel Research Centre, Netherlands

As school is one of the environments children are engaged in from an early age, it is important to understand how these environments affect children's development. How do children view and value these educational contexts? In addition to, for

instance the work of Clark, Kjørholt and Prout about children's perspectives, we aim to listen to young children's voices, questioning authenticity and identity. We base our research on social cultural activity theory. Children are culturally situated human beings, trying to make sense of their environments with the help of others. Children, important others, this context and how these aspects are interrelated, are. Pattern analysis and matching are used to describe the individual and inter-relational elements of children's expressions in five case studies, and in what way these expressions are interrelated to the expressions of their teachers and parents. Being aware of the relationship of power between researcher and children, we created conditions to involve children in research in their own cultural-educational context, paying special attention to their involvement with their outspoken consent in every possible way. We identified outspoken elements of voices in the case study children in relation to the expressions of their teachers and parents on school activities, school organisation and teacher's roles. In order to realise for and with children an appropriate developmental educational context, we have to hear children's voices and to retrieve what young children consider to be the meaning of school and how they value education.

Keywords: voice, young children, important others, educational context, case studies

Children as beings and becomings: An integrated approach

ZENNA KINGDON, University of St Mark & St John, United Kingdom

To explore notions that children demonstrate of themselves as both beings and becomings through observations of their role-play activities. This paper is the data collected via the methodology described in *Children's voice: methodologies to support children as knowers and social actors* (2013). Uprichard (2008) and Cross (2011) have argued for an integrated approach to the consideration of children as beings or becomings. Cross (2011) offers a further approach that includes having been. This is part of the development of a new sociology of childhood (James & James 2004, Jenks 2005, Mayall 2002). This piece of research can be seen to be situated within a paradigm of critical theory. Data was collected using observations and photographs. The ethical concerns of working with young children have been addressed demonstrating that ethical clearance was sought and the principles applied. The UNCRC (1989) has led to an explosion of writing and research concerned with the rights of the child. An integrated approach is important when considering children, who they are and who they will become. Children demonstrate a clear awareness of both who they are now and who they may become in the future. Role-play allows children opportunities to understand complex structures of the world around them that they are able to play out within their peer cultures (Papadopoulou, 2012, Corsaro, 2005, 2011). Ethnographical approaches are useful for accessing children's lives. Children need opportunities to comment on their lives and broader issues. Role-play provides one tool for children through which to express their ideas.

Keywords: beings, becomings, having beens, role-play, ethnography

SYMPOSIUM SET A/ 17

RELATIONSHIPS, ATTITUDES AND PERCEPTIONS WITH PEERS AND WITH ADULTS

Individual Papers

CHAIR: MATHIAS URBAN

University of Roehampton, United Kingdom

Exploring preschool children's perceptions of teacher roles

ANETTE BOYE KOCH, VIA University College, Denmark

This paper's aim is to explore child-adult relationships in a preschool setting from a child perspective. What characterises the interaction behaviour of preschool professionals? A previous study shows that adults professionals are only rarely mentioned by preschool children interviewed on what they find important in order to experience joy in preschool (Koch 2013). The study is performed with base in phenomenology, and teacher roles are explored with inspiration from narrative theory. 11 young children were invited to photograph places that reminded them of previous activity with preschool adults in their former preschool. Child interviews were carried out while showing the photos on a slideshow, encouraging the children to tell stories of preschool activities involving adults. Research with children must be based on informed consent

and voluntary participation. Child interviews were performed after exit from preschool in order to minimize the risk of harm by information given. Young children point to two empirical categories of adult professionals that are either nice and funny or strict and angry. Their stories, though, reveal more nuances in adult characteristics and 4 metaphors (Playmate, Supporter, Constructor and Director) are constructed as analytical tools in order to tell an expanded story of child-adult relations in a preschool setting. Each teacher role relates to children on a continuum of a responsive-directive or nurturing-play-stimulating interaction behaviour. Educating young children is complex, and preschool professionals should choose the most appropriate role for each situation. Nevertheless, professionals tend to prefer one role over another, which affects children in various ways.

Keywords: child perspectives, preschool children, teacher roles, child-adult relationship, child interviews

Teacher and peer-child relationships and socio-emotional outcomes: A longitudinal perspective

MARIA HATZIGIANNI, AMENEH SHAHAEIAN, ELIZABETH MURRAY, CEN WANG AND LIBBEY MURRAY, Charles Sturt University, Australia

This paper will examine the impact of conflict and warmth in teacher-child relationships and problems with peers on children's self-concept, emotional difficulties and school liking over time. A large body of research has shown that children's relationships with teachers have important implications for their academic success at school, but to date few studies have examined socio-emotional outcomes. The effect of peer-child relationships is also less well documented, particularly over time (Hamre & Pianta, 2001). The current study is underpinned by an Ecological Framework (Bronfenbrenner, 1979). Using data from the Longitudinal Study of Australian Children (LSAC), we examined how teacher-child and peer relationships at the age of 6-7 years influences socio-emotional outcomes at 8-9 years (N = 2,956). Data were collected via structured interviews with children and parents, and teacher questionnaires. Data were analysed with regressions and cluster analysis. The Australian Institute of Family Studies Ethics Committee has approved the content and methodology of LSAC. Only authorised persons have access to the data. Results from regression and cluster analyses showed the maladaptive role of teacher-child conflict and peer problems, and the adaptive role of teacher-child warmth, on children's socio-emotional functioning. Three groups emerged from cluster analysis (high conflict, high warmth, the invisible: characterised by low conflict but also low warmth). The results confirm the importance of children's relationships with teachers and peers. This study provides evidence for the importance of learning environment and a continued focus on socio-emotional outcomes for policy makers, as children progress through the early years of school.

Keywords: Teacher-child relationships, Peer-child relationships, Socio-emotional, Longitudinal, Cluster analysis

Measuring relationship quality in preschool settings: Application of the new STRS in a German sample

MICHAEL GLÜER (1) AND ATHANASIOS GREGORIADIS (2), (1) University of Bielefeld, Department of Psychology, Developmental Psychology, Germany; (2) Aristotle University of Thessaloniki, Greece

This study investigates the psychometric properties of the new Student-Teacher Relationship Scale (STRS) by Koomen et al. (2011) in Germany. Particularly, it examines the scale criteria, criteria validity and gender differences. It also examines the concordance of teachers and children perceptions about their relationships. The quality of the teacher-child relationship in early childhood centres is a core dimension of a high quality early childhood environment. Positive relationships in terms of high closeness, low conflict and a well-balanced degree of dependency are a strong predictor of positive developmental outcomes. In research and in practice, the STRS is used to measure relationship quality from teachers' perspective. Due to low consistency of the dependency subscale Koomen et al. (2011) improved the questionnaire for the Dutch context. In the current study we applied the STRS to 79 female German preschool teachers (38.8 years). Additionally, we interviewed 73 children (4.7 years) by using the Young Children's Appraisals of Teacher Support Interview (Y-CATS) to access children's perceived autonomy, warmth and conflict in their relationships to teachers. To test the STRS validity, we measured children's prosocial (SDQ) and problematic behaviour (PEP-Screening). Preschool teachers filled in STRS in an online survey that was part of a larger project. Children interviews took place in kindergarten. No harmful question or procedures were used. Parents signed a consent form for their children's participation. Results will be analysed in form of internal consistency, criteria validity, gender differences and concordance of teachers and children relationship quality ratings. STRS application in practice will be discussed.

Keywords: student-teacher relationship Scale, relationship quality, preschool teachers perspective, children's perspective, scale criteria

SYMPOSIUM SET A/ 18

EMPIRICAL, MULTIDIMENSIONAL PARTICIPATORY ASSESSMENTS OF QUALITY AND DEVELOPMENT

Individual Papers

CHAIR: AILIE CLEGHORN

Concordia University, Canada

Norms of the dynamic assessment of cognitive development in a Taiwanese preschooler sample

CHIU-HSIA HUANG, National Pingtung University of Education, Taiwan

This investigation aims to execute the DA educational goal that is not only to understand a child's current performance level but also to draw a child's learning potential. There is a lack of developing DA instrument and conducting related research studies of Taiwanese preschoolers at 3-6 years old. The aims are to duplicate and to testify Kulesza's instrument and studies (2004, 2006 & 2011) for conducting a longitude study by Huang, et al. Further, to implement Kulesza's DA instrument based on Vygotsky, Piaget, Case and Bandura's theories for collecting 630 Taiwanese preschoolers. Data analyses is by the percentile, mean, SD and reliability Cronbach α with observational descriptions if necessary. To establish the norm of Dynamic Assessment of Cognitive Development in a Taiwanese preschooler sample by a diagnostic experiment and test-technique. To testify Kulesza's DA instrument applied in a Taiwanese preschooler sample if there is any significant cultural/ethical difference between Polish and Taiwanese preschoolers at 3-6 years old. 74.4% of 630 Taiwanese preschoolers complete independently respectively (ADZ), of 17.9% need little help respectively (ZPD) and of 7.6% incomplete respectively (DDZ). 3, 4, 5, and 6 years old Taiwanese preschoolers complete independently with 80.4%, 71.5%, 70.1%, and 75.6% respectively, of 14.8%, 18.9%, 19.4%, and 18.6% need little help respectively, of 4.8%, 9.6%, 10.05%, and 5.8% incomplete respectively. The reliability Cronbach α of Taiwanese preschoolers at 3, 4, 5, and 6 years old is .815, .932, .960 and .913 respectively based on psychometric analysis, therefore, the set can be applied in a Taiwanese preschooler at 3-6 years old.

Keywords: cognitive development, dynamic, assessment, preschooler, Taiwan

Participative approach of quality in ECEC

MARIE PAULE THOLLON BEHAR, Rockefeller, France

Quality in ECEC (0 - 3) may be assessed by a normative or by a participative approach. The research is based on experiences of participative approaches, as a way to think the practices. Professionals are settled in a research place. This perspective is connected with action research (Ardoino 1983), and particularly in early childhood (Bréauté-Rayna 1997, Pirard 2010). This work takes up several ideas of Dalhberg, Pence and Moss (2012) on the questioning on quality. It carries out the principle of giving sense to the practices, to co-construct competencies in a staff. The presentation is based on the analysis of several participative approaches. Each of these actions is implemented on the same method: definition of one or several hypothesis by the team, choice of a method and construction of tools, data collection, and data analysis by the professionals, outcomes and changes on practices. This approach needs the participation of all the members of the team, without judgement. This approach assumes the respect of the diversity in the team, and considers that it is richness. Several examples of these actions research (on play and gender, on availability of professionals with parents) will be presented. It will show that a certain number of hypothesis, based on the representation of the professionals on their practices, are reversed. A participative approach is a mean to create changes in the practices, in a quality target. It is also a mean to combat job burn-out.

Keywords: quality, participation, children from 0 - 3, action - research, professionalisation

A multi-dimensional approach to quality in preschool teachers' teaching and children's learning

SUSANNE KLAAR (1) AND JOHAN ÖHMAN (2), (1) School of Education and Behavioural Sciences, University of Borås, Sweden; 2) HUMUS Örebro University, Sweden

The aim is to deepen understanding about learning contents by empirically investigating relations between preschool teachers' teaching and children's content learning. The aim is also to present an analysis method that facilitates these

investigations. Research has shown that early childhood science education is based on education and care, sometimes stressed as a dichotomy. Additionally, ECE research seldom concerns teachers and their teaching activities, i.e. what they do when they teach. There is therefore a need for more research into what teaching in early childhood education actually entails. The approach is informed by John Dewey's pragmatic philosophy and his use of transactions. A transactional analysing tool called SLQA (Substantive Learning Quality Analysis) is developed and used to facilitate investigations of specific learning qualities in terms of which learning content the teacher guides towards. The empirical material consists of video-recorded situations where preschool children (1-3 years of age) experience nature together with their teachers. In this study the preschool teachers and the parents gave their written approval and the participants were told that they could withdraw at any time during the recordings. The analyses show that the relations between teaching and learning processes and content are intertwined and include education and care. The teachers guide towards aesthetic, moral, cognitive and physical qualities in learning. A multi-dimensional approach on quality can be useful for teachers as a tool for reflections about teaching and learning content in preschool in their work within the area of pedagogical documentation.

Keywords: preschool teaching, children's learning, transactional approach, learning qualities, educare

SYMPOSIUM SET A/ 19

MENTORING AS DEVELOPMENT FOR ECE TEACHERS

Individual Papers

CHAIR: MARLENE MCCORMACK

Early Childhood Ireland, Ireland

Mentoring in workplace-based early childhood education

ASTRID HALSNES, NLA University College, Norway

This study aims to explore how reflection in mentoring conversations can be an arena of development and formation for preschool staff in a study program. This is strongly related to other previous research works, including my own study about "How can reflection in mentoring be a tool in the formation process from Student Teacher to PreSchool Teacher?". Also, Skjervheim (1976) says that a true dialogue is possible only in that one endorses the distinction between episteme and doxa, between true insight and just opinions; and Handal & Lauvås (2000) study about of action and reflection on action. This study is based on pedagogical and philosophical approaches, including focus group interviews with students, mentors and preschool staff. All members of the focus groups remained anonymous. The main findings will be presented in the presentation. From a pilot project: "As an assistant; I worked a lot without putting my thought into words; now I have learned to reflect and know that I too have thoughts and opinions. Collective reflection - then the glow is in the whole Kindergarten". We will use the findings of the study to improve Workplace-based Preschool Teacher Education; both for Students and Preschools.

Keywords: formation, reflection, workplace- based education, mentoring, preschool teacher education

Multiple perspectives on a mentoring process

MARLENE MCCORMACK, Early Childhood Ireland, Ireland

The purpose of this research is to document and analyse, from multiple perspectives, aspects of the mentoring process within a preschool quality improvement programme. This complex intervention was developed in response to limitations identified in the practical work placement element of training at entry level qualification for Early Years Practitioners in Ireland (DES, 2010). Underpinned by National Frameworks, Síolta (CECDE, 2006) and Aistear (NCCA, 2009) and informed by Hanen language approaches, and the Early Childhood Environmental Rating Handbook (Harms et al, 2005), the mentor sought to support the embedding of theory. The study adopted a mixed method approach. Questionnaires and follow up focus groups were conducted with staff, in-depth interviews were held with service managers, process evaluations were completed by the implementation team and data was collected using the ECERS/ITERS. A multi-level process of consent was used for this research. Managers and staff consented to be part of the study and parents provided permission for onsite data collection. Findings suggest that the mentoring process positively impacted on practice over the duration of the project.

The mentoring process provided support for managers but brought with it a range of challenges. For staff in the participating services, nervousness at the beginning of the project gave way to high levels of satisfaction as they worked with the mentor. Significant implications for policy and practice emerge from this project, which signpost the need for a resourced and supportive mentoring framework to bring about transformational change in practice.

Keywords: mentoring, intervention, effectiveness, early childhood, quality

Practitioners' perspectives on Aistear in Action

ANNE MACKEN (1) AND MARY HAYES (2), (1) Happy Days Creche, Ireland; (2) Aherlow Community Creche, Ireland

To review the learning journey we, as early childhood practitioners, have taken as part of the Aistear in Action (AiA) initiative in order to identify key learning experiences and significant shifts in understanding and practice within our service. Questions about how to develop reflective practice and an emergent approach to curriculum have formed the basis of many research projects (Dahlberg, Moss and Pence 1999, OECD 2005). The perspective underpinning the review is informed by concepts such as practitioner research (Pascal 2011) and the process of noticing, recognising and responding described by Carr (2006). This is a case study, by two participating practitioners, of how their services engaged with the AiA initiative. The methods used involve reviewing the process of action planning for quality improvement and documentation of children's learning over the course of the initiative and the reflections of practitioners and their colleagues on the process and on their new practices. Practitioners requested parents' permission for children's participation and the use of images for educational purposes. In this presentation, two practitioners involved in the Aistear in Action initiative discuss the experience in terms of the change process, the significant learning, the impact of the initiative in transforming their philosophies and practice, and the mentoring relationship. They share significant learning moments and exemplars of major shifts in understanding and practice. Their plans for sustaining new perspectives and approaches as well as further development are discussed. The practitioners identify the supports needed at training and infrastructural level to sustain and develop quality.

Keywords: practitioner, reflection, emergent curriculum, mentoring, sustaining

SYMPOSIUM SET A/ 20

PEDAGOGICAL THEORIES IN ECE

Individual Papers

CHAIR: PIA WILLIAMS

University of Gothenburg, Sweden

The variation theory and Maria Montessori's sensory training material

KERSTIN SIGNERT, Department of Education, Communication and Learning, Sweden

The aim of my research has been to find an answer to what still makes the Montessori pedagogy, after more than one hundred years, successfully spread to schools all over the world. The result of this research shows that Montessori made a system of variation and invariance in the training with the sensorial materials, which also shows that the method used for sensorial education, also can be appreciated within the scope of variation theory. The research works, will mostly be found in different researches about the variation theory (e.g. Prof. Ference Marton). The framework is the variation theory and its different concepts, based on concrete observations of authentic learning. Phenomeography is a qualitative research methodology, and the interpretivist paradigm, which the variation theory is built upon. I was filming younger children and was given permission from the parents to use the photos. The result of the study shows that the variation theory is useful for understanding the current Montessori educational application. The empirical study of the children using the Montessori sensory training materials shows that it is fruitful to use concepts from the variation theory of learning as analytical tools. The basic concepts of that theory have clarified what kind of learning objects have been intended, manifest and lived in my study, 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: variation theory, Montessori pedagogy, sensorial education, variation, invariance

Promotion of the principles of democracy in the Greek educational system: Re-examining the curriculum and the educational environment

THEODORE ELEFThERAKIS (1) AND EVAGGELIA KALERANTE (2), (1) University of Crete, Greece; (2) University of Western Macedonia, Greece

The research aims at introducing a democracy model into an early education stage, in view of mounting authoritarianism and a continual wave of young people gravitating to extreme right wing positions. The educational model is based on research done by: Noddings, N. (2013) and Barber, B., Battistoni, R. (2013). The designed model is twofold: school curriculum and environment: theoretically promoted acquaintance with democratic principles. The focus is a democratic function oriented practices of institutions including teachers, students and bureaucratic function. The model follows a system that leads to democratic awareness by individuals during the learning process. Individuals are to be socialized into citizenry sensitized to democratic values and political rights. Intellectual honesty and objectivity have been adhered to in the research process. Moreover common idea goals, exchange, viewpoints, teamwork and student teacher exchange are promoted within the framework of the existent daily routine. An attempt is made to direct from the traditional educational program, in order to respond to the particular political exigencies that characterise the current socio political.

Keywords: democratic principles, educational environment/curriculum, political socialization, authoritarian behaviours', democratic interaction

Pedagogical systems theory for early childhood education

ULLA HÄRKÖNEN, University of Eastern Finland, Finland

The aim is to present the new theory for early childhood education. This theory is a pedagogical systems theory. It is differing from many other theories while speaking about early childhood education. This has relationships to constructivist learning theories, didactic theories, behavioural theories, social critical theories and approaches to sustainable education. This research links to general systems theory (Parsons, Rapoport), Bronfenbrenners ecological theory 1979; Penn 2005), pedagogical systems theory by HÖrkönen (productions 1983-2013), systemic-constructivist pedagogical theory (Reich, 2005). The paradigm and the methodological approach will be an objective hermeneutic (Oevermann et. al. 1979, 1983). The study is a qualitative one because of the textual data with its various meanings, which, however, are generating from the practical reality. The analysis will follow the rules of content analysis method. Modelling of results are also used in formulating the results into the ideal form. Normal and common ethical principles are noticed. This theory can work as a critical schema for assessing the practical work, teacher education and curriculums of early childhood education. This theory also shows what sustainable education may mean as being based on the holistic pedagogical theory. The pedagogical systems theory and the results on it are useful for educational practice, in teacher education and in the whole cultural and societal thinking and policy.

Keywords: early childhood education, pedagogical systems theory, objective-hermeneutic approach, content analysis, sustainable education

SYMPOSIUM SET A/ 21

PLAY INTERACTIONS AND DEVELOPMENT

Individual Papers

CHAIR: STIG BROSTRÖM

Aarhus University, Institute of Education (DPU), Denmark

The type and frequency of interactions that occur between staff and children outside in Early Years Foundation Stage settings during a fixed playtime period when there are tricycles available

HELEN BILTON, University of Reading, United Kingdom

This paper investigates adult and child interactions (the nature and frequency) observed in the outdoor play environment in early years settings in England, when either the child or adult instigated the conversation. Research from Tizard and Hughes

(1984), Dudley-Marling and Searle's (1991), Smith (1999) and Sylva et al (2004) suggest the need for quality in interactions with young children and that there are particular features of quality interaction. Adults are central in supporting young children's linguistic development, how adults interact with children will impact on their learning and oral language. Adults and children interactions were observed in four early years outdoor environments in England. Forty eight 20 minute episodes were captured and the interactions were categorised using a demand schedule. In the initial pilot study, two researchers were involved. Withdrawal was possible at all stages. No child, adult or school was identified. Adults in these episodes spoke more than children and the greatest type of utterance was that of the adult about domestic matters. When the child initiated the conversation there were more extended (thinking) child utterances than domestic utterances. This may suggest that children wish to be involved in conversations of depth and meaning. There are differing types of conversation that occur in outdoor early years settings and practitioners need to analyse their role outside and their own interactions with children to ensure they are maximizing those of an extended nature to support language development and thinking skills in young children. Staff may need training to develop quality conversations.

Keywords: outdoor play, interactions, talk, extended conversations, outdoor environment

Interactions supporting children's play in childcare and their relationship to children's development and childcare characteristics.

NATHALIE BIGRAS, LISE LEMAY, CAROLINE BOUCHARD AND JOELL ERYASA, Université du Québec à Montréal, Canada

The aims of this study were to identify the effects of educators' interactions supporting children's play on children's cognitive, linguistic and socio-emotional development, and to identify whether educator and childcare characteristics were related to early childhood educators' interactions that support children's play. Early childhood education is often based on the principle that children learn through play (Astington, 2000, Johnson et al., 2005). However, the implementation of interactions that support children's play appears to be a challenge, particularly in Quebec (Canada) (Authors, 2010). This project relies on Piagetian (e.g. exposing the child to environments and materials that invite exploration and discovery) and Vygotskian (e.g. interacting with the child in his ZPD to complexify his play) approaches to child development. This correlational study included 170 4-year-old children and 170 educators. Data were generated from standardised tests, parent questionnaires, and systematic observations of educators' interactions supporting children's play. All standard ethical considerations, such as confidentiality, voluntary participation, respect for participants, and informed consent were respected. Findings suggest that the more support educators provide for children's play, the higher children's cognitive and language scores. In addition, educators' interactions that support play were of higher quality when they worked in teams, were male, had received in-service training, and reported higher employment satisfaction. Results indicate that educators would benefit from long-term professional learning opportunities allowing them to better support children's planning of, and reflection on their play, as well as administrative support for team-teaching and the implementation of policies and practices that support educator employment satisfaction.

Keywords: play, quality, children development, interactions, professional development

SYMPOSIUM SET A/ 22

ECE LEADERSHIP

Individual Papers

CHAIR: MARJATTA KALLIALA
University of Helsinki, Finland

ECEC managers as strategic leaders

KJELL AAGE GOTVASSLI AND BERIT IRENE VANNEBO, Nord-Trøndelag University College, Norway

Recent research has suggested that management functions in ECECs have changed, and that we are now seeing a stronger focus on strategic management. Our purpose in this paper is to explore how managers in ECECS perceive various management functions, and how they execute strategic leadership in the ECEC. The concept of strategic management is relatively new in the ECEC sector. Earlier research has focused on understanding how strategy is oriented towards external

actors (Bärhaug & Lotsberg 2010) and how ECECs adopt generic strategies. We examine the various functions of management in the ECEC (Gotvassli, 2006; Bärhaug et al, 2010), educational functions, administrative functions, personnel functions and strategic functions. We explore various kinds of strategies generic and resource-based, attempting to uncover to what extent managers in ECECs employ these to promote learning and develop their organisation. This was based on interviews with ten managers in private and public ECECs, and quantitative analyses of national survey data. We find that managers are conscious of the demands of external actors and that they employ generic strategies. We also see a lot of evidence of resource-based strategic management in the ECEC sector. Our findings indicate that might be helpful to re-evaluate the concept of strategic management in ECECs by focusing on the importance of resource-based strategies.

Keywords: Strategy, Leadership, Organisational Development, Learning, ECECs

Recognising key challenges facing early years leaders in the Kingdom of Saudi Arabia

LUBNA ALSHANQITI, Canterbury Christ Church University, United Kingdom

Exploring pedagogical leadership focusing on the challenges leaders face in Saudi Early Years settings. The research draws on Male and Plalalogou's (2013) Pedagogical leadership in the 21st century: evidence from the field and Al-Ahmadi, H. (2011) Challenges facing women leaders in Saudi Arabia. Human Resource Development International, 14 (2), 149-166. Pedagogical leadership is underpinned by capacity building, knowledge creation and building a productive and synergistic relationship. It is supported by the ecology of the community that is shaped by internal and external pedagogical axes. Within an interpretive approach, semi-structured interviews were conducted with 24 preschool leaders with varied experiences, different nationalities and implementing different curricula, in Riyadh city. The research objectives were explained to all participants involved and all the supporting documents from the university, my sponsor and the recommendation letter from the Ministry of Higher Education were presented to allay participants' concerns. Participants' privacy and confidentiality were maintained, deception was avoided and findings are reported fairly and honestly. Informants were free to withdraw from the research. The findings reveal the main challenges facing preschool leaders, including: structural challenges such as centralization, some policies and regulations, financial challenges and recruiting. This research explores the challenges facing leaders in Early Years settings which impact their leadership behaviour to suggest ways to overcome them.

Keywords: Leadership, Pedagogical leadership, Challenges, Pedagogical axes, Ecology of the community

Dialogic relations in healthy organisations

MERETE MOE, Queen Maud University College, Norway

Many years as principal in Norwegian ECECs has convinced me about dialogic relations as basic for quality, meaning-making and healthy organisations, and my research aims to elucidate the dialogic relations in ECECs. Research question for my PhD: How do early childhood teachers perceive dialogue as meaning-making in their work environment? And how do they view relations between dialogue and health? Research concerning quality in Scandinavian ECECs has mainly focused leadership as a structural phenomenon, although they usually conclude that good relations are important (Sommersel, Vestergaard & Larsen 2013). Enehaug (2008) also found relations to colleagues and children health promotional. However, dialogic relations in work environment have not been analysed in depth. Gadamer, Bakhtin and Foucault provide the theoretical framework, as well as polyphonic perspectives in the analysis. Bakhtin's dialogism is the main source in this presentation and his ontological view on dialogue: to live means to participate in dialogue, which underlines the importance of good relations also in work environment and organisational cultures. Sixteen early childhood teachers from five ECECs are interviewed. Method is based on Max van Manen's hermeneutic phenomenology, supplemented with dialogic analysis and crystallization. Informants are free, consented volunteers and data is treated anonymous. The project is approved by Norwegian Social Science Data Services (NSD). Dialogic leadership opens up for polyphony, and healthy organisations need carnevalesque chronotopes, shifts and loopholes. A new theoretical framework based on the polyphonic embodied self is used to analyse and understand dialogic relations in organisational cultures and initiate discussions, inspired by Bakhtin's dialogism.

Keywords: polyphony, chronotope, carnivalisation, dialogic relations, organisational culture

SYMPOSIUM SET A/ 23

EARLY CHILDHOOD PRACTITIONERS' AND PARENTS' RELATIONSHIPS

Individual Papers

CHAIR: ANETTE SANDBERG
Mälardalens högskola, Sweden

Child documentation as an agent in parent-practitioner discussion?

MAARIT ALASUUTARI, University of Jyväskylä, Finland

The research examines the use of documentation in parent-teacher meetings focusing on the agency of documents in the encounter. The broader aim is to participate in discussion and theorizing on child related documentation in ECEC. Previous literature considers child documentation mostly as a means that is applied to increase the quality of ECEC. This research will take a more critical approach in considering the function of documentation. It will apply ideas from Latourian thinking and from the theory of documentality and examine documentation as agentic in childhood institutions and in human interactions. Moreover, it will apply the Foucauldian analytic of governance in considering the function of documentation. The research draws on qualitative data consisting of tape-recorded and transcribed parent-practitioner discussions in Finnish ECEC and the documents used in them. The methodological approach is based on constructionist thinking. The analysis applies discourse analytic methods. All the required research approvals have been applied for and granted to the project. The research has followed ethical guidelines. The research shows how documents have a strong position in defining the flow of parent-practitioner interaction. It also illuminates how documents and a human agent can create a 'hybrid agent', which enables interaction that would be more complicated without the documents. Finally, the findings show that the agency of documents needs to be considered in relation to the human agents and the power relations between them. The research challenges obvious assumptions of quality control in ECEC. Its findings are also relevant for practitioners in their work.

Keywords: child documentation, parent-practitioner interaction, agency of documents, power, quality control

Using the reflexive practices of touchpoints approach to enhance parents-caregivers relationship in nursery

MARINA FUERTES (1), DÉBORA FREITAS (2) AND SOFIA CASTELÃO (2), (1) Centro de Psicologia da Universidade do Porto, Portugal; (2) Escola Superior de Educação de Lisboa, Portugal

Using the Brazelton Touch points relational model and Reflexive Practices (BRF), a project to enhance parents-caregivers relationships and parenting was developed. Portuguese preschool teachers and caregivers report daily difficulties in interacting with parents. The quality of early education care is related to positive parent-provider relationships. A similar project was implemented in two independent nurseries. Participants were 2-teachers, 4-caregivers, 46-parents and 3-children (13-23 months). Nursery A attended families at socioeconomic risk and their children at developmental risk in a metropolitan risk area and the nursery B: attended middle class families. The project consisted in 12-months of training and 5-months implementing TRB. Data was collected, after and before TRB, assessing child development (Growing-Skills), parents-infants relationship, parents and teachers satisfaction, child care quality (ITERS-R) and family routines with weekly family reports by blind and reliable coders. Parents agreed and consented to participate. No control group was included and all families that expressed their desire to participate were included. In the nursery A, the changes were mostly developmental with a significant progress in children development and higher scores for parents-infants interactions (more reciprocal, warm and sensitive interactions). In the nursery B, the modification concerned mostly the practices resulting in higher parental satisfaction and more activities were offered for parents integrating all caregivers and the school community. This project and others indicate the importance of working with parents as partners respecting their diversity, rights and opinions. Moreover, teachers and other professionals can support parents by offering information and help according to their needs, particularly in challenging periods.

Keywords: parents-caregivers relationships, nurseries, child development, educational reflexives practices, culture

Speaking opportunities in daycare settings

SISKA VAN DAELE AND DIETLINDE WILLOCKX, Karel de Grote University College, Belgium

This paper investigates how reciprocal, respectful communication can contribute to a trusting relationship between early childhood practitioners and parents from disadvantaged backgrounds. The study builds on the findings of previous studies dealing with the social function of early childhood education (Lesemann, 2002) and adheres to the DECET principles. The theoretical framework draws on the fields of sociology, intercultural communication and ethnocommunication (e.g. Bussum, 2002, Pinto, 2007, Shadid, 1998). We adopted a qualitative research design and collected our data in three focus groups that were composed of parents from disadvantaged backgrounds and early childhood practitioners. Additionally, we interviewed the parents separately. Participants were informed of the goals of the study. Respondents reported that respectful communication and a sense of mutual understanding create collaboration and, in some cases, a willingness to overcome social, cultural and linguistic boundaries. They also reported that building such a relationship takes time and is highly influenced by perceptions of social identity. First, we will explore how participants constructed their group identities. Second, we will single out the various types of contact that exist between parents and practitioners and explore how respectful communication can be created and maintained. Based on the findings of the study we created a manual for a pedagogical coach, consisting of a textbook and a DVD. The textbook describes the important types of contact between parents and practitioners and includes different reflection activities. The DVD contains 9 testimonies that can also be used for discussion and reflection.

Keywords: respectful interaction, parental participation, socio-cultural theory, pedagogical practice, values

SYMPOSIUM SET A/ 24

TEACHERS' STRESS, EMOTIONAL WELL-BEING AND PROFESSIONALISM

Individual Papers

CHAIR: MUGYEONG MOON

Korea Institute of Child Care and Education, Korea (South)

Early childhood teachers' well-being and children's social emotional learning environments

CYNTHIA BUETTNER AND LIENY JEON, The Ohio State University, United States

The goal of this study was to examine associations between preschool teachers' motivation, commitment, job satisfaction and children's social-emotional development. Few studies address these associations despite the fact that teachers' psychological wellbeing and job attitudes may play a role in creating children's social-emotional learning environments (SELE). We conceptualise factors that contribute to teacher's social-emotional capacity as influencing SELE and therefore, children's social-emotional development. Preschool-aged children (444) and teachers (100) in a US state participated. We measured teachers' motivation, professional commitment, and job satisfaction, and children's social skills and problem behaviours. Control variables included children's age, sex, and race/ethnicity, and teachers' educational attainment and observed practices and processes. We adhered to stringent research ethics, including participant consent, parental assent, and developmentally-sensitive assessments. Structural equation modeling was conducted using Mplus 7.0. Teachers who were more satisfied with their job ($\beta = -.25, p < .01$) and more motivated ($\beta = -.11-.13, p < .05$) had children who demonstrated fewer problem behaviors after accounting for child- and teacher-related covariates. Teachers' motivation ($\beta = .11-.14, p < .05$) and commitment ($\beta = .16, p < .01$) were significantly associated with children's social skills, indicating that when teachers were more motivated and committed, children had better social skills after adjusting for covariates. Results suggest that teachers' psychological attributes such as commitment, motivation, and job satisfaction can be considered as factors that influence children's social-emotional functioning. This also suggests the need to provide interventions that address teachers' psychological states, coping strategies, and motivations for professional development.

Keywords: social-emotional development, social-emotional learning, early childhood teacher attributes, teacher social emotional capacity, teacher psychological well-being

Kindergarten teachers' perspectives and needs on the sabbatical leave system in Korea

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

The purposes of the study are to understand perspectives and needs of kindergarten teachers on the sabbatical leave system initiated by the Korean government, and to provide measures for its improvement. Although a considerable amount of research has been done in relation to the professional development and working conditions, research on the sabbatical leave system for kindergarten teachers is scarce in the field. Professional development (PD) varies across countries depending on who finances and provides contents, formats, entitlement and incentives, etc. PD in Korea typically takes place in group formats (e.g. workshops and seminars) for a relatively short duration. Thus, there is a need to provide PD that teachers can engage in more individualised topics of interests for a prolonged period of time. A questionnaire survey was conducted with 316 public kindergartens teachers nation-wide in Korea. In addition, groups of teachers and superintendents were interviewed. All participants were informed of the purposes of the study and the confidentiality of their responses, and their consents were obtained. The teachers highlighted a need to increase numbers of teachers eligible for the sabbatical leave, to secure enough substitute teachers, especially in rural areas, to develop a variety of sabbatical leave programs, to allow teachers a greater autonomy in undertaking of their sabbatical leave, and so on. Several measures to improve the sabbatical leave system include initiating a quarter system of the sabbatical leave, strengthening sharing of various sabbatical programs among provinces, directly provide funding to individual teachers rather than through training institutions, etc.

Keywords: professional development, sabbatical leave system, teacher retainment, policy, kindergarten teachers

SYMPOSIUM SET A/ 25

PARENT PARTICIPATION, CONVERSATIONS AND TRUST

Individual Papers

CHAIR: LIZ DUNPHY

St Patrick's College of Education, Ireland

Parent participation in residential care for young children

LEEN DOM, Karel De Grote-Hogeschool, Belgium

In this paper we focus on the relationship between parents and caregivers of young children in residential childcare. The main research aims are to evaluate and record existing forms and practices of parent participation, as well as to highlight good practices. The study builds on the findings of previous international studies on parent participation in the field of education and childcare (a.o. Corby, Millar & Young, 1996; Darlington, Heely & Feeny, 2010; Geurts et al., 2012). The theoretical and conceptual model is based on the framework of parent participation by Bouverne De Bie & De Visscher (2008). The participation ladder (Arnstein, 1969) and the participation matrix (Brants & Bruggeman, 2012) are leveraged as complementary models. The research was split up in three phases. In phase I we conducted desk research to explore the concerning literature. During phase II we did an online survey in 21 Flemish Centres for Childcare and Family Support (CKG's). In phase III we interviewed coordinators, caregivers and parents in four centres that we identified as good practices. A peer researcher (parent experienced in poverty) was a full member of the research team. Participants were informed of the goals of the study, their consent received. The attitude of caregivers is crucial in stimulating parent participation. An attitude focused on dialogue and equivalence in a context of un-equality is crucial to build a real partnership with parents. We created an inspirational manual for workers in childcare in which good practices and experiences of caregivers, parents and coordinators are shown.

Keywords: parent participation, residential childcare, attitude of caregivers, disadvantaged children, qualitative research

Communities of care: Vulnerability and shared caregiving

SHEILA GARRITY, National University of Ireland, Galway, Ireland

The research aim was to explore the relationships between mothers and early year's practitioners in a rapidly shifting Irish social context. Research evidence of improved outcomes for children resulting from collaborative relationships within early years settings, underpins prevailing policy across many States. This is evidenced by a 'partnership' approach to parental engagement commonly promoted. However, the literature also highlights the challenges and barriers to achieving such partnerships in real lived practice. The conceptual framework of the ethic of care supported this research. An ethnographic methodology, underpinned by a social constructionist epistemology, was developed to explore the topic area. The research ethics committee at the relevant institution approved this research. Findings reveal the key aspects of these significance relationships, including: the nuanced understanding of trust, the responsive/reciprocal nature of these significant relationships, the role of early year's practitioners in supporting mothers to make the initial separation from their child, guiding and enabling them to engage with employment. Strongly arising from this study is the construction of services as 'communities of care' offering a sense of belonging and recognition to a range of 'members'. This area will be the focus of this presentation. Building on the work of Dahlberg, Moss and Pence (2007) conceptualisations of ECEC can be categorised along common discourses. The thesis highlights the ad hoc policy approach to the development of the sector in Ireland and the need to conceptualisation how early years settings can better meet the needs of Irish families in their daily lived experiences.

Keywords: Communities, Relationships, Ethic of Care, Ethnography, Belonging

Investigating parents' expectations from kindergarten on their children's literacy development

EWA LEWANDOWSKA (1) AND NEKTARIOS STELLAKIS (2), (1) The Maria Grzegorzewska Academy of Special Education, Poland; (2) University of Patras, Greece

Parents' expectations are important factor for early literacy development, and kindergarten teachers should know these in order to be able to build good relationships with parents and children. The aim of paper is to investigate parents' expectations in societies: Poland and Greece. A great body of research indicates the importance of strong collaboration between parents and teachers. Moreover, parents' attitudes and practices have been extensively researched in many countries, but not in countries of research. Early literacy is emerging firstly in home environment. Parents are first teachers and kind of literacy events at home determines the roots of literacy. This is why it is of great importance to know parents' attitudes and literacy practices as well as their expectations from the kindergarten. A semi structured interview was applied to 30 parents from each country. A content analysis was used for the analysis of data. Research was done according to ethical standards. The participants were aware for scope of research; they had been informed their personal details would be secret. Research has not come to an end yet. But, it is obvious that parents' expectations could be divided into two main categories. One: there is strong expectation for teaching the techniques of spelling and reading in kindergarten, second: motivation, communicative competence and play seem to be of great importance. Main implications of research have to do with kindergarten awareness about parents' expectations. In order to be able to apply balanced developmentally appropriate program kindergarten teachers should find a way to communicate their pupils' parents.

Keywords: early literacy, family literacy, parents' expectations, home kindergarten collaboration, preschool education

SYMPOSIUM SET B
MONDAY 8TH SEPTEMBER, 2014
14:00 – 15:30

SYMPOSIUM SET B/ 1

SOCIAL POLICY IN ECEC, BRUSSELS THREEFOLD

Self-organised Symposium

CHAIR: JAN PEETERS

VBJK, Belgium

Children from vulnerable groups often don't enjoy their rights to the same extent as their more affluent peers. In the area of ECEC, their access to and full enjoyment of quality ECEC services and provisions remains problematic. Ample evidence exists on the beneficial impact of ECEC on the holistic development of children (especially the vulnerable ones) so we need to make quality ECEC services available, accessible, affordable, comprehensible and useful for all children and their families, irrespective of their background. Considering the 3 functions of child care – pedagogical, economical and social – we notice that the latter is still somewhat underestimated. In this symposium, we will illustrate the issue of accessibility of childcare provisions to vulnerable groups such as single parent families, newcomers, unemployed parents, low-income families, etc. as examples of the social issues of ECEC and how they have been researched and addressed in Brussels.

Making mainstream ECEC services more inclusive

QUENTIN VERNIERS, RIEPP, Belgium

RIEPP carried out a three years action-research project called "ECEC for all", which aimed at sustainably raising the accessibility of mainstream (as opposed to specifically targeted) ECEC services for vulnerable families, and at strengthening social inclusion and respect for diversity in everyday work with children and families. Related works include studies on: - the social benefits of quality childcare services for vulnerable families and children; inequality of access to services in the French-speaking regions of Belgium; thresholds challenging accessibility for vulnerability; vulnerability and poverty as complex and multidimensional processes; definition of quality based on three functions of childcare: educational, economic and social; systemic view on competences as developed in the CoRe study. The action-research project combined: - individual support and training for teams; working groups; public events; publications; co-construction with various stakeholders: practitioners, parents, management, local authorities and partner organisations. This is a multi-dimensional project-approach based on four themes: children, families, educators/institutions, The project brought sustainable changes to professional attitudes and practices and to the centres' organisation towards social inclusion, but these also need the support of structural top-down measures. There are many implications from this project, including raising awareness and the ability to deal with complex situations. A change of paradigm and a series of recommendations to policy makers.

Keywords: early childhood education and care, accessibility, social inclusion, diversity, reflective practice

Increase accessibility of ECEC for vulnerable groups: Top-down and bottom-up measures strengthening each other

ANKIE VANDEKERCKHOVE AND VEERLE VERVAET, VBJK, Belgium

The Resource and Training Centre for Early Childhood Education (VBJK) in Flanders set up an action research project in Brussels under the authority of the Commission of the Flemish community to increase the accessibility in early childhood care and education for different groups of vulnerable families (newcomers, low-income, unemployed etc.) This has many links to previous works, including evidence of beneficial effects of quality ECEC for children from vulnerable families; preference for socially mixed groups on mainstream services over more targeted services; Flemish research on the difficulties to find a place in daycare. The project's theoretical framework is based on literature on inclusion/exclusion and accessibility (e.g. Melhuish, Buchinal, OECD-Starting Strong I and II, Unicef report Card 8, Vandenbroeck, Lazarri) and the Decet framework 'making sense of good practice'. Our methodology involved action-research with multiple stakeholders (policy makers, practitioners and parents) and a combination of supervision and pedagogical guidance of the child care centres. Innovative projects need to go beyond pilot projects to entail structural and durable impact. Co-construction with

policy makers, parents and practitioners helps practitioners to gain insights in the political dimension of their work as well as it helps policy makers to consider the needs of practitioners.

Keywords: childcare, social inclusion, accessibility, diversity, policy

Single mothers facing the lack of childcare facilities in Brussels

MARTIN WAGENER, UCLouvain-CriDIS, Belgium

Through a brief contextualization of the situation regarding to child care facilities in the Brussels-capital region, we want to address specific patterns of accessibility difficulties with an outlook on vulnerable situations and actor strategies of single mothers. The presentation is based on findings of our PhD-thesis on single parent trajectories in Brussels. We wanted to address through a more longitudinal and comprehensive approach the societal challenges which reinforce precariousness on the one hand, and on the other hand, our aim was to understand the necessary supplies in terms of welfare, care and social policies which may favour the democratization of the family (C. Martin) and/or the emancipation of women (Tahon). Functions of ECEC and accessibility (Vandenbroeck, RIEPP) Care policies, citizenship and family needs (Dang, Letablier, Martin, Commaille, Lewis) Social trajectories and societal challenges (Mills, Martuccelli, Nicole-Drancourt) Social risks, vulnerability, social protection and public responsibilities (Beck, Castel, Paugam, Giddens) Social injustice (Dubet, Fraser). This project has a mixed approach: 2-3 biographical interviews with 55 single parents; longitudinal statistical analysis on trajectories from 2003 to 2010 of 60.000 adults; 8 collective debates with parents. Lack of access to ECEC has strong implications on women trajectories. The integration of different functions (social, economic and pedagogic) of ECEC may address some difficulties in promoting more social and cultural diversity. Understanding accessibility needs a multi-faceted approach on ECEC and a better understanding of the experience of people in vulnerable situations Public policy implications may be approved through collective debates with parents.

Keywords: single mothers, social inclusion, child care, vulnerable situations, public policy

SYMPOSIUM SET B/ 2

RESEARCHING MASCULINITIES IN EARLY CHILDHOOD SETTINGS

Self-organised Symposium

CHAIR: TIM ROHRMANN

Evangelic High School, Dresden, Germany

How do men construct their personal and vocational identity in a female dominated field? Contradictory role expectations regarding what it means to be a man and to be an ECEC teacher or caregiver generate tensions that constantly challenge these men's ability to create an adequate professional identity. This symposium presents research from Israel, Turkey, the UK and other Western European countries, revealing how various cultural backgrounds affect men's coping with the task of building a professional identity within a female gender territory. These research findings contribute to a deeper understanding of the development of professionalism in ECEC. The focus on personal narrative and individual understanding of masculinity within the ECEC work context is relevant for measures aiming at more men in the field, for effective training and counselling of male ECEC workers and as well for better collaboration in gender-mixed teams.

Professionalism and Masculinity in ECEC: Men's Voices from Around the World

DAVID BRODY, Efrata College of Education, Israel

Because professionalism in ECEC is measured by standards relating to caring, men in the field are often held to expectations associated with female behaviours. The aim of this research is to examine the tensions which arise from this encounter and explore alternative solutions which men ECEC workers around the world have generated in the face of their challenged masculinity. 'Performativity' in the caregiver role in the face of a cloud of suspicion is central to male caregivers' gender construction and to maintaining their masculine identity (Jones, 2007). Connell (2005) asserts that masculinity is constructed through individual actions and responses of others. This study employed video observations and narrative interviews of men in six different countries, relying on grounded theory (Strauss & Corbin, 2008) to thematically analyse the data. Participants

granted approval for use of the data, and supervisors and parents permitted video recording of classroom activities. Findings show multiple components of the teachers' male identities: toughness, charisma, initiative, daring, and playfulness combined with softness, attention to the children's needs, and casualness. These men challenged traditional male hegemony, supporting the model of the 'new man'. Their commitment to teaching, combined with an intense interest in children's wellbeing, enabled them to incorporate strong masculine identities with appropriate professional goals. This study suggests that early childhood leaders redefine gender roles by reconsidering the traditional gender dichotomy paradigm.

Keywords: gender identity, professional identity, masculinity, caring, playfulness

A critical social analysis of men's experiences working in early childhood education

JANINE RYAN, University Centre Doncaster, United Kingdom

The aim of this research is to evaluate the influence that social interactions within the ECE workforce have on the construction of male practitioners' professional identity. This has a strong relationship with previous research works, including Cameron, Moss & Owen in their study from 1999, and the later work of Cameron focused on men and professionalism. At ECCERA 2013 Aigner & Rohmann (2012) the Tandem study (Holgers) and the W-INN study presented findings using video-graphed interactions, in contrary to most studies on male ECE which use interviews as methods. The research directly focuses on male practitioners who are currently employed in ECE. It establishes their perceptions as to how their professional identity is constructed in a female dominated workforce. It explores the influences which determine this. The research will draw from a mini case study approach using a qualitative inquiry strategy. Observations of men within their practice will be recorded and through digital recordings. Personal profiles of men will be captured through an interview process. The ethical framework as outlined by the British Educational Research Association (BERA) are applied, including consent from all participants and informed consent from parents of children present during setting observations. The findings of this research are ongoing. The research findings have implications on the current recruitment policy in ECE and also provide an opportunity to evaluate the benefits to supporting a gender balanced workforce.

Keywords: male workers, gender, professionalism, masculinities, gender system

Male preschool teachers' Parents Views about the Career of Their Sons

RAMAZAN SAK, ADEM UGUZLU, OKTAY DEMIR AND YAKUB ÇİFTÇİ, Yüzüncü Yil University, Turkey

This study investigates the views of the parents of male preschool teachers concerning their son's chosen career. Much research has been conducted in relation to views of male preschool teacher candidates, male preschool teachers and their female colleagues about their career choice. However, research related to views of male teachers' parents is limited. Preschool teaching is thought as a female dominant profession however, recently, population of male preschool teachers is increasing. The low rate of male in the field of ECE is a strong social issue (Farquhar, 2012). Although career choices of young people show that gender discrimination in some jobs has started to decrease (Farguhar, 1997), the views of the older generation should not be ignored and should not be neglected by researchers. This is a qualitative research project. Fifteen parents voluntarily participated in this study, comprising nine fathers and six mothers. A semi-structured interview protocol was developed to collect the data which was analysed via word-repetition technique and the main themes were determined. The purpose of the study was explained to the volunteers then before they were interviewed they signed the consent form. The findings elicited from the study give an insight concerning the views of the older generation in relation to the career choice of the younger generation. For instance, they want their sons to be a lawyer, an engineer or a doctor rather than being a preschool teacher. The results are relevant in the context of vocational orientation, mentoring, and especially for measures aiming at a better gender-balanced workforce.

Keywords: male preschool teachers, male preschool teachers' parents, parents' views, preschool education, qualitative study

SYMPOSIUM SET B/ 3

RE-ORCHESTRATING A PROFESSION, THE EARLY CHILDHOOD WORK FORCE

Self-organised Symposium

CHAIR: MARIE LAVELLE

Plymouth University, United Kingdom

Over the last twenty five years there has been a continuous attempt in the UK to improve, standardise and streamline the qualifications and skills needed for working with young children. There is a growing body of evidence beginning to shed light on what is important for young children in terms of their care and education. However, consensus has yet to be reached and as a result the professionalization of the early years work force remains in an almost constant state of flux. This symposium explores three areas of workforce development, the introduction of the Early Years Teacher status, the care and education of two year olds and an international project considering the skills needed to become an early childhood professional from the perspective of those completing degrees.

From professional to teacher: the continued metamorphosis of the early years worker

MARIE LAVELLE, Plymouth University, United Kingdom

The aim of this research is to explore the experience of a group of students in the UK undertaking Early Years Teacher (EYT) status in the final year of their Early Childhood Studies degree. It illustrates how students construct their professional identity, perceived roles and expectations of this new qualification. The work of Simpson (2010) and Lumsden (2011) explored the introduction of the previous EYPS. This is revisited to illustrate how current EYT students are similarly engaged in the construction and re-construction of their role. The study follows a small group of EYT students who are undertaking the Undergraduate Entry Pathway. Perspectives of local authority early years consultants and PGCE participants were also gathered. Students were under no obligation to participate and the external provider of EYITT was not involved with the research. Early findings suggest that as a result of the metamorphosing of the EYT status from EYPS, emerging practitioners are constructing not only their own but also placement understanding of this new qualification. Uncertainty continues to restrict their future imagining of themselves as professional. Therefore political uncertainty is restricting or at least temporarily side-lining the possibility for 'activism'. Hence uncertainty in itself creates the opportunity for government at a distance. As the future of Early Years Teacher status remains somewhat uncertain there is much to be learnt from the experiences of students embroiled in the political reconstruction of early years qualifications both in terms of policy and practice.

Keywords: professionalisation, Early Years Teacher (EYT), uncertainty, activism, government at a distance

Who is working with two-year-olds in England: an exploratory study

JAN GEORGESON (1) AND GILL BOAG-MUNROE, (1) Plymouth University, United Kingdom; (2) University of Oxford, United Kingdom

Our research investigates what stakeholders think quality provision for two-year-olds looks like in practice. From September 2013, free early education has been provided to 20% most disadvantaged two-year-olds in England, to be extended to 40% of two-year-olds in 2014, leading to concerns about the appropriateness of experience and qualifications of practitioners working with two-year-olds across the whole early years workforce, including child-minders, nurseries, preschools and schools (Evans, 2012; Gibb et al., 2011). We used Eraut's model of workplace learning to explore the different kinds of knowledge that practitioners use when carrying out their work with two-year-olds. Pedagogy for children under three can be considered as specialised, and different from teaching. We carried out a review of relevant literature, interviews with 10 key informants (in local and national government and the voluntary sector), 6 case studies in different local authorities and an online questionnaire for managers and practitioners (N>200) to provide breadth. Care was taken to maintain participants' confidentiality and uphold their right to withdraw. We identified 'codified' knowledge (such as pre-service qualifications) and 'uncodified cultural knowledge' acquired informally through participation in working practices, and mapped this against the range of settings and locations where staff were working with two-year-olds. This has enabled us to highlight implications for policy, practice, staffing and resourcing the two-year-old programme in particular, and for working with two-year-olds in general.

Keywords: two-year-olds, qualifications, pedagogy, workplace learning, quality

Becoming an early childhood practitioner: exploring the attitudes needed and how they are developed

VERITY CAMPBELL-BARR (1), JANET GEORGESON (1), PAOLO SORZIO (2) AND MAGDOLNA NEMES (3), (1) Plymouth University, United Kingdom; (2) Department of Humanities (DiSU), Italy; (3) University of Debrecen, Hungary

The European Key Competences for Lifelong Learning provide a tool for education providers, including Higher Education (HE), to support students towards personal fulfilment, social inclusion, active citizenship and employability in a knowledge-based society. They define competences as: "a combination of knowledge, skills and attitudes appropriate to the context" (European Commission, 2007: 3). We are interested in the attitudinal competences needed for early childhood practitioners. Whilst there has been some discussion of the skills needed to work with young children (CoRe, 2011), less is known about how to develop these in students. We explore social practice theory to highlight the cross cultural differences in attitudinal competences in three countries. The project draws on focus group data collected from HE staff and students in Hungary, Italy and the UK, along with a student questionnaire to identify the attitudinal competences needed and how they are 'learnt'. Participants had the right to withdraw and were ensured of confidentiality in the data reporting. A range of attitudinal competences were identified: emotional competence, reflective skills, patience, child centeredness, creativity, being politically aware, enthusiasm, being determined and having a sense of humour. The interpretation and extent that the competences were needed varied between countries. Students felt their degrees played an important role in developing these attitudinal competences, with practical experiences being of particular importance. At a time when many countries are looking to develop their early childhood qualifications, considering how students become competent practitioners is of paramount consideration for policy makers at both a European and country level.

Keywords: arts activities, competencies, European, skills, Early childhood practice

SYMPOSIUM SET B/ 4

PROFESSIONAL PRACTICE UNDER PRESSURE? VIEWS ON CHALLENGES AND POSSIBILITIES OF KINDERGARTEN TEACHERS' PROFESSIONAL DEVELOPMENT

Self-organised Symposium

CHAIR: GERD SYLVI STEINNES

Volda Univeristy College, Norway

This symposium discusses how dominating discourses and organisation of Norwegian kindergarten represent challenges and possibilities for kindergarten teachers' professional development. The presentations are based on three PhD studies on kindergarten teachers and their competence building (Eik, 2014, Steinnes, 2013, Steinnes & Haug, 2013, Ødegård, 2011). The PhD projects show a strong emphasis on equality in kindergarten. This might challenge leadership and put pressure on kindergarten teachers' professional knowledge and legitimacy. Research by Eik (2014) found that newly qualified kindergarten teachers showed professional competence in their pedagogical work with the children, but the work was seldom discussed with their colleagues. The session will discuss how to support kindergarten teachers' further professional development at their worksite. The session will consist of three presentations: a) Understanding of professional competence in kindergarten, Challenges to professional legitimacy for kindergarten teachers? b) Does professional competence make a difference? c) Promoting quality in leadership through interactive research

Understanding of professional competence in kindergarten, Challenges to professional legitimacy for kindergarten teachers?

GERD SYLVI STEINNES, Volda Univeristy College, Norway

The aim of the study has been to explore and discuss kindergarten teacher's coping with the professional role in light of the process of qualification, and further on how a close cooperation with the assistants represents challenges to the qualification project. The presentation is based on results from my ongoing PhD, and primarily from Steinnes (2013): From assistant to kindergarten teacher. The theoretical framework is theories on professions, (Abbott, 1988, Freidson, 2001) and perspectives on professional learning (Billett, 2010, Eraut, 2010, Lave & Wenger, 1991) (Eraut, 2010, Billett, 2010, Lave &

Wenger, 1991). Bernstein's (1996) concepts horizontal and vertical discourse are used to discuss the dominance of practical, everyday knowledge in kindergarten, representing challenges to professional development. The study is based on a nationwide questionnaire answered by kindergarten teachers and assistants, and interviews with students from kindergarten teacher education. The project is approved by National Ethics Committee (NESH). Ethical perspectives are taken care of throughout the whole project with anonymity of the empirical material and confidentiality for the informants. The division of labour in Norwegian kindergarten is weak, and kindergarten teachers and assistants seem to consider each other equally qualified to perform a majority of pedagogical and practical tasks (Steinnes & Haug, 2013). This may challenge the professional role of kindergarten teachers and weaken the jurisdiction and legitimacy (Abbott, 1988, Freidson, 2001). The presentation discusses these challenges and the possible implications to the professional role. Discussions about how weak jurisdiction and legitimacy for kindergarten teachers affect pedagogical quality in kindergarten.

Keywords: professional development, qualifications, kindergarten teachers, legitimacy, jurisdiction

Promoting quality in leadership through interactive research

ELIN ØDEGÅRD, Telemark University College, Norway

The aim of the project is to clarify the leaders' legitimacy and the staff's loyalty and to discuss how these concepts are intertwined. The staff and the researchers will conceptualize new understanding about leadership and why leadership is necessary for quality in kindergarten. The presentation is based on results from my PhD "Newly qualified pedagogical leaders mastering and appropriation of the cultural tools of kindergarten" (Ødegård 2011). The project is framed by social cultural theory (Vygotskij & Kozulin, 2001; Wertsch, 1991, 1998) and the concepts legitimacy and loyalty are using as tools (Suchman 1995). The methodological design is an interactive project (Sandberg and Wallo, 2013) where the leaders are responsible for formal mentoring sessions and the researchers are responsible for researching the processes. The project has been evaluated and accepted by the Norwegian Research Ethical Committee (NESH). The ethical perspectives are taken care of during the whole process with anonymity of empirical data and confidentiality for the informants. One of the PhD (Ødegård 2011) results points out leadership as a special challenge in kindergarten. Policy makers promote ideas from hierarchic leadership and new public management to get rid of leadership problems (Drucker, 1989, Drucker & Stone, 1998), but in this ongoing project I want to focus on how the horizontal, relational and team based kindergarten tradition may be seen as a value in leadership.

Keywords: leadership, kindergarten, loyalty, legitimacy, quality

Does professional competence make a difference?

LIV TORUNN EIK, Buskerud and Vestfold University College, Norway

A main aim of this research is to explore the professional competence of newly qualified kindergarten teachers and to discuss possibilities for their further professional development. The presentation is based on my newly finished Ph.D study on further professional qualification processes of newly qualified kindergarten teachers (Eik, 2014). The theoretical framework is socio-cultural learning theory (Vygotskij 1978) and theories connected to the key concepts profession (Molander & Terum 2008), competence (Eraut 2004), culture (Riksaasen 1999) and language (Vygotskij 1962). The study has a qualitative and an ethnographic approach and focuses on the experiences of six newly qualified kindergarten teachers. Main methods are observations and interviews several times during their first year as kindergarten teachers. The project is approved by National Ethics Committee (NESH). Ethical perspectives are taken care of throughout the whole project with anonymity of the empirical material and confidentiality for the informants. Main findings from my study are that the new kindergarten teachers mastered most of their tasks related to the children. They showed qualities such as professional judgement and improvisation skills in their pedagogical work. However, they found it difficult to describe and analyse their practices and to discuss them with their colleagues. My presentation will discuss how kindergarten teachers can develop both their professional practice and their professional language further. A professional language is seen as a prerequisite for critical reflection on actions and further professional development in kindergartens.

Keywords: professional development, competence, professional judgment, improvisation, professional language

SYMPOSIUM SET B/ 5

PLAYING AND SHARING EXPERIENCES WITH YOUNG CHILDREN

Self-organised Symposium

CHAIR: ELLY SINGER

Utrecht University, Netherlands

The focus of this symposium is on how a social and emotional climate that fosters play engagement, pleasure and informal social interactions can be created. In group settings directive styles of communication and a focus on explicit learning can preclude openness to children's experiences. Elly Singer presents a study in 18 Dutch groups of 2- and 3-year olds to increase the availability of pedagogues and to foster joint play and two-way communication. Maritta Hännikäinen presents a study of a Finnish group of one- to three-year old children. She analyses how joint rough and tumble play gives pleasure and delight to both the children and the teachers. Rod Parker-Rees presents a theoretical paper examining intuitive, relational forms of knowing. The three papers argue for the development of practitioners' confidence in defending the value of play and their ability to identify what works for particular children in particular contexts.

Action research on how the availability and communication styles of pedagogues affect the play engagement of young children

ELLY SINGER, Utrecht University, Netherlands

In this research, 18 groups of two- and three-year olds the effects on play engagement were studied during: 10 minutes free play with the pedagogue available but not nearby, pedagogue's entrance into the activity corner, 10 minutes free play with pedagogue nearby. The pedagogues and researchers discussed the possibilities of implementing the results in daily practice. An earlier study showed that play engagement was low in Dutch centres. Strong positive relations were found between the pedagogue being available nearby or at a distance. Negative relations with levels of engagement were found when pedagogues were walking. Conceptual framework is based on attachment theory, the ethnography of dynamics in group settings and constructivist theory on teacher-child co-construction of meaning. A combination of quantitative and qualitative was used. The pedagogues were actively involved. They knew the hypotheses and they were co-researchers. We informed consent of parents. There was a balance between the investment of the pedagogues and what they learned from the study. Main findings: availability had a strong effect. Playing with the pedagogue at distance was as effective as playing with the pedagogue nearby. When the pedagogue enters into the activity corner she disturbs children's play and peer play stops. Styles of communication related strongly to increase or decrease of engagement. Timing of the professional was crucial in what style is effective in what situation. Being available without being intrusive are basic, reflective professionals had to adapt their style of communication to the children in specific situations.

Keywords: arts activities, availability of pedagogue, communication styles, peer relationships, emotional security

Rough and tumble play: young children and teachers sharing joy

MARITTA HÄNNIKÄINEN, University of Jyväskylä, Finland

The aims of this study are 1) to examine how joint rough and tumble play (Pellegrini 1987) gives delight and pleasure to toddlers and their teachers and 2) to demonstrate teachers' role in this activity. The study relates to research on the quality of education (Dalli et al. 2011) and children's emotional wellbeing (Hännikäinen 2013) in day-care centres. Relational approaches (e.g. Trevarthen 2013) to wellbeing and play were applied. Two day care groups participated, one comprising 12 children and three teachers, the other eight children and two teachers. Data were collected by ethnographic methods and analysed by data-driven qualitative analysis. Ethical principles for good scientific practice (e.g., consents, confidentiality and preservation of anonymity, not harming the participants) were followed. The observations offer examples of young children's ways of expressing themselves in boisterous play, which they invite their teachers to join, and the ways in which teachers respond to such invitations. In these situations all participants were enthusiastically involved and the atmosphere was energetic. The data also offered interpretations regarding the connection of rough and tumble play to children's tactile, kinaesthetic and vestibular senses, thus shedding light on the multifaceted significance of the boisterous play to children's development. The study is expected to provide new understanding of young children's emotional wellbeing in play. The

pedagogical implications can be regarded as direct: the findings might be utilized in teacher education as well as by teachers in their everyday work when they look for good educational practices in promoting children's wellbeing in and through play.

Keywords: rough and tumble play, early childhood education, day care centre, children up to three, teacher's role

How do we get to know each other? Questions of pedagogical epistemology in work and play with very young children

ROD PARKER-REES, Plymouth University, United Kingdom

The aim of this theoretical paper is to examine the intuitive, relational forms of knowing which can sometimes be overlooked when we focus on children's learning. With reference to Shotter's (2012) 'witness thinking', the paper will draw on the theoretical frameworks of socio-cultural theory, phenomenology, and research on the development of shared attention to explore and challenge ideas about the kinds of knowing and engaging which are available to early years practitioners and to the very young children with whom they work and play. ECEC practitioners work as mediators between cultural constructions represented in public discourse/policy and the unique contexts and relational dynamics of their interactions with individual children, families and colleagues. The ethical issues involved in balancing the needs and interests of children, families, practitioners and communities will be considered, with a particular focus on the dominance of explicit, accessible forms of knowing. The power structures built into the social frameworks of research and policymaking ensure that far more emphasis is given to developing practitioners' ways of knowing about the broad strokes of policy and what works across large numbers of children than to developing their ability to know about what works for a particular child in a particular context. The paper's implications for practice and policy will focus on how ECEC training and professional development might promote and support the development practitioners' confidence in defending the value of play and informal social interactions as powerful tools for getting to know children: learning how to support their learning.

Keywords: tacit knowing, epistemology, learning-in-play, shared attention, witness thinking

SYMPOSIUM SET B/ 6

PEDAGOGICAL DOCUMENTATION - MAKING LEARNING VISIBLE

Self-organised Symposium

CHAIR: LASSE LIPPONEN

Department of Teacher Education, University of Helsinki, Finland

In recent years, there has been a growing interest in pedagogical documentation and the way in which it can be applied to advance pedagogical practices in early childhood education. Pedagogical documentation is a tool for understanding what is going on in pedagogical practice. The purpose of documentation is to make pedagogical practices visible and, in so doing, open for reflection. In this symposium, pedagogical documentation will be reflected in the view point that highlights the role of artefacts, documents, in the construction of social reality. Thus, the focus of the presentations of our symposium is thus both on documents as well as on social reality these documents are embedded in. The presentations discuss the viewpoints of teachers and children and are looking for the necessary conditions for them to intersect. Finally, we aim to reflect how the findings presented in symposium resonate with the theory of Documentality (Ferraris, 2013).

Pedagogical documentation – a tool to support children's learning processes

LISE-LOTTE BJERVÅS AND GUNILLA ROSENDAHL, Linneaus University, Sweden

How do preschool teachers talk about pedagogical documentation as a tool to support children's learning processes? How can this kind of documentation be used in practice in a way that benefits both teachers and children? This presentation is mainly based on the results from a thesis about pedagogical documentation in preschools (Bjervås 2011). Theories from Bakhtin and Fairclough have been applied, in order to understand the teachers talk about pedagogical documentation and children's learning processes. The method used to interpret the teachers' discussions is discourse analysis. Moreover, pedagogical documentation focusing on children's learning processes has been analysed. The documentation is carried out in interaction with the children. The parents of the children involved have consented to the usage of documentation of their

children. The utterances are viewed as a part of a context, not as stand-alone utterances. The teachers talk about the documentation as narratives that the children can benefit by. The documentation serves as a communication aid for the children and makes it possible for them to take part in each other's discoveries. According to the teachers the documentation can contribute to cooperative learning processes and children's participation. At the same time some teachers emphasise that the teachers are running the risk of disrupting the children's processes by documenting. Pedagogical documentation has the potential to be a tool that both teachers and children can use to support the children's learning processes. Whether or not pedagogical documentation is beneficial to the children depends on the choices that the teachers make.

Keywords: pedagogical documentation, support learning processes, participation, documenting, cooperative learning

Formation of social objects: mediating children's perspectives via pedagogical documentation

LASSE LIPPONEN AND MAIJU PAANANEN, Department of Teacher Education, University of Helsinki, Finland

We aim to provide nuanced understanding of the role of pedagogical documentation in creating the institutional reality. The importance of taking children's perspectives into account has been widely acknowledged. However, even though the views of children may be asked while formulating ECE plans, the plans are disregarded or the children's view's refuted (Alasuutari, 2012). Pedagogical documentation becomes reduced to registration of facts. In this presentation, we draw on Ferraris (2013) theory of Documentality - theory of construction of social reality, according to which social reality consists of inscribed acts. Documents provide domains of formation of inscriptions - necessary elements. We highlight both the material and semiotic mechanisms through which social reality is created and distributed. We explore what the necessary conditions are for the formation of social object by analysing the data from our larger research initiative on formation of institutional reality in ECE. The data source consists of pedagogical documents, participatory observation and interviews of kindergarten teachers. In the design of the project, careful considerations about the effects on the children, confidentiality and issues of informed consent were made. Parents have given their consent to the children's participation in the study. We aim at transparency of methodological choices and theoretical orientations when reporting the results. Our findings will be discussed in the light of Ferraris (2013) theory of Documentality. Our findings help find ways for using pedagogical documentation to help children's perspectives become more acknowledged part of constructing shared social reality in ECE setting.

Keywords: pedagogical documentation, children's perspectives, early childhood education, participatory research, documentality

Speaking of meaning making as a relational matter: ideas and discourses within the context of pedagogical documentation

THERESE LARSSON, Malmö University, Sweden

The aim of the study is to examine discourses, in the context of teachers' deliberations on pedagogical documentation, about how children construct meaning. The theory and method used in the critical analysis are based on critical discourse analysis (CDA) inspired by Fairclough. Using CDA gives opportunities to analyse the discourses in a broader theoretical and educational policy context. The empirical data includes recordings of teachers' discussions of documentations from one preschool department in Malmö Sweden. The ethical principles of the Swedish Research Council have been considered. The participating teachers have given their written consent and are informed about the ethical principles undertaken in the research project. In teachers' reflective discussions about documentations, theoretical perspectives, pedagogical ideas and understandings are realised and expressed regarding what the children are doing and communicating. The emerging discourses can be considered to govern the possibilities for action and communication in the preschool practice. Since implementation of a revised preschool curriculum in Sweden, pedagogical documentation (as a tool for collective reflection developed within the Reggio Emilia philosophy) has gained increasing recognition within both preschool practices and in governmental policy documents, and has been linked to different pedagogical ideas and theoretical perspectives. Particularly clear are the voices advocating a theoretical turnaround from language focused constructionist perspectives towards relational materialist approaches when using the tool to understand preschool practice.

Keywords: pedagogical documentation, critical discourse analysis, neo-materialism, meaning making, early childhood education

SYMPOSIUM SET B/ 7

TEACHERS INTERVENTION STRATEGIES IN ECE

Individual Papers

CHAIR: GUNILLA LINDQVIST

Dalarna University, School of Education, Health and Society, Sweden

The development of instructional interactions between students, teachers and young children in kindergarten during their practicum

EFTHYMIA GOURGIOTOU, University of Crete, Greece

This research aims to explore the instructional interactions that occur among students, teachers and young children during their practicum especially when they work in groups. Research suggests that teacher-child interactions in early childhood classrooms are an essential element to high quality programs and child outcomes (Rubenstein, 1994; Kontos, & Wilcox-Herzog, 1997). Vygotsky in his theory of internalization argued that young children learn how to solve problems through their interactions with adults (Blay & Ireson, 2009). When teachers do not interact with children, children lose their opportunities to develop (Trawick-Smith, Dziugot, 2011). So, instructional interactions are critical for future improvements in early childhood education (Jingbo & Elicker, 2005). The participants were 27 fourth-year students teachers in the Department of Preschool Education, University of Crete, who were making their practicum in kindergartens of Rethymno and 195 children who were enrolled in these kindergartens across the 2011-2012 school year. Observation and content analysis were used to investigate interactions developed among students teachers and young children during work in groups. Student-children interactions have been tape-recorded and the incidents are played back to the children for their comments. The results of our research showed that student's teachers develop sufficient quality interactions with young children and even a high frequency. So, it is necessary student teachers receive a better initial education about the pedagogical interactions, so they can later, as professional teachers, develop quality interactions with children in kindergarten.

Keywords: kindergarten, student teacher, instruction, interactions, small groups

Visualisation of ways to work with different learning areas in preschool – a pilot study

GUNILLA LINDQVIST (1) AND MONIKA VINTEREK (2), (1) School of Education, Health and Society, Dalarna University, Sweden; (2) School of Education, Dalarna University, Sweden

The aim was to investigate the intentional work of one preschool to create conditions for learning within seven fields 1) Joy and motivation to learn 2) Creativity 3) Self-perception 4) Responsibility and implementation 5) Thinking and analysis 6) Communication and social relations and finally 7) Empathy. Prior research suggests that knowledge on e.g. how to take responsibility and how to collaborate has important implications for what happens later on in life. Interventions at an early age are more meaningful than later efforts (Ruhm & Waldfogel, 2012). This makes it particularly important to understand how work with this type of knowledge is conducted and promoted in preschool. This pilot-study is part of a larger research project initiated by the Swedish National Agency for Education. The seven learning areas in focus in this study are based on learning goals formulated in the Swedish curriculum. It is primarily an empirical study. Three preschool teachers and one childcare worker were observed during ten days. The learning environment and interactions between adults and children were registered. Follow-up interviews were also performed. All participants involved in the study (i.e. preschool managers, preschool personnel, legal guardians) were informed about the study and gave their written consent. Results reveal that it is possible to observe how preschool personnel work to create conditions for learning within the seven fields. A Visualisation of ways to work with the areas focused is assumed to increase teachers' intentional conduct and be useful in developing educational practice.

Keywords: preschool, teaching, fostering practice, observations, curriculum

The de-automatisation of taken-for granted teacher practice provoked by a cross-cultural research study

MARY JANE MORAN (1), ROBYN BROOKSHIRE (1), CHIARA BOVE (2) AND PIERA BRAGA (2), (1) The University of Tennessee, United States; (2) University of Milan-Bicocca, Italy

One aim of this study was to de-automatise early childhood teachers' behaviours by shifting their roles from 'actors' to 'viewers of the self'. Recursive micro-analyses of the others' 'tape of the teaching day' were conducted in focus groups. US teachers seemed more involved, more often in children's daily experiences, than Italian teachers. Questions regarding children's competencies, rights, needs and the role of teachers dominated the discourse. The research explicates the power and potential of visual literacies, communities of practice, and the influence of another's gaze on teachers' beliefs and practice, cross-culturally within a participatory research design. Teachers were positioned to explore 'present moments' and uncover implicit knowledge (Stern, 2004) by engaging in reflexive practice to 'turn back on itself, and then turn back on its turning' (Siegle, 1986, p. 2). Communities of practice and situated learning provided the context in which key tenets of socio-cultural theory were employed. The model challenged problems of (1) ethnocentricity, (2) functional equivalence, and (3) timeframe (Nasif, Daeaj, Ebrahimi & Thibodeaux, 1991). Both sites implemented identical procedures and analyses: videotaping teacher practice, editing protocols, focus groups, and interviews. Grounded theory, constant comparative methods, and schema analyses were utilized. Italian Ethics Committee and US Institutional Review Board approved the study. Recursive, cross-cultural analyses of videotapes with ongoing critical reflections by teachers and researchers challenged ethnocentric views and local practices regarding when to intervene in children's play, challenging long-held beliefs about teacher roles and children's rights and competencies. More participatory, cross-cultural research in ECE is needed.

Keywords: cross-cultural research, collaborative inquiry, visual literacies, community of practice, teacher decision-making

SYMPOSIUM SET B/ 8

EXPERIENCE, KNOWLEDGE AND UNDERSTANDING OF QUALITY

Individual Papers

CHAIR: ALINE-WENDY DUNLOP

University of Strathclyde, United Kingdom

Understanding teachers' experiences of quality in early learning centres

JUDY VAN HEERDEN, University of Pretoria, South Africa

The aim of this research is to explore the concept of quality in early learning centres to serve as the groundwork for the development of an early learning quality assurance framework in South Africa. This study identified a gap in the existing research on quality measures for the South African context (Halle, Vick, Whittaker & Anderson, 2010; Harms, Clifford & Cryer, 2005; Mohamed & Lissaman, 2009; Robertson & Dressler, 2010; Soni & Bristow, 2010). Woodhead's (1996) model of quality development serves as the framework for this study. Quality indicators include input, process, and outcome categories. Interwoven theoretical concepts include quality, early learning centres and quality assurance frameworks. In this explanatory instrumental case study framed within social constructionism, pre-service teachers and their mentors used photographs, interviews, open-ended questionnaires and reflective journals to present "quality". Transcripts of the interviews and pre-service teachers' journals were coded to identify emerging themes. I adhered to the ethical criteria of University Pretoria and obtained permission to conduct research with the participants. I obtained consent of the principals, teachers, parents and students. Conceptualisations of quality mirrored accepted norms of quality in the learning centres. Quality indicators included children's socio-emotional well-being and holistic development, a normative foundation for values and respect, effective infrastructure and accountable learning. Aspects perceived by participants as quality indicators are difficult to measure in a quantitative way, suggesting that the development of quality frameworks must include indicators of both facilities (structural) and learning (process) and the interdependence and effects of factors on each other.

Keywords: quality, teachers, pre-service teachers, early learning centres, South Africa

The importance of preschool teachers' knowledge for quality in early childhood education

KERSTIN BÄCKMAN AND ANNIE HAMMARBERG, University of Gävle, Sweden

The research objective is to explore the knowledge teachers in Botswana and Sweden, whom are important and/or necessary when they teach mathematics and science in Early Childhood Education (ECE). The aim is to discern the basic teacher knowledge that might be global and knowledge shaped by culture. Previous research shows that Pedagogical Content Knowledge (PCK) in ECE includes pedagogical and didactical considerations in relation to culture and children's experiences (e.g. Clements & Sarama, 2009) According to Shulman (1986) and later Grossman (1990) teachers' subject knowledge and pedagogical content knowledge both influence teaching. The study involves one survey in Sweden with 64 preschool teachers and one survey in Botswana with 65 preschool educators. We have also used focus groups interviews to gain deeper knowledge of certain issues. We follow the ethical rules for researchers in both countries. The considerations include informed consent and confidentiality. The knowledge base teachers need in preschool includes pedagogical and didactical knowledge together with subject knowledge. Data shows that there is basic knowledge that is similar and maybe global when it comes to mathematics and science. However, some knowledge is shaped by culture, local traditions and expectations. To ensure quality education for the youngest children educated teachers with knowledge about content like mathematics and science is needed. Teachers also need knowledge about children and of the learning strategies they are using. Teacher knowledge also includes curriculum goals and how to implement curriculum in daily activities and play.

Keywords: mathematics, science, preschool, teaching, pedagogical content knowledge

Preschool educators' metaphors at the beginning and the end of the child-centred project

ANNELI NIIKKO, The University of Eastern Finland, Finland

The aim of this study is to examine the metaphors that Finnish preschool educators used while talking about pedagogical action and its change at the beginning and the end of the child-centered project. Many educational metaphor researches have emphasised teachers' belief systems, attitudes and practical knowledge and images of teaching and learning (Munby, 1986, Oxford et al., 1998, Saban, 2006, Zapata & Lacorte, 2007). Theoretically, the study is based on such theoretical approaches that consider metaphors, among other things, from the viewpoint of substitution, comparison, interaction, and cognitive theories (Ricoeur, 1986; Black, 1992; Grady, 1996; Lakoff & Johnson, 1980; Jensen, 2006; Saban, 2006). The study is a qualitative case study in nature. The process of data collection utilized a variety of data sources (triangulation). The content analysis method was used to analyse the data both implicitly and explicitly (Wilkinson, 2006). In the research it has been ethically followed the principles of good scientific practices (Cohen & Manion, 1997; Butler-Kisber, 2010). According to the findings, the educators used comparative and conceptual metaphors at the beginning of the project and only conceptual metaphors at the end of the project. Comparative metaphors were related to the different organisations, action and physical environment. The conceptual metaphors were connected to views of children, pedagogical activities, co-operation and professional development. The study of metaphor can be used to examine pedagogical phenomena in teacher training and practice. The type of this study offers possibilities to shed light on educators' views, feelings and changes in action.

Keywords: preschool, educators, pedagogical action, metaphors, qualitative study

SYMPOSIUM SET B/ 9

MUSIC AND SONG IN YOUNG CHILDREN'S LIVES

Individual Papers

CHAIR: INGE JOHANSSON

Department of Child and Youth Studies, Sweden

Family musicality: A musical interaction system with toddlers and parents.

DIMITRIS ANTONAKAKIS, University of Crete, Preprimary Education Department, Greece

This musical interaction system is established in private practise in Heraklion since 2012 and a research work is in progress about the social development of children (2-4 years old) through music. Previous research works include the studies of

Kugiumutzakis, Trevarthen, Malloch, Trehub, Stern and Gardner. Family musicality is a musical interaction system with toddlers and parents. Part of it is based on Orff Schulwerk concept and parts of it in modern applications as: creational listening to music, dance and musical improvisations, musical games, rhythmical exercises and song singing. The system is based on the theory of communicative musicality (Trevarthen & Malloch), the theory of affect attunement (Stern) and provides to children activities for all types of intelligence (Gardner). Toddlers and parents attend a one hour session every week. We check the toddlers' vocabulary development every week and we compare it with the vocabulary development of a control group that do not attend family musicality sessions. The parents do not know the aims of the research, so they don't focus in oral interaction. All toddlers (in sessions and in control group) are from the same town and from all layers of society. After an 8 months period attended the sessions we presume that the overall development of toddlers will be increased in musical skills, including vocabulary development. Research findings are in progress. This system can be used in all public kindergartens at an afternoon session and one additional important benefit is the bond that creates between the parents of toddlers.

Keywords: family musicality, communicative musicality, affect attainment, toddlers development, multiple intelligence

The challenge of coordinating perspectives in a musical play activity

PERNILLA LAGERLÖF, Department of Education, Communication and Learning, Sweden

What activities evolve when children interact with and around a novel music technology, with and without an adult actively participating? This study concerns the use of a new technology in early childhood music education. When new digital and multimedia technologies enter educational settings it raises many issues that require research. For educational research it is important to generate knowledge on what the technology 'does' as seen in terms of children's activities with, and responses to and around it. The theoretical framework for the study consists of socio-cultural psychology, with participation, inter-subjectivity and structuring resources as important analytical concepts. The empirical data consists of video observations from an after-school centre of first the children themselves interacting with each other and the music technology and second with also a teacher participating in the activity. The study was conducted in accordance with the ethical guidelines of the Swedish Research Council. All participation was voluntary and the parents of the children have signed an informed consent for the children to be involved in the study and to be video-recorded. The result shows that the activities developed into different types of play-based participations: make-believe and/or musical play. The finding that the children (and adult) engage in many different kinds of activities illustrates the creative and open-ended nature of participating in social practices. The study has significance for an informed discussion of the place and role of new music technologies in early childhood settings.

Keywords: music technology, early childhood music education, coordination of perspectives, inter-subjectivity, play-based participations

Facing the world's toughest audience: The importance of dramatic artistry in teaching and instruction

MANDY GEDDIS-CAPEL AND KEVIN KERN, University of Mount Union, United States

The key aim of our research is to understand how dramatic artistry workshops can improve teacher candidates' teaching and instruction with young children. We propose to demonstrate how Actor training, i.e. dramatic artistry, can and should be added to the curriculum of the pre-service teacher. This will be accomplished by: illustrating the vast similarities between acting and teaching; creating workshops for pre-service teachers that expose them to the fundamentals of performance and analysing their experiences of artistry in practice. This research links with our prior work on utilizing actor training to enhance educators' public speaking, problem solving, improvisation, and small group communication skills. It also connects to the study of understanding how children think by using artistry to engage the minds of students. Our conceptual framework is based on the premise that "teaching about" theories of curriculum delivery is not enough to help pre-service teachers' utilize dramatics in their future classrooms. Teacher candidates that are trained with dramatics cultivate more initiative for practicing effective teaching delivery with young children. We frame our study alongside Elliott Eisner's notion of Artistry as a way that helps children cultivate a disposition to play with ideas. When teachers use artistry in delivery, students will ultimately learn beyond the technicality of teaching. Our qualitative narrative research explores alterations of pre-service teachers' delivery of instruction before, during, and after dramatic artistry workshops, i.e. actor training. Confidentiality is upheld with teacher candidate narratives. Artistry in delivery has a positive impact on student learning.

Keywords: environment, teaching, artistry, learning, acting

SYMPOSIUM SET B/ 10

PARENT AND PROFESSIONAL PARTNERSHIPS AND TRANSITIONS

Individual Papers

CHAIR: JOANNE LEHRER

Université du Québec à Montréal, Canada

Improving parent-professional partnerships by considering parents' views

ANTJE ROTHE, Leibniz University of Hanover, Germany

The research project "learning experiences in the transition" (2008-2013) aims to develop a deeper understanding of learning and developmental processes of socioeconomically disadvantaged children during the transition to primary school. This paper presents parents' views on the child's transition process and on parent-professional partnerships. It contributes to recent efforts to integrate participants' perspectives in ECE (e.g. Dunlop/Fabian 2007). The transition to primary school is critical for school success (Pianta 2007). In the German context, socioeconomically disadvantaged children are. The study is based on an ecological understanding of the transition (Rimm-Kaufman/ Pianta 2000), a socio-constructivist conceptualisation of learning (Lave/ Wenger 2007) and a multidimensional conceptualisation of socioeconomic disadvantage (Glatzer/HÃ¼binger 1990). Within a qualitative, longitudinal research design the study refers to the period from 18 month before to 18 month after school entry (5 phases of investigation). Qualitative interviews with parents, educators and teachers were conducted and analysed by coding procedures (Strauss/Corbin 2003). This paper refers to a cross-case analysis of 16 main cases. Participation was based on written informed consent. We highlight parents' active role in their child's transition process and varying patterns of parent-professional partnerships. By thus we highlight an often neglected perspective of parents considered as socioeconomically disadvantaged. Our results on parent-professional partnership can be related to various constructs of childhood. Furthermore, they contribute to a deeper understanding of parental involvement as one aspect of quality in ECE from family perspectives.

Keywords: transition from preschool to school, qualitative, longitudinal research, socioeconomic disadvantage, parents' perspectives, parent-professional partnership

Parent-early childhood educator relations during the transition to kindergarten in marginalised neighbourhoods: A narrative-case study

JOANNE LEHRER (1), NATHALIE BIGRAS (1) AND ISABELLE LAURIN (2), (1) Université du Québec à Montréal, Canada; (2) Direction de la santé publique, Montréal, Canada

Quebec's official discourse specifically targets children from low-income families as needing extra preparation for school (Gouvernement du Québec, 2012, MELS, 2009). The aim of this study was to collect and assemble parent and educator narratives about their relationships, during the transition to school of children who live in neighbourhoods that have been identified as low-income and "vulnerable" with regards to "school readiness". Previous research on the transition from early childhood education to primary school suggests that these parents feel marginalised and undervalued by school personnel (Barberis, 2008; Dockett et al., 2011, Gleason, 2010). However, multiple points of view with regards to the same children, or the perspectives of early childhood educators, have rarely been investigated (Fabian & Dunlop, 2006; Peters, 2010). This project draws on postcolonial theory (Cannella & Soto, 2010; Hooks, 1990; Quayson, 2000) and a postmodern narrative framework (Bamburg & Andrews, 2004; Squire et al., 2008; Zilber et al., 2008). Narrative interviews were conducted with parents and educators of four five-year-old children attending publicly funded and regulated childcare centres. Ethical considerations, such as confidentiality, voluntary participation, informed consent, member checking, and researcher reflexivity were respected. The discussion will focus on how participants make sense of their experiences, how they position themselves with regards to meta-narratives of deficiency, pedagogicalisation and school readiness, as well as how they draw upon counter narratives of resistance. This study compares parent and educator narratives concerning the same child and identifies practices that both support and inhibit positive relationships between parents and educators.

Keywords: transition to school, family-educator relations, pedagogicalisation, marginalisation, narrative research

Parent-caregiver partnership during the infant transition to child care

VERA COELHO, Faculdade de Psicologia e Ciências da Educação da Universidade do Porto, Portugal

This paper presents caregivers' and mothers' attitudes and behaviours regarding the partnership between family and childcare settings during infants' transition from home to childcare. The effects of family and childcare characteristics on children's development have been largely studied but, even though parent-caregiver partnership has been identified as a crucial element of high-quality programs for infants and toddlers, there is a need for a better understanding of what teachers and parents think and do regarding this partnership (Elicker, Noppe, Noppe & Fortner-Wood, 2010, Owen, Ware & Barfoot, 2000). Assuming a bio-ecological perspective (e.g., Bronfenbrenner, 2001), infant development occurs in the context of complex nets of interpersonal relationships within the nuclear family and other settings, such as childcare. Mothers and caregivers of 90 infants answered the Caregiver-Parent Partnership Scale (Ware, Rusher, Barfoot & Owen, 1995) and background questionnaires. Participants gave informed consent. Results show that parents and caregivers strongly believe in partnership for meeting children's needs, and report high frequency of partnership-related behaviours. Attitudes and behaviours were positively associated, both for mothers' and caregivers' reports. Caregivers' and mothers' partnership behaviours and attitudes were compared: mothers reported higher levels of behaviours that contribute to parent-caregiver partnership, no differences were found between attitudes. Results also show positive associations between mothers' and caregivers' attitudes. Additionally, associations with home and childcare variables were in the expected directions. Given the importance of family-caregiver partnership, implications for education and care for infants in out-of-home contexts will be discussed, highlighting the importance of convergence between caregivers and mothers' attitudes towards partnership.

Keywords: parent-caregiver partnership, childcare quality, infants' development, caregiver and family attitudes, transition to child care

SYMPOSIUM SET B/ 11

INTERGENERATIONALITY, CARE AND EDUCATION OF YOUNG CHILDREN

Individual Papers

CHAIR: ANNA SIIPPAINEN

University College of Buskerud and Vestfold, Norway

Intergenerational relations in day-care with evening services

ANNA SIIPPAINEN, University of Jyväskylä, Finland

The presentation bases on my ongoing dissertation where I examine intergenerational relations in a Finnish day-care centre. I will separate forms of intergenerational relations through the empirical data. The research represents childhood studies (Alanen etc.) and adopts ideas from governmentality research (Foucault, Rose, Dean). Theoretical framework is based on Michel Foucault orientated governmentality research. Generational relations between children and adults are going through changes. Last few decades the idea of child as an active subject has spread widely. The turn from governing to governance has also reached children and new kinds of intergenerational relationships are being constructed. The data is comprised of ethnographic and interview material which has been collected in a day-care centre group that offers day care with evening services for 3 – 5 year-olds. There are lots of ethical considerations in ethnography. At this point when I am analysing the data one of the biggest considerations is the role of researcher and informants. How can I make a justice for the informants when interpreting the data? Boundaries between home and day-care break down as day care with evening services try to be as home-like as possible. The relations between children and personnel are more informal. Both children and adults take actively part in shaping the intergenerational relations. The data shows that there are many forms of relations from carrying out educational goals to maintenance of order and tender care. The forms of relations reflect ideas of a contemporary childhood.

Keywords: childhood studies, intergenerational relations, governmentality, day-care, ethnography

The intergenerationality - Untapped potential

JOSÉ PEDRO MARQUES, MARGARIDA AFONSO, AND HELENA MARGARIDA TOMÁS, College of Education (Polytechnic Institute of Castelo Branco), Portugal

This aims to present results of a: 1. literature research related to the various ways to promote inter-generationality and it's the strongest and weakest points. 2. Survey on the projects that promote the encounter between generations (children and seniors). Arising from points 1 and 2 we suggest a project where seniors and children are placed in informal learning contexts related to Portuguese traditions explained in scientific terms, by the seniors to children and vice-versa. The work seeks to make a statement about inter-generationality. The work mainly involved literature search and content analysis. Paper results from literature review and based on the results proposes a future intervention that takes into account an informed and enlightened participation of all. In this sense the ethical concerns are respected. 1. Results of literature research show that promotion of dialogue between generations reverses in many positive aspects, for example, greater stability and social cohesion, valuing everyone - seniors, families, children - and the blurring of boundaries and stereotypes. Results also show that special attention is given to aspects such as socio-emotional well-being and values, but issues of learning and knowledge sharing have been less valued. 2. Intergenerationality projects are still few in the Portuguese case, but they have been increasing in recent years. We can see, again, that aspects of learning and sharing knowledge are undervalued. The project seeks to improve the potential of intergenerational encounters because besides enhancing the social and affective aspects and values, also values the scientific development of children and seniors.

Keywords: intergenerationality, children-Senior relationship, informal learning, science learning, socio-affective development

SYMPOSIUM SET B/ 12

GROUPING STRUCTURES IN ECE CENTRES

Individual Papers

CHAIR: IOANNA PALAIOLOGOU
CANTERBURY CHRIST CHURCH UNIVERSITY, United Kingdom

When does group size's in preschool become too large or too small?

ANNIKA ROSENQVIST, University of Gothenburg, Sweden

The aim of the study is to examine preschool teachers' perspectives on how group size impacts their working conditions and conditions created for children's well-being, play and learning in preschool. Questions at issue: in which situations and contexts do preschool teachers write that the group becomes too big or too small? In what ways do preschool teachers express that the group size can become an opportunity or an obstacle in relation to children's activities, positions and relationships. The theoretical framework for the study is based on Bronfenbrenner's ecological systems theory (1979, 1986). The study is part of a larger national web survey answered by 698 preschool teachers. Two open-ended questions regarding group size were analysed qualitatively by using content analysis. The study follows the Swedish Research Council's ethical guidelines, including requirements for confidentiality, consent, information and voluntary participation. The result shows that physical environment, time aspects and conditions to meet the needs of children are recurrent concepts in the preschool teachers descriptions, which has an impact on their working conditions and the conditions created for children's well-being, play and learning in preschool. The study is expected to generate knowledge about preschool teachers' perspective on the group size's impact on learning opportunities and have implications for both practise and policy.

Keywords: group size, preschool teachers, working conditions, learning conditions, children

Daily life in toddler programs: patterns related to grouping structures

NANCY FILE (1) AND DIANE HORM (2), (1) University of Wisconsin-Milwaukee, United States; (2) University of Oklahoma-Tulsa, United States

This study comprises case study descriptions of learning environments in two types of toddler classrooms, one serving mixed-age groups and one serving same-age groups. The presentation fits in the 'learning environment' strand. Our work is situated within the literature that examines the transactional nature of development (Sameroff, 1993). This literature has led to a relationship-based focus in infant/toddler care giving (Zero to Three, 2008), that has included advocacy for continuity of care for very young children (Howes, 1998). While continuity of care calls for caregiver consistency over time, this can be achieved in either mixed-age or same-age groupings. The aim of the research is to examine the daily experiences offered to very young children and achieve some preliminary understandings of how these experiences are contextualized within the structural element of grouping strategies. The data were collected via observation in two programs, both serving as targeted programs for young children living in poverty in the United States, using the Toddler Classroom Observation System (CLASS, LaParo, Hamre, & Pianta, 2012). In consideration of research ethics, we operated under research approval structures, conducted observations in consideration of our presence in the classroom, and present our data with attention to confidentiality. We found a change in the pattern of experiences as children aged in the same-age classrooms, which will be contrasted with the case study descriptions from the mixed-age classrooms. With greater understanding of how grouping strategies impact classroom processes and practices, the field can be better informed as to the implications of these decisions.

Keywords: learning environment, toddlers, quality, grouping, teacher-child interaction

SYMPOSIUM SET B/ 13

PATHWAYS AND PARTNERSHIPS FOR QUALITY

Individual Papers

CHAIR: GERRY MULHEARN

Charles Sturt University, Australia

Research partnerships – joint pathways to quality?

GERRY MULHEARN AND JENNIFER SUMSION, Charles Sturt University, Australia

We explore a process for initiating complex research partnerships between academics, policy makers, and practitioners, focusing on learning in early childhood and workforce issues related to quality programs. We refer to research from a number of disciplines describing steps to success in research collaboration, indicating, for example, the importance of early establishment of trusting relationships, building on complementary expertise, and developing shared. In this qualitative project we examine the phenomenon of research collaboration in early childhood using a conceptual framework (Mirzoev et al, 2012) which underpins a shift from a 'two communities' model to 'linkage and exchange model' or network approach. Our practitioner research uses a case study to analyse our own leadership of collaborative research practice focused on early childhood education. Data was collected through content analysis of documents developed prior to, during, and following workshops with potential research partners. Individual participants contributed information about their organisation's research priorities, informed that this would broadly shape new research and preserve individual and organisational confidentiality. Emerging findings indicate common concerns and goals among diverse players in a contested Australian environment of significant early childhood reforms. Research about quality is viewed as very important, counterbalanced by constraints such as competing priorities, and challenges differing between sectors. Initiating large scale and multiple research partnerships requires thorough planning and a principled approach. The employment of a specific position dedicated to facilitating collaboration may be of assistance.

Keywords: quality programs, research partnerships, collaboration, diverse players, competing goals

Leading through inquiry: an examination of research dissertations completed by Foundation Degree students

MICHAEL REED AND ROSIE WALKER, University of Worcester, United Kingdom

The research was conducted at a university in England. It involved tutors collaborating with students who were following a part-time Foundation Degree (FdA) in ECEC (Early Childhood Education and Care) completing their final practice based research dissertations. The research explored the reason why the students focused upon a particular area of inquiry for their dissertations, the approaches they used and their views on the way their inquiries had an impact on quality ECEC practice. A feature of the process was the way it provided an additional dimension to leadership activity within ECEC settings which can be termed leading through inquiry. The methodology encompassed qualitative research using content and relational analysis of course materials produced by students alongside group and personal interviews. The project design was scrutinized by a University Ethics Committee underpinned by a protocol which included strategies for participation and withdrawal by participants. The process had a profound personal impact on those involved and heightened confidence as well as allowing an acquisition of knowledge. It influenced what went on within an ECEC setting by collaboration rather than directing others and promoted a dissemination of knowledge at a local level. Practice based research in this instance can be seen as one of many contributing features of leading practice.

Keywords: practitioner research, leadership, collaborative inquiry, relational analysis, quality improvement

Learning within three Practice Boundaries

TUULIKKI UKKONEN-MIKKOLA, HENRIKKA TURTIANEN AND KIRSTI KARILA, University of Tampere, Finland

This research is implemented in a new regional partnership network established by the University of Tampere (School of Education) and the 53 selected municipal ECEC centres. The aim of the network is to create a learning and research community, where the ECEC professional, university teachers and researchers and the students collaborate with each other. Both university-level teacher training practices and the educational and working practices in the ECEC centres can be further developed and investigated in this collaboration. The aim of this study is to investigate the learning at work processes taking place in the above mentioned collaborative activities. The various professional boundary spaces and their encounters are also studied. The study relates to earlier research according to practice boundaries. Theoretical framework is based on the conceptions of practice boundaries and boundary spaces (Engeström 2005, Edwards & Kinti 2009), the communities of practice (Wenger 2000) and the innovative knowledge community (Nonaka & Takeuchi 1995). The data consists of thematic interviews with 17 teacher trainee students and their mentors from ECEC centres, as well as teachers from university. The analysing process is conducted with content analysis. Ethical principles and guidelines for good scientific practice (e.g. informed consents, confidentiality and anonymity) have been followed throughout the project. The preliminary results illustrate the challenges in the professional zones and cultural scripts when crossing institutional boundaries. Research findings can be utilized when developing in-service training practices. New collaborative practices between the universities and ECEC professionals can be created with the results of this study.

Keywords: teacher training, practice boundaries, boundary spaces, partnership network, learning at work

SYMPOSIUM SET B/ 14

QUALITY IMPROVEMENT AND ASSESSMENT, AND AS A CONCEPT OF "EVENT"

Individual Papers

CHAIR: CARMEL BRENNAN

Early Childhood Ireland, Ireland

Aistear in Action - a journey in quality improvement

CARMEL BRENNAN, Early Childhood Ireland, Ireland

Early Childhood Ireland and the National Council for Curriculum and Assessment implemented a joint initiative called Aistear in Action (AiA) - working with seven early childhood services to identify significantly effective mentoring strategies that impact on the capacity of services to transform their understanding and implementation of curriculum, using Aistear, the

national curriculum framework. (NCCA, 2009). The project is informed by implementation strategies internationally, reviewed by OECD (2012). Aistear is built around 3 core structures: 12 principles embracing a socio-cultural perspective, 4 themes describing learning, and 4 sets of guidelines. Its interpretive nature allows responsiveness to values, culture and contexts. The research question is 'How do settings with different philosophies develop their curricula using Aistear and action research?' (Carr and Kemmis, 1986). Practitioners requested parents' permission for children's participation and the use of images for educational purposes. Key to success was an intense multi-strand mentoring approach including cluster CPD, onsite visits and peer sharing. Guided and challenged by Aistear, and using a reflective and emergent approach to curriculum, services were supported in creating stimulating learning environments, listening to children, responding to their competences and interests and sharing their learning with important people in their lives. Documenting the processes and learning involved was a key aspect of the initiative and served to develop exemplars of practice for the online Aistear Toolkit. This paper identifies key transformative moments within the initiative and draws on the exemplars to showcase the emerging quality. The significance of intensity, relationships, on-site support drives the implications for policy.

Keywords: arts activities, emergent curriculum, exemplars, mentoring, transformative

Quality assessment with a participative methodology: an experience with 441 crèches and preschools in São Paulo, Brazil
MARIA MALTA CAMPOS (1), SONIA LARRUBIA VALVERDE (2) AND BRUNA RIBEIRO (3), (1) Fundação Carlos Chagas, Brazil; (2) São Paulo Municipal Department of Education, Brazil; (3) MOVE, Brazil

To engage ECE centres in an auto evaluation process, to help them select priorities for their action plans and to collect data in order to create a document with quality criteria for São Paulo ECE centres. The experience is part of a more broad effort to develop and study ECE centres assessment using a participative methodology. This action research includes a sample of 441 ECE centres, 20% of the 2,140 municipal centres of São Paulo. The main instrument is the document "Early Childhood Education Quality Indicators" (Brazil, Ministry of Education, 2009). Strategies include continuous meetings and discussions with the participants about the ongoing experiences, and written and photographic documentation. The centres participation is voluntary. The methodology respects National Regulation regarding research with humans. The action research focus is on the process experienced by individual centres, by the regional supervisors and by the municipal ECE system. Results obtained from the study's first phases indicate a great diversity between the level of participation at different areas of the city, a general lack of information about institutional assessment methods and a growing interest on ECE quality assessment and improvement among participants. The research is providing public managers with an overview of the ECE centres level of participation and interest on quality assessment, allowing for a better communication with the centres and better conditions for quality improvements in the public system.

Keywords: Early Childhood Education, Quality, Centre Auto Evaluation, Participative Assessment, São Paulo

Quality as event

NINA ROSSHOLT, Oslo og Akershus University College og Applied Sciences, Norway

The aim of the research is to problematise the concept of quality within early childhood education within a Norwegian context. As a concept quality is difficult to define in clear and unambiguous ways. However, within a political discourse it is understood to be located around the concepts of structure process and outcomes. I argue that one way of reconfiguring quality is to understand it within Deleuze's concept of event. It is suggested that by understanding quality as event the move is made from perceiving it within the polarities of good or poor, rather it can be understood as movement where is caught within a number of relationships between actual things and other elements. The paper goes on to suggest that in perceiving quality as event there are possibilities for understanding it outside of normative scripts. The pursuit of reconfiguring quality as event is a highly ethical task given that the project seeks to understand the concept in ways that are more inclusive to children and families. The findings are located around reconfiguring quality where we can understand it outside of technocratic practices. Given the global investment in quality it is incumbent upon us to scrutinize the concept so as to consider whether current perceptions are (in) adequate in addressing the complexities of contemporary societies. Whilst this paper recognises the benefits of structures that are targeted towards inclusivity, respect for diversity and respect for the child and her family, it also questions whether quality could be reconsidered outside of a discourse of linearity.

Keywords: quality, event, diversity, child, movements

SYMPOSIUM SET B/ 15

PART ONE: INCLUSION AND DIVERSITY AT TIMES OF TRANSITION

Self-organised Symposium

CHAIR: JENNY WILDER

School of Education, culture and communication, Mälardalen University, Sweden

In this symposium members of the International Research Program POET (Pedagogies of Education Transitions) will share their research about inclusion and diversity at times of transition.

Collaboration in transitions: Young children with learning disabilities in Sweden

ANNE LILLVIST, JENNY WILDER, School of Education, Culture and Communication, Mälardalen University, Sweden

Focus lies on the transition from preschool to special schools for children with learning disabilities and the collaboration between special schools, preschools and parents. Scarce research exists internationally about the transition into special school for young children with learning disabilities, independent of the age and time of transition. The concept of transitions rests upon Peters (2010) theoretical concepts of borderland and learning journeys. Collaboration will be analysed and discussed by the frame regulation, organisation and different viewpoints or approaches developed by Danermark (Danermark & Germundsson, 2011), and the ecological framework of development as theorized by Bronfenbrenner (1999). Questionnaire data from approximately 200 teachers in special schools focusing on the pre- and post-transition of children with disabilities aged 6-7 years beginning special schools. Questions concerned collaboration between micro environments, exchange of knowledge and experiences of policies and practices in transitions. Ethical approval from Swedish Ethical Review Board has been given Nr 2013:512. No information about individual children, names of schools or teachers has been collected. Group-level data will be presented. Preliminary results will be presented at the conference. The result will focus on regulation, organisation and viewpoints of special school teachers and collaboration and work in transitions across micro environments. The study will give knowledge about the collaborative process during transitions of young children with learning disabilities transitioning from preschool to special school, from the perspectives of teachers. This study is part of a research project focusing on diversity and inclusion in the learning journeys of children with learning disabilities in Sweden.

Keywords: transition, special school, learning disabilities, collaboration, preschool

Educators' expectations and aspirations around young children's mathematical knowledge

BOB PERRY AND AMY MACDONALD, Charles Sturt University, Australia

To evaluate the impact of the Let's Count early mathematics professional learning program on early childhood educators' beliefs and practices concerning the mathematics learning of preschool children from complex and diverse backgrounds. Let's Count builds on previous research which suggests that all children are capable of exploring powerful mathematical ideas, and that children should be given opportunities to access these ideas. Key constructs on which the Let's Count program is based include: all young children and adults working with these children are powerful mathematicians, regardless of their life circumstances; educators' beliefs, expectations and aspirations. This research utilises a mixed-methods approach in which early childhood educators have responded to brief written surveys as well as email and telephone interviews. Informed consent was achieved through detailed information sheets and consent forms which were explained to potential participants. It was made clear that participants could withdraw from the study at any time with no negative consequences. The main finding from this research is a demonstrable shift in early childhood educators' expectations of, and aspirations for, the mathematical learning of young children from complex and diverse backgrounds. The Let's Count program has had a positive impact on children's mathematical learning as well as educators' beliefs and practices as mathematics educators. It is posited that wide-spread participation in the Let's Count program will have positive effects for mathematics education in preschool settings.

Keywords: mathematics education, educational transitions, early childhood educators, complex circumstances, professional learning programs

SYMPOSIUM SET B/ 16

COGNITION AND SYMBOLS

Individual Papers

CHAIR: MIRIAM ROSENTHAL

Hebrew University Jerusalem, Israel

Metaphors in the preschool age: interrelation with emotional and cognitive processes

ALEKSANDER VERAKSA, Lomonosov Moscow State University, Russia

In this research we suggest that the representations of metaphoric answers in various ages are unequal. We believe that the different types of answers will characterise the peculiarities in a child's cognitive and emotional development. Studies into the age peculiarities of a metaphor's use by Gardner, Winner, Bechhofer, and Wolf (1978) showed that children of a pre-school age were sensitive to using a metaphor. We based our own research on the principles of categorisation by Gentner and we found that the children gave three types of answers: structural (based on structural relations), attributive (based on external features), functional (based on functional features). The present article analyses the process of interpreting a metaphor by pre-school children. The study involved 88 participants, attending a kindergarten in Moscow, Russia. The preschoolers were given a basic set of metaphors created by the authors as well as the NEPSY-II tests. Research was carried out in accordance with Code of Ethics of Russian Psychological Society. Parents of all children provided an informed consent. The results show that metaphorical representation is an important form of the reflection of reality by children. The results demonstrate that there are two types of tasks that can be resolved using metaphorical representation: the first one is resolving the cognitive tasks, and the other is emotional regulation of cognitive activity. The dynamics of mastering metaphorical representation by pre-school age children has been determined. Authors state that a metaphor acts as a tool of cognitive activity in the middle-age and senior-age groups of the pre-school age which is important to develop.

Keywords: metaphor, cognitive activity, representation, preschool, interpretation

The type of symbols that early years teachers use for the teaching of science: A case study of teaching the “Water Cycle”

MARIA KAMBOURI (1), MICHAEL ALLEN (2) AND ELIADA PAMPOULOU SALOWM (3), (1) Roehampton University, United Kingdom; (2) Kingston University, United Kingdom; (3) University of Kings, United Kingdom

The aim of this paper is to investigate the use of symbols by early year’s teachers and identify the types of symbols that teachers employ in when teaching early years science. Previous research concentrates on symbols within special education. Literature supports that symbols can help children visualise meanings of words and understand science. Research suggests that symbols can support children with special educational needs at many different levels. The theory behind this study is social constructivism which commonly underpins contemporary studies in science education. Social constructivism involves children constructing their knowledge based on previous knowledge, with an emphasis on the effect that. A case study was designed which included six individual interviews and lesson observations conducted with six early years teachers working in mainstream pre-primary schools. The participants of the study were six female early year’s teachers. Permission to conduct the research was granted by the Ministry of Education in Cyprus. The teachers and the parents were informed of the data collection procedures and gave their consent to participate knowing that they could withdraw at any time. Teachers tend to mainly use graphic for their teaching and report that replacing words with symbols can support children's learning and prepare them for reading/writing. The participants used symbols which they created on their own, usually using pictures and drawings. Teachers are not aware of the commercially available symbols sets. There is a need to train teachers on the use of symbols and inform about available resources that can be employed when teaching.

Keywords: early years teaching, symbols, practice, science, alternative approaches

The use of picture books in ecological education

TATJANA KIELLAND SAMOLOW, Queen Maud University College of Early Childhood Education (QMUC), Norway

The paper is based on the first results of a research project that will explore the role of picture books in the work with children's attitudes towards the environment. In the paper I will argue that environmental issues play little role in Norwegian picture books. Furthermore I will argue that the Norwegian picture book is nonpolitical. On that background I will ask what kind of view of the child lies at the heart of most Norwegian picture, whether the child is seen as a citizen and ask what the consequences may be. The project is part of an ongoing project on "green pedagogics" at Queen Maud's College. The paper is based on a political view on literature. Literature reflects certain thoughts and imaginations about the world. Furthermore it produces, and sometimes contests societies’ notions and values. The analysis of the view of the child in Norwegian picture books will stand in a dialogue with recent childhood studies concerned with children’s citizenship. Part of the paper will be an ecocritical analysis of a picture book.. Ecocriticism is a heterogeneous field in literary studies. Comparable with marxism and feminism, ecocritical analysis are political and cultural analysis concerned with environmental issues. At the heart of the paper lies the question of whether children have and should have political responsibility. At the heart of the paper lies the question of whether children have and should have political responsibility. The aim is to partake in an ongoing discussion about children’s citizenship, and in the long run about literatures role in environmental issues.

Keywords: ecology, ecocriticism, picture books, children's literature, Norway

SYMPOSIUM SET B/ 17

WORKING WITH FAMILIES AND PARENTS

Individual Papers

CHAIR: MICHEL VANDENBROECK
Ghent University, Belgium

The families' voice on participation within ECEC services. A case study in the North of Italy

ELENA LUCIANO, Università degli Studi di Parma, Italy

The research aims at analysing parents' opinions, beliefs and expectations about their participation and relationship with educators within 17 ECEC services of a specific area in the North of Italy. The contribution refers to previous research projects on participation within ECEC. The research standpoint is rooted in socio-cultural constructivism, ecological perspective and also in the educational co-responsibility and partnership, namely participation approaches which promote the idea of creating educational alliances between families and services. The data was collected through a questionnaire aimed at measuring the parents' satisfaction about the service quality; in particular, a specific section has been dedicated to the parents' beliefs about participation through some open questions regarding the parent-educator relationships. 362 families filled in the questionnaire. The texts of the answers were fully transcribed and analysed using content analysis. The research design considers participation within ECEC as expression of democracy. Ethical principles were used in order to meet the needs and the goals of the research as well as to maintain the rights of the participants. Confidentiality and preservation of anonymity of participants were guaranteed. The main results concern the following issues: - the goal of the relationship between families and services (exclusively child-centered or also centred on adults' learning opportunities), the parents' perceptions and beliefs about educators' professionalization and competence in setting up relationships with families, and the practices for welcoming relationships with families and their possibilities of renewal. The results could renew educational choices in co-building participation as learning opportunity both for children and adults within ECEC services.

Keywords: building participation, parent-educator relationship, partnership, early childhood education and care, children and adult learning

Fighting poverty: key strategies of parents and professionals

TINEKE SCHIETTECAT, MICHEL VANDENBROECK AND GRIET ROETS, Ghent University, Belgium

In this presentation we discuss insights of a current PhD research project that aims to identify “from different perspectives” the conditions under which interventions are interpreted as being supportive in the realization of welfare and how this relates to structural aspects of combating poverty. There exists a lack of attention for the strategies parents, children and child & family social workers develop in order to realise their mobility out of poverty and an existence worthy of human dignity. Underpinned by the emerging paradigm of social investment, social policy makers across Europe have recently adopted an explicit focus on child poverty. Within this development, anti-poverty strategies have been increasingly directed towards preventative methods. The paper will carefully address ethical problems in the relationship between researcher and parents and children in poverty. The main focus of this contribution is on the perspectives and key strategies of parents and professionals, based on retrospectively documented life and care trajectories. The presentation gives an account of ongoing research. Ethical implications will be discussed, as well as preliminary results. Yet it is too early to account for implications in practice and/or in policy.

Keywords: (child) poverty, social investment, interpretations of support, welfare regimes, parenting

The role and competences of the professionals who work with families in Espais Familiars or early childhood centres

SÍLVIA BLANCH, Universitat Autònoma de Barcelona, Spain

This paper reports part of the results of an international research carried out by ERIFE research team. The aim of the study is to analyse the roles of professionals working in family centres with families and their children under three. Previous research is being published (Blanch, 2010, Blanch, Gimeno, 2011). The research is based on the group analysis theoretical framework (Sunyer, 2008) which focuses on the professional functions working with groups. The research is a case study based on 5 professionals from Catalunya, Illes Balears (Spain), Pavia and Pistoia (Italy). The analysis of the professionals focuses on their group strategies with the families during the sessions. A mixed methods approach, quantitative but mainly qualitative, has been carried out. Videos of the professionals while working have been taped and interviews with the professionals have been recorded. The videos were discussed using two focus groups: 1) Experts, with researchers, and 2) Professionals, with people involved in family settings. Written and informed consent for participation has been obtained from all persons' involved. The use of images is only permitted for research and educational purposes. The results showed different strategies that can help to define the professional profile through five different functions which defines their role and can improve their work involving family groups with babies and toddlers. The results involve Early Childhood family centres professionals and also managers who regulate and administrate these services. The research team also will use the results for implementing them in their professional practice as professionals' trainers.

Keywords: early childhood centre, families, professional role, professional competences, group strategies

SYMPOSIUM SET B/ 18

OUTDOOR ENVIRONMENT

Individual Papers

CHAIR: ANDREW LOCKETT

Early Years Consultant, United Kingdom

Preschool Education Teacher Candidate's Environmental Sensitivity and Attitudes toward Environment, RABIA ÖZEN, PINAR BAĞÇELI KAHRAMAN AND HANDAN ASUDE BAŞAL, Uludag University, Turkey

The aim of this study is to determine the effect of Applied Environmental Education course to 4th grade Preschool Education Teacher Candidates' environmental sensitivity and attitudes toward environment before and after the course. When literature was analysed, teacher candidates' environmental sensitivity and attitudes toward environment were investigated with descriptive researches (Çabuk & Karacaoglu; 2003; Kaya; Akilli & Selek; 2009; Aksoy & Karatekin; 2011; Ozgen; 2012). The aim of environmental education is to provide acting sensitivity to the environment. Teachers who gain environmental sensitivity and are conscious of environmental responsibility should get good training on a higher education level. Only sensitive and conscious teachers can gain the necessary sensibility and consciousness to children about the environment. An experimental pattern model with pre-test/post-test control group is used in the study. The study group consists of totally 106 teacher candidates; 53 of which experimental group and 53 of which control group. 'Applied Environmental Education' course will be applied to the experimental group throughout 14 weeks. Environmental Sensitivity Scale For Adults, Environment Attitudes Scale and The Affective Tendencies Scale towards the Environment was used. Preschool teacher candidates have been informed about research and volunteers were included in the study. The data was collected will be analysed and results will be written and discussed. Implications will be given according to the findings.

Keywords: preschool teacher candidate, environmental education, environmental sensitivity, attitudes toward environment, environment

Kindergarten teachers' opinions on utilising outdoor learning in the kindergartens of Estonia

LEHTE TUULING, Tallinn University Rakvere College, Estonia

The main purpose of research was to find out which are the opinions of the teachers using outdoor learning in the kindergarten activities. Sustainable development is the basis of European Union and the creation of worldwide politics. In order to create sustainable environment reasoned usage of natural resources; creating consumer habits are used, utilising innovative technologies and improving the social coherence of society (EU Sustainable Development Strategy; 2006). The viewpoints of Dewey and Kolb about learning through experience and through self-activity have also emphasised the importance of nature as a good learning environment. Outdoor learning means practical activities in outdoor environment. The method of the research was a written questionnaire (n= 490). A questionnaire was based on the theories of outdoor education (Higgins & Lyones; 2001; Szczepanski & Nicoli; 2005) and the national curriculum of preschool child care institutions (2008). The anonymity was guaranteed. The research showed that all the participating teachers considered outdoor learning necessary. The teachers agreed that using outdoor learning has supported their professional development. Planning outdoor activities has helped them to acquire further knowledge in surrounding environment, improve their time management skills, analyse their activities and consider the feedback from children more effectively. The results of this study may be of significant importance for the organization of the ECE in Estonia.

Keywords: outdoor learning, sustainable development, curriculum, early childhood, teacher opinion

An Investigation of Preschool Teachers Use of School Gardens in Turkey

MEHMET MART (1), OĞUZ SERDAR KESİCİOĞLU (2) AND FATMA ALİSİNANOĞLU (3), (1) Plymouth University, United Kingdom; (2) Giresun University, Turkey; (3) Gazi University, Turkey

The purpose of this paper is to investigate preschool teachers' use of school gardens in Turkey. There is some research about activities outside of the classroom such as Ramazan, Ozdemir and Beceren (2012) and Tandon et al (2013). Children's developmental aspects (physical, cognitive and social) are strongly related with the quality of preschool centres and the

quality of staff (Sylva et al 2003). Besides this, Barton (2007) has indicated that children are required to play accurately, so they can play more accurately out of the classroom than indoors. Also, in terms of developmental aspects, some philosophers (Froebel, Montessori and Dewey) have supported play either indoor or outdoor (Morrison; 2003). Because of these, preschool centres, staff and being out of the classroom have an important role in children's developmental aspects. The descriptive method is used to collect data because descriptive study represents the data sets without having an influence on data (Oppenheim; 1992). Therefore, a questionnaire developed by researchers is used to collect data from participants working in different cities in Turkey. Ethical considerations are made by informants' agreement and the required information has been given at the beginning of questionnaire. This study is still in progress. However the aim is to find differences in the usage of school gardens in terms of age, gender, experience and educational background. The expected differences will be discussed regarding previous research and some useful points for Turkish preschool education have been found. The outcomes from this study will impact on the quality of provision, and additional in-service courses will be provided to teachers.

Keywords: arts activities, school garden, preschool teachers, Turkey, state preschool

SYMPOSIUM SET B/ 19

LANGUAGE STIMULATION

Individual Papers

CHAIR: ROSE DRURY

The Open University, United Kingdom

Voice behaviour in kindergarten

MARIT HELDAL, Queen Maud University College, Norway,

The aim of this study is to identify and understand what factors are important for children and kindergarten teachers' voice behaviour. This study focuses on the following research questions: 1. What factors are important for both children's and kindergarten teacher's voice behaviour? 2. To what degree are kindergarten teachers aware or conscious of how they use their voice in interaction with children? This study is based on findings from a previous research in 2009; 'Using your Voice in Kindergarten' Preliminary results from the study were presented at EECERA conference in 2010. The theoretical framework is taken from Løvlie Schibbye's theory of dialectical relationships (Løvlie Schibbye 2002); and Vygotsky's socio-cultural perspective of learning and development (Vygotsky 1978). These theories emphasise the voice as an important tool for teaching and in interaction with others. The method consists of both a quantitative survey and qualitative interviews (Borg; Gall & Gall 2006, Patton 1990, Postholm 2012) of kindergarten teachers. All research in this study is approved by the Norwegian guidelines of research ethics (NESH; 2006). Consent is obtained from preschool teachers working in outdoor kindergartens. Anonymity is carefully considered. So far, experiences from the study show that physical factors (Boone & McFarlane 1994); psychological factors (Baker 2002) and factors concerning the relation between individuals (Schibbye 2002) are important for how both kindergarten teachers and children use their voices in kindergartens. The result from this study will provide insight into the development of guidance practice relevant to vocal learning at Queen Maud University College.

Keywords: voice behaviour, learning environment, relational factors, physical factors, psychological factors

Long term effects of a teacher training model for fostering language stimulation and a democratic educational style in day care centres

SIMONE BELLER, Hochschule Neubrandenburg, Germany

The presented study examined whether the positive short term effects in language stimulation and democratic educational style on caregivers of a video based intervention in day care will also exist two years later. International research investigating the effects of further vocational training found only effective provisions in changing teacher behaviour which offered, feedback or modelling of behaviour in the workspace. Observations in German day care centres showed poor quality in language stimulation in care giver - child interactions. A systematic intervention of caregiver training in the natural

situation based on the interactionist's theory and research concerning the role of adult-child interaction in language development was carried out. 20 weekly 3 hour interventions focusing on language stimulation and educational style of 18 from originally 31 caregivers at post test in intervention and control group could be observed at follow up two years after post testing. Because of the small sample size, only large effects would reach significance level of 5% whereas effect sizes after Cohen were computed. Through effective training of caregivers all children in a day care group and not only target children will benefit from the repeated measure analyses which yielded positive long term effects in four areas of language stimulation and educational style. Our approach will be effective for generations of children cared for in the future by the so trained teachers and is highly economic.

Keywords: vocational training, language stimulation, professionalism, teacher's role, democratic educational style

Good classroom interaction accessible to all

TEIJA HOLST, University of Turku, Finland

This study aims to take a closer look at possible quite common types of classroom interaction dimensions during six-year-old's math lessons. Previous research and the quite common concepts of behaviourism, social constructivism and constructivism (Pollard 1997, 2006, Berk & Winsler; 1997) focus this study on a socio-cultural perspective. This research is an international, comparative, cross-sectional case study, which investigates good classroom interaction and multiple theoretical aspects of classroom interaction styles (Holst 2013, Pollard 1997, 2006, Berk & Winsler, 1997) and reports how these multiple theoretical aspects of teacher-learner classroom interaction styles appear in the classroom interaction of formal learning environments for six-year-old learners in 3 European samples. The analysis is based on video-observations of all math lessons during one study week from each pre- and primary school sample (total 880 min) and the data is analysed minute by minute. The means that figures and profile results are presented sample by sample for all samples. The participants were samples of 6.5 year-old-learners: (sample Pre1-3) from kindergarten and (sample Sch1) first grade of primary school from Finland, (sample Sch2) second grade of infant school from England and (sample Sch3) and preschool in a primary school. Classroom interaction analyses indicated to 44% theoretical aspects of teacher orientation; 32.5 % theoretical aspects of learner orientation and only 17.2 % theoretical aspects of shared interaction during, which seems to be the best for math learning, and 6.4 % off-task behaviour. Good classroom interaction may be affordable to all and supporting those in greatest need.

Keywords: on-task behaviour, teacher orientation, shared classroom interaction, learner orientation, off-task behaviour

SYMPOSIUM SET B/ 20

COMPARITIVE STUDIES OF POLITICAL AND CULTURAL CONTEXTS

Individual Papers

CHAIR: GILLES BROUGERE

Université Paris, France

Teaching and learning in three culturally diverse early childhood settings

AMANDA BATEMAN, The University of Waikato, New Zealand

The research was conducted with three culturally diverse early childhood centres in New Zealand; with an aim to investigate the teaching and learning that occurred. Research by the authors suggests that the aspirations of refugee families were different from what early childhood professionals expected (Mitchell & Ouko; 2012) and that teachers need to be aware of their own personal teaching values (Bateman; 2013). The teachers and researchers worked within a social constructionist theoretical framework which holds that concepts are socially constructed within an historical and cultural context. The qualitative methods provided data from a variety of perspectives, enabling triangulation. Research participants included two teachers and three case study children and their families from each centre. The teachers articulated their centre's values in a focus group meeting and the selected children and teachers were video recorded to reveal how those values were played out during everyday practice. Family members of the case study children were then invited to comment on their child's video footage. The University of Waikato gave ethical approval; considerations regarding the cultural diversity of the

participants were addressed through the researchers working closely with teachers. Teachers in each centre identified unique values that enabled them to build their own distinctive curriculum reflective of their community. There were also commonalities; especially in the interconnections and relationships held with families and community. The findings have implications for practice in revealing how culturally responsive pedagogy may be supported through an articulation of values as the basis for building an integrated approach.

Keywords: teacher and family values, integrated early childhood services, New Zealand curriculum, culturally responsive pedagogy, teaching and learning

The same... but different. A comparative study of kindergarten policy and practices in China and England

JANET HARVELL, University of Worcester, United Kingdom

This paper looks at similarities and difference in early years policy and practices in China and England. The work of Tobin et al (1989; 2009) is the most significant study into early years provision in China. My research is more recent and the result of several visits over four years; the range and time scale of the research resulting in greater confidence in reviewing the consistency of practice. Campbell-Barr has researched extensively into the impact of human capital and neo-liberal policy on the early years. An anthropological framework is used to explore the response of two very different cultures to the emerging early years market. An ethno-methodological approach is adopted resulting from a phenomenological/interpretist perspective. It is significantly based on observed practice; semi-structured interviews and informal discussions explored through discourse analysis. Data was collected during 25 separate visits to 18 different Chinese settings. The resulting Case Study provided a detailed comparison of two settings of a similar size; one from the UK and one from China. It was important to ensure that informed consent was gained from all participants/gatekeepers and translation of data was accurate/fair. Written permission was gained from staff; parents received information sheets with the right to withdraw being articulated. 'Happy' and 'Sad' posters were used to reflect children's consent/voice for filming/photographs. Confidentiality protocols were followed and early years practitioners translated written documents/interview transcripts into Chinese/English. Possible implications of this research will be; the effect of changing demographics and parental expectations as a result of China's one child policy, challenges facing both countries in developing a well-trained early years workforce; The effectiveness of different practices on children's long-term achievement.

Keywords: China, marketisation, neo-liberal policy, human capital policy, professionalism

Different political and cultural contexts matters. What do students from ECTE in Oslo tell about their experiences from in-service practice in Beijing?

KARIN ELISE FAJERSSON, Oslo University College, Norway

My presentation is built on preliminary findings from an ongoing research and development project about what Early Childhood Teacher BA students from Oslo, Norway learn from 6 weeks 'practice in kindergartens in Beijing, China. I will present excerpts from focus groups where the students talk and reflect about their experiences. The aim of my presentation is to focus on how their experiences can contribute to reflections about differences in pedagogical approach and values in two different countries/contexts. How did they experience the differences? How can their experiences and reflections be of value for their professional career in a multicultural Norway? What do the students say? How can practice abroad contribute to critical reflection? Research is connected to intercultural/multicultural competence in teacher education; and comparative education research and projects. The theoretical and conceptual framework involves: Postmodernism; social constructionism; critical multiculturalism; discourse (Foucault) Social constructionism and qualitative methodology. The data used in my presentation is mainly collected from transcribed focus groups (reflective groups) organized together with a colleague. We have met 5 student groups (3-5 students) after returning from Beijing 2011, 2012 and 2013, exploring how to deal with differences without saying what is "best"?, cultural embeddedness of own education, decentering and consequences of value choices. The students' understanding of similarities and differences is a process that leads to deeper understanding of why practice can be different. They get more conscious about how culturally embedded is their own thinking and education. They transfer experiences of being "the other" to work in a Norwegian multicultural context. Implications of this research include internationalization as part of ECTE.

Keywords: ECTE in service practice, Beijing - Oslo, students' voices, critical reflection, internationalisation

SYMPOSIUM SET B/ 21

PLAY, CULTURE AND SOCIALISATION IN ECE

Individual Papers

CHAIR: MAELIS KARLSSON LOHMANDER
University of Gothenburg, Sweden

Infants and toddlers playing to learn: educators' perspectives

BERENICE NYLAND (1) AND KAY MARGETTS (2), (1) RMIT University, Australia; (2) The University of Melbourne, Australia

This paper identifies early childhood educators' perceptions of how infants and toddlers learn to ascertain how educator's images of infants as learners influence their daily practices in relation to play and participation. This research is part of a multi-country comparative collaboration with colleagues in Denmark and Sweden. Previous research investigated the perceptions of teachers about children's learning in the preschool years. This was based on a theoretical understanding of learning and participation grounded in socio/cultural theories of the importance of context and the social nature of learning. Previous research in this area includes: Rochat; P. (2001). *The infant's world*. Harvard University Press, Trauble; B.; Vesna; M. & Pauen. S. (2010). *Early Theory of Mind Competencies: Do infants understand other's beliefs?* *Infancy* 15 (4): 424-444. A survey was conducted with educators working with infants and toddlers in early childhood services. Results have been compared to Australian educators' views of children's learning with those of European educators working with infants and toddlers. Data collection used an anonymous questionnaire. Participation was voluntary. Ethics clearance was obtained from our universities' human research ethics committees and Department of Education. Discussion centres around perceptions of the role of play and participation in children's learning in the infant years. Our results challenge the notion of children having agency in their own learning and the role of the adult as a reciprocal participant in the play and learning context. These findings have implications for the training of educators working with infants and toddlers and the status of research and theories of play in the design of early childhood programmes.

Keywords: play, learning, infants and toddlers, reciprocal relationships, participation

Constructions of play and learning

MAELIS KARLSSON LOHMANDER AND INGRID PRAMLING SAMUELSSON, University of Gothenburg, Sweden

'The days in my kindergarten were full of excitements and joy. The days in school were hard. We did not have time to play'. This quotation reflects a common perception that preschool equals play while school equals work and pressure to learn. According to the dominating discourse ECE is characterised by a play based curriculum where learning through play is at the forefront. However; when looking at how this is put into practice differences may appear (Rosenthal, 2003, Bennett, 2006). The aim of the study is to further examine constructions of play and learning and how these constructions may be linked to and reflected in curricular frameworks in different cultural contexts. This study is a continuation of an earlier study (Karlsson Lohmander & Pramling Samuelsson, 2014) The study takes a sociocultural perspective as its theoretical point of departure (Säljö 2005) Drawing on narratives from two groups of ECE master students from 27 different countries, 44 in total, and in depth interviews, this study employed discourse analysis (Fairclough, 2006). The Swedish Ethical Guidelines for Educational Research were taken into account with a written consent form signed by all participants. This is an ongoing study where the analysis of phase two has just started. Findings from the first phase revealed a variation in the perceptions of the play concept embedded in cultural beliefs and values. This study will contribute towards the understanding of how play and learning and a play based curriculum are constructed and the implications of these constructions for ECE.

Keywords: play, learning, early childhood education, qualitative analyses, culture

Preschool teachers views on learning in kindergarten (comparative analysis of survey results of Russian, Danish and Swedish teachers).

NIKOLAY VERAKSA (1), IGOR SHIYAN (2), ZLATA AIRAPETYAN (1) AND ANNA FOMINYKH (3), (1) Russian State University for the Humanities, Russia; (2) Moscow City Teacher's Training University, Russia and (3) Psychological Institute of Russian Academy of Education, Russia

Preschool education is officially defined as the stage of general education in Russia in 2013, with the entry into force of the Federal Law "On Education". In Russia starting from 1930s a comprehensive system of preschool education, the main element of which are pre-school educational institutions (kindergartens) of full day for children from 3 to 7 years old was formed. Since the early 60s cultural-historical theory of Vygotsky with primarily position that education should go ahead of development and lead it was a main theoretical base of preschool education in the Soviet Union. Vast research associated with understanding of what can act as a means of cultural child development (L.A.Venger, N.N.Poddyakov, N.E.Veraksa) was carried out. In the research, 179 Russian preschool teachers took part. Questionnaires on the preschool teachers' view on learning in preschool was translated into Russian (Bröstrom et al, 2012). Results obtained were compared with earlier obtained results in Sweden and Denmark (Bröstrom et al, 2012). Research was carried out in accordance with Code of Ethics of Russian Psychological Society. 1. Russian teachers, compared with Danish and Swedish counterparts significantly underestimate the role of child community and children's play in child development. 2. Russian teachers, compared with Danish and Swedish counterparts, are significantly higher attached to organized forms of learning, in which the leading role is played by an adult. 3. Representations of Russian teachers can be characterised as overly "patronize" (or at least underestimate) the actual activity of children. Implications of research results are presented.

Keywords: learning, education, teacher, preschool, Russia

SYMPOSIUM SET B/ 22

MOVEMENT AND PHYSICAL ACTIVITY PLAY

Individual Papers

CHAIR: PASCALE GARNIER

Université Paris, France

A little higher please: Children's physical activity play in preschool

HANNE VÆRUM SØRENSEN, VIA University College, Denmark

The aim is to explore young children's intentions and interactions in physical activity play (PAP) in pre-school. What kinds of physical activity play do they engage themselves in, when playing on the play-ground? What are the children's intentions and the social interactions? Why are they playing for example rough-and-tumble play, competitive play or risky play when playing without adult supervision? Previous research has examined the pedagogical practice in preschools, the ways pedagogues organize physical activities for children and children's participation. This study has revealed that young children engage in physical activity play, because they can have fun, interact with friends and experience feelings of success and mastering (Sørensen 2013) The study is based on cultural-historical child research and on the belief that we can only examine the activities of children if we also examine the context of the activities, and the children's motives and intentions (Hedegaard and Fleer 2008). Video observations of children's self-imposed physical activity play on preschool playground are analysed to discuss how play is an intentional and social activity, beneficial to children's development. Researching children's physical activity play demands competences in estimating when to observe and when to intervene in children's activity, i.e. risky play. Young children engage themselves in developmental beneficial physical activities because it is fun, challenging and tummy-tickling. Pedagogical practices with authoritative pedagogues who allow children to play rough-and-tumble and risky play without many restrictions seem to afford better conditions for higher level and quality of physical activity and for children's development.

Keywords: physical activity play, children's perspectives, intentions and interactions, preschool, pedagogical practice

Early childhood educators' experience of an alternative physical education model

NIKI TSANGARIDOU AND NICHOLAS GENETHLIOU, University of Cyprus, Cyprus

The purpose of this study was to describe the impact of the Early Steps Physical Education Curriculum (ESPEC) on the professional lives of early educators and what impact they thought it had on their students' lives. This study was undertaken to deepen our knowledge of early childhood educators' perspectives and experiences of physical education. Alternative instructional and curricular models are regarded as more comprehensive and suitable approaches to providing quality physical education (Kulinna, 2008, Lund & Tannehill, 2010). Participants were four Cypriot preschool teachers who were responsible for teaching physical education to those students participating in the Early Steps' Project and were trained in how to implement the ESPEC. Data was collected through formal interviews and analysed inductively via individual-case and cross-case analysis (Patton, 2001). All participants were handed informed written consent forms and, subsequently, appropriate human subject procedures were followed. Results indicated that all participants enriched both their content and pedagogical knowledge. According to them, the implementation of the model facilitated their ability to design and deliver more meaningful experiences to their students. All four teachers pointed out that their participation in the programme helped their interpersonal relationships with the other early educators in their schools. According to these teachers, the ESPEC model benefited students. Findings indicated that the children's level of interest and enthusiasm during physical education lessons increased. Implications for preparing early childhood educators to teach quality physical education are discussed in light of the results.

Keywords: early childhood educators, preschool teachers, physical education,, curricular models, instructional models

SYMPOSIUM SET B/ 23

OUTDOOR PLAY & LEARNING: TEACHER & CHILD PERSPECTIVES

Self-organised Symposium

CHAIR: ELLEN BEATE HANSEN SANDSETER

Queen Maud University College of Early Childhood Education, Norway

This is one of the self-organized symposia arranged by the SIG Outdoor play and Learning. The symposia will focus on themes such as how children's right to express themselves and their opinions in outdoor play in ECEC could lead to conflicts between the teachers and the children, how the youngest children (under three years of age) intentionally seek being outdoors during their daily life in the ECEC setting, and ECEC teachers' attitudes towards outdoor play and the consistency between the teachers' attitudes and practices. The presentations will draw upon several methodological approaches such as video observations and interviews of children and teachers, a case study using naturalistic observations and interviews, and a range of participatory methods with children combined with ethnography. The presentations in total will draw attention to interesting cultural comparisons about children's outdoor play in ECEC, being based on studies from South-Korea, Greece and Turkey.

Conflicts between teachers and children while building outdoor playhouses at a childcare centre in South Korea

KWI-OK NAH (1) AND JUNG-IN KWAK (2), (1) Soonchunhyang University, South Korea and (2) Soongeui Women's University, South Korea

The aim of this study was to identify conflicts arising from children expressing their opinions at childcare centres in Seoul, Korea. We focussed on outdoor activities because children have more opportunities to play and engage as independent social actors in such settings. According to the 1989 UNCRC, children have a right to express their views and their views and opinions should be heard, respected, and appropriately reflected in policies that concern them. However, in some areas, teachers and children experience conflicts when children assert or insist on their opinions, due to the continued influence of the traditional culture. In East Asia, it is traditional that adults have the authority and children have to obey them. The children in this study actively engaged with their teachers in activities involved in building playhouses. Children were allowed to suggest ideas and opinions, and teachers tried to listen to and reflect children's ideas in their activities. Consent from children and their parents was obtained, and children were also informed that they could withdraw from this project at any time. Children suggested their ideas more frequently and asserted their opinions more strongly during than before this

project started. This study has implications for resolving conflicts between children's assertiveness and teachers' traditional practices and between children's initiatives and teachers' directions.

Keywords: outdoor play, child's initiative, child participation, child right, South Korea

'Punch' the door and go to see the outside world'

ANGELIKI BITOU, VNS of OAED, Greece

This paper will describe and critically discuss how children under three years of age attempt to be outdoors during the time they are in the Day Care Centre. The findings of this paper were obtained during research conducted for the purpose of a PhD thesis. The present research has been done based on socio-cultural theory and the sociology of childhood. Six children from both a Greek and an English day care centre, using a range of participatory methods combined with ethnography raised important issues for their own life. In the initial design of the project, careful reference was made to ethical guidelines (BERA, 2004) to consider the balance of harm and effect on the children, confidentiality and issues of informed consent. Both of the cases show a child's attempt to be outdoors regardless of the weather conditions. The paper concludes that a need for outdoor play emerges and should be part of the daily programme in the day care centre no matter the children's age and weather conditions, as it demonstrates a rich resource of learning. Additionally, it activates a child's spontaneous need to talk about important parts of their own life. Finally, the implications of the pedagogy show that adults, despite the possible safety issues, should have a more in depth understanding of a child's attempt to do things focusing more on why they are doing something rather than what they are doing.

Keywords: children under three years old, pedagogy, participation, outdoor play, children's rights

An exploration of early childhood teachers' attitudes and practices regarding outdoor play

ZIŞAN GÜNER ALPASLAN AND FEYZA TANTEKİN ERDEN, Middle East Technical University, Turkey

This study aims to describe early childhood teachers' attitudes towards outdoor play, to explore the influential factors on their intention towards outdoor play, and lastly to see the consistency between their attitudes and practices. Teacher attitudes towards outdoor play might influence their interest in play and practices (Sandberg & Pramling-Samuelsson, 2009). Theory of planned behaviour was adopted which clarifies the influential factors on one's intention to act a given behaviour (Ajzen, 2005). Four early childhood teachers in a private preschool participated in this case study by using purposive sampling method. Semi-structured interviews and naturalistic observations were used. A second observer is included in the observations for inter-rater reliability. Ethical approval has been received. Voluntariness and confidentiality of participants have been considered. The findings highlight that participants have notably positive attitudes towards outdoor play because they advocate its benefits for children. Moreover, they value the expectations of school administration and parents for outdoor play. Furthermore, participants perceive some facilitators like school support and the flexibility of curriculum for their practices. However, all participants claimed that cold weather conditions are challenging for outdoor play. They had an intention to practice outdoor play. Observations substantially supported participants' reports. Yet, there were some apparent inconsistencies like the kind of activity. For example, they mostly conducted teacher initiated play activities. In-service teacher training programs should be organized to improve participants' attitudes and practices. Moreover, it is essential to create collaboration with school and parents which seem to play an influential role on participants' normative beliefs.

Keywords: arts activities, attitudes, practices, outdoor play, learning

SYMPOSIUM SET C
TUESDAY 9TH SEPTEMBER, 2014
08:00 – 09:30

SYMPOSIUM SET C/ 1

PROFESSIONAL DEVELOPMENT IN ECE

Individual Papers

CHAIR: MARION BRENNAN

Early Childhood Ireland, Ireland

Professional development needs of early childhood teachers in Ntinda, Uganda and Kigali, Rwanda

CINDY VALENTI, Seneca College, Canada

A qualitative study of the processes and outcomes of professional development workshops on play-based learning delivered by Canadian facilitators to local teachers of children aged two-to-six years of age was undertaken in two communities in Uganda and Rwanda. Through thematic analysis of the data differing approaches to early childhood education that are reflective of local cultural norms with regard to teaching young children and the value of play are illuminated. Oates, J., Karmiloff-Smith, A., & Johnson, M. (Eds.). (2012). *Developing brains*. The Consultative Group of ECE and Development. (2012). *Placing EC on the global agenda: Positioning ECD in the post 2015 development framework*. Shared knowledge creation by the facilitators embedded in social constructivist principles is revealed. Pre/post-workshop surveys, focus groups with teacher participants Pre/post interviews with facilitators. Participants were invited to partake. There were no risks to participants. Uganda and Rwanda have no public colleges offering teacher training for early years. Didactic and rote learning are the norm of an early years classroom with children two-to-six years. Canadian facilitators used culturally local resources to demonstrate strategies. Pre/post- workshop surveys and focus groups completed by attendees reveal differences in expectations of early years teachers regarding content and format of the workshops and their actual experiences. Pre-/post-interviews with the workshop facilitators focused on their plans, goals and teaching approaches prior to their delivery and subsequent reflections on the delivery. Implications of the study relate to who has the knowledge about what works in 'quality' ECE as a universal concept, and how it is created, adapted and shared.

Keywords: social constructivism, play-based learning, Uganda, Rwanda, early years

Rethinking the wings of ECE: Enhancing best practices through the pedagogy of teacher enthusiasm

MANDY GEDDIS-CAPEL, University of Mount Union, United States

1. To discover whether or not the pedagogy of teacher enthusiasm is essential to student motivation and learning outcomes for students. 2. To understand what areas of the pedagogy of teacher enthusiasm are most difficult to implement for beginning teachers. 3. To identify what, if any, components of teacher enthusiasm are most critical for student motivation and learning. Previous studies were done on beginning teacher experiences of integrating a sophisticated thinking skills model in a standards based, EC classroom and how to use pedagogy to instil student voice in the classroom. This study focuses on motivational behaviour and drive theories in the literature review and addresses areas of teacher effectiveness within these theories. Among others, the work of Hull, Dewey, Freud, Maslow, and Pink are analysed and reviewed in order. This study utilises the interpretivist, qualitative paradigm of research. Narrative inquiry and experimental research methodology was conducted and utilized the methods of interviewing, focus groups, and the collection of teacher candidate narratives from teacher candidates' experimenting with the pedagogy of teacher enthusiasm during their clinical practice semester in the EC field classrooms with children from ages 4-9. Teacher candidate and EC student confidentiality must be upheld at all times during the sharing of research narratives. The pedagogy of teacher enthusiasm has a direct and positive correlation to student motivation and student achievement. There are implications on teacher education preparation programmes.

Keywords: student motivation, pedagogy, learning environment, teacher quality, teacher preparation programmes

Collaboration in action

MARION BRENNAN, Early Childhood Ireland, Ireland

To evaluate the impact of study visits on professional practice in Early Childhood Care and Education. Early Childhood Ireland, through Leargas Lifelong Learning Programme (2007-2013), is committed to providing opportunities for cross cultural learning experiences for Early Childhood Care and Education professionals in Ireland. The paper draws on a range of theoretical perspectives that include: experiential learning (Kolb, 1984) (Brookfield, 1986), Meizrow's (1991, 2000) concept of Transformative Learning, Schon's (1986) concept of the Reflective Practitioner, and Wenger (2006) concept of Communities of Practice. The research was carried out as a qualitative series of case studies involving multiple perspectives, using semi-structured interviews. Permission has been given by all participants engaging in the study. Findings suggest that stepping outside our current frame of reference to explore, with others, differing perspectives is transformative and has the capacity and potential to improve practice. The opportunity to experience first-hand examples of 'best practice' in the field of Early Childhood Care and Education is invaluable to the participants in their professional roles. This study highlights the importance of engaging in continuous professional learning with our European colleagues in the field of Early Childhood Care and Education in the pursuit of best practice. The role of Leargas is key to affording these opportunities to Early Childhood Professionals in Ireland.

Keywords: study visits, professional practice, early years, European Funding, CPL for trainers

SYMPOSIUM SET C/ 2

PARENTS' PERSPECTIVES IN TRANSITION TO SCHOOL

Self-organised Symposium

CHAIR: WILFRIED GRIEBEL

State Institute of Early childhood Education and Research, Germany

In the symposium there will be three papers from Germany, Poland, and Australia about transition to school. Of the common features of all three, first is a focus on the perspectives of parents, second on cooperation with the educational institutions, respectively additional support systems, and third on diverse life situations and contexts of families. We expect a stimulating exchange and discussion about how to grow communication and participation of parents and teachers in shared efforts to optimize the way of children through educational transitions.

Experienced support in cooperation with nursery and school for parents with migrant background in transition

WILFRIED GRIEBEL, ANDREAS WILDGRUBER AND JULIA HELD, State Institute of Early childhood Education and Research, Germany

How do parents from different linguistic-cultural backgrounds experience their transition to being a mother or father of a school child in Germany in respect to cooperation with educational institutions? The study builds conceptually and empirically on national and international work on transition to school. The family developmental transition model (Griebel & Niesel, 2013) implies that not only children, but also their parents cope with transition to school. Critical for them is participation in activities of transition management. Experienced support (Perkonigg, 1993) from the parents' perspective is considered. 749 parents of children that would start school were interviewed at end of nursery (t 1). 12 % chose Russian, 10 % Turkish as interview language. 207 parents were re-interviewed 9 months later, when the children had got first feedback reports from school (t 2), out of which 8 % chose Russian and 6 % Turkish. Audio data were transcribed and analysed quantitatively and qualitatively. Parents selected themselves to being interviewed and re-interviewed, confidentiality and anonymity was guaranteed. Connected to interview language, differences between parents were found at t 1 in respect to information about and participation in transition activities, appreciation of helpful activities and support experienced by institutions. At t 2, there were differences between groups of parents and their language preferences in respect to quality of coping with own transition, changes of parental behaviour to support children, contact with school and experienced support. Implications for improving communication with and participation of parents in transition to school will be delineated.

Keywords: transition, parents, participation, diversity, support

Mutual cooperation during transition to primary level from perspectives of teachers and parents

ANNA KIENIG, University of Białystok, Poland

The aim of this study was to analyse parents' and teachers' perspectives on mutual cooperation during transition to school. The study was informed by transition research (Docket & Perry, 2002, 2004, Griebel & Niesel 1999, 2001, O'Kane 2006). Theoretical framework for this research is the bioecological model of development (Bronfenbrenner, 1979, 1986, Bronfenbrenner & Morris 2006) and ecological transition as key element of this model. Research findings comprise data collected during transition to school. The sample included 486 parents of 6- and 7-years old children and 73 teachers of primary level. This study gathered questionnaire data on the ways of cooperation between parents and primary teachers. Interviews were done under the condition of anonymity. There are many different ways and levels of cooperation between parents and teachers during transition to school. Quality of parents-teachers relationships on the mesosystem level influence children's well-being and have a correlation with early school success. Successful transition to primary school depends not only on the level of individual development, competencies and skills of children but also on parents-teacher mutual cooperation.

Keywords: transition, primary education, cooperation, parents, perspectives, teachers' perspectives

Family transitions as children start school

BOB PERRY AND SUE DOCKETT, Charles Sturt University, Australia

This presentation reports case studies of families with complex support needs as their children started school. It notes changes encountered by parents as they worked to build new relationships, construct new identities and balance family life to incorporate the new context. Families and transition to school is a major research area for the authors and other researchers. Children's experiences of the transition to school are shaped by their families, their own experiences and expectations. Family members contribute to habitus and children's views of their future, including their school experiences and outcomes. Where families are already managing challenge and change, the transition to school can be a turning point, a time of opportunity and/or additional vulnerability. Conversational interviews were conducted with 41 adult family members over several occasions before, during and after their child started school. Three case studies formulated from the interviews will be discussed. Informed consent was achieved through detailed information sheets and consent forms. It was made clear that participants could withdraw from the study at any time with no negative consequences. The transition to school offers both opportunities and challenges as families navigate changes at the individual, relationship and contextual levels. Preparing children for school was a major goal for the families and they had many innovative ways for achieving this goal. Providing appropriate support for families with complex support needs is particularly important across the transition to school. Enabling environments encompass practices, processes and policies that work together to recognise both the strengths of families and the challenges they face.

Keywords: families, complex support needs, transition from home to school, primary school, school readiness

SYMPOSIUM SET C/ 3

OUTDOOR PLAY AND LEARNING: PLACE

Self-organised Symposium

CHAIR: TIM WALLER

Anglia Ruskin University, United Kingdom

This symposium is organised by the Outdoor Play and Learning SIG. It focuses on research seeking to further understand the construction and meaning of place, particularly in relation to outdoor play. Three papers will be presented investigating the significance of place for young children's wellbeing and cultural identity, voice and the impact on their play. All three papers report on established research projects undertaken in Australia, the United Kingdom and Norway. It is intended that the symposium will also include the opportunity for reflective dialogue between the presenters and participants about the implications of the research for policy and practice in early childhood settings.

Wellbeing and Strengthening Cultural Identity through 'on country' learning at Bush School

LIBBY LEE-HAMMOND (1), ELIZABETH JACKSON-BARRETT (1) AND CHERYL KICKETT-TUCKER

(2), Murdoch University, Australia; (2) Pindi Pindi National Research Centre for Aboriginal Children, Families and Communities, Australia

The research was undertaken to examine whether regular attendance at an alternative outdoor learning environment would increase Aboriginal children's wellbeing. The research also measured changes in children's cultural identity and cultural knowledge through engagement with Aboriginal Elders during school hours. Previous research has been reported at EECERA 2013 and in a Chapter in *International Perspectives on Forest School* (Knight, S. Ed. 2013). The project was framed around socio-cultural theory and Indigenous knowledge and tradition as a starting point. Theories of wellbeing and cultural identity also informed the research questions. The project draws on participatory action research in a case study. Methods include observations, interviews, digital photography, transcripts of children's conversations, Laevers' wellbeing scales and the Indigenous Racial Identity Scale (Kickett-Tucker). The project has approval from the University Human Ethics Committee. All appropriate consents were obtained. The study demonstrates that outdoor learning 'on country' with Elders improves children's wellbeing and cultural identity. Families and teachers highly valued the experience for the children. Parents commented on children's desire to attend the Bush School as unprecedented and their recall of events and information as more detailed and sequential than recalling of regular school events. Teachers reported that they became much more culturally competent with regard to Aboriginal culture as a result of their participation. Schools and Education systems seeking to improve outcomes for children in their social and emotional wellbeing as well as their cultural identity may adapt this model for their context.

Keywords: outdoor learning, Aboriginal children, cultural identity, curriculum, wellbeing

'Voices in the park: researching the meaning and construction of place, space and relationships in young children's outdoor play'

TIM WALLER, Anglia Ruskin University, United Kingdom

This paper will critically reflect on the meaning and construction of place, space and relationships in young children's outdoor play in 'wild' natural environments. The paper will report on the impact of a change of location for an outdoor learning project after nine consecutive years of visits to a country park. The aims of the research are to investigate children's dispositions within the outdoor environment, to elicit children's perspectives of their outdoor experiences and to investigate the relationship between outdoor environments and pedagogy in early childhood. The paper discusses the ongoing Outdoor Learning Project which has been reported at previous EECERA conferences and in a range of publications since 2004. Research findings will be analysed from a socio-cultural perspective focussing on transformations of participation (Rogoff) and will also draw on recent theory from the geography of place (Jack). This project draws on the multi-method 'Mosaic approach' described by Clark and Moss. In particular a variety of 'participatory tools' with children are used to document and reflect on learning and participation. Careful reference is made to ethical guidelines (National Children's Bureau) to consider the balance of harm and effect on the children, confidentiality and issues of informed consent, applying particularly to research with children. The aspect of the project reported in this paper is currently being researched and preliminary findings will be analysed and reported at EECERA 2014. Implications for both participatory research with young children and early childhood pedagogy will be outlined.

Keywords: Outdoor play, pedagogy, space, place, relationships

Children's use of playgrounds -How do the environment affect children's play

TROND LOGE HAGEN, Queen Maud University-College, Norway

The main objective of this study was to explore children activities in preschool playgrounds, and how different playground components affect children's play. The paper presents data from a larger project concerning children's use of outdoor environment, with former presentations on EECERA conferences. The Norwegian preschool has a tradition for outdoor activity on a daily basis throughout the year. This is also emphasised in the Norwegian framework plan (Ministry of education 2006/2011) Based on the report *Quality and content of Norwegian day care* (NOVA No. 6, 2008) reviewing a major part of the research regarding Norwegian preschools the recent years, questioning a lack of knowledge about children outdoor play and learning in Norwegian preschools. The data collection was based on elements from the method mosaic

approach for more see (Clark & Moss, 2001/2011, 2005, Clark, 2010). All research in this study is approved by the Norwegian guidelines of research ethics (NESH, 2006) Consent is obtained from preschool and parents. Anonymity is carefully considered. The collected data has been used to categorise and identify features in an outdoor area/playground and the impact on children's play. The data show that pre-defined play equipment is of less meaning for the children. The children in this study preferred varied and unpredictable environments with possibilities to create their own play based elements. The result from this study will give insight to how design and elements of the playground both affects children play and learning, and how this interact with the staff's pedagogical work in preschool's outdoor time.

Keywords: outdoor play, natural environment, playgrounds, non-organised play, physical activity

SYMPOSIUM SET C/ 4

KEY ATTITUDINAL COMPETENCES FOR EARLY CHILDHOOD PRACTITIONERS

Self-organised Symposium

CHAIR: VERITY CAMPBELL-BARR

Plymouth University, United Kingdom

This Symposium presents a thematic analysis of data considered as Key Attitudinal Competences for Early Childhood Practitioners in three European countries: Hungary, Italy and the UK. The project involved focus groups with those who train future early childhood practitioners and students undertaking degrees that would see them enter the early childhood profession in some capacity (e.g. kindergarten teachers, nursery workers, family workers, social pedagogues) Additional data was gained via a survey sent to students to consider the attitudinal competences emerging from the qualitative research and how respondents felt they 'learnt' about these attitudes. Here we present a cross country analysis based on three key themes: the role of love in early childhood practice, child centredness and whether attitudinal competences are innate. The findings raise questions as to what can get lost (and found) in translation in international research, but also highlight the range of attitudes needed to be a practitioner.

Lost in translation: International comparisons of 'child centred practice'

JAN GEORGESON AND VERITY CAMPBELL-BARR, Plymouth University, United Kingdom

In this paper, we investigate whether there is a shared definition of 'child-centred practice', using examples from Hungary, Italy and the UK. The term 'child-centred practice' is used globally (Fleer, 2003:66) but is likely to be shaped by local discursive frameworks concerning childhood. Chung and Walsh (2000) identify three strands of child-centred practice: a developmentalist view of the child at the centre of their learning, a view that a child should direct their own learning, and a perception of the child at the centre of their world. Each approach is based on a different set of values around the child and draws upon different theoretical understandings of the child and child development. We analysed focus groups, questionnaires and curriculum documents to investigate interpretations of 'child-centred practice' held by early years employers, and lecturers and students involved in early childhood degrees in the three countries. Care was taken to maintain participants' confidentiality and uphold their right to withdraw. We find evidence of the three strands outlined above amongst each of our research participants, but drawn on to different extents. We also propose that the term 'child-centred' can become associated with strong democratic and equality discourses. Equality discourses draw on notions of children's rights and such an interpretation means that 'child-centred' can become a political term in relation to early childhood practice. However, the politicisation of child-centred practice plays out differently in the three countries in our research, depending on current and historical constructions of the child in political rhetoric.

Keywords: child-centred practice, equality, children's rights, constructions of the child, international comparisons

Developing attitudinal competences in early childhood practitioners: 'What's love got to do with it?'

ANIKÓ NAGY VARGA, Faculty of Child and Adult Education of the University of Debrecen, Hungary

This paper considers the role of love for early childhood practitioners working with children in Hungary, Italy and UK. A research project is in progress with 3 countries, started in 2012 (Title: Key Attitudinal Competences for Early Childhood Practitioners: Exploring Global Approaches to Teaching and Learning. Coordinator: Dr. Verity Campbell-Barr, Plymouth University). To demonstrate signs of love helps children to feel safe themselves (Vekerdy: 2013). With this we can protect them from later drift. The result of this investment is an intelligent child, later adult, who is successful in his life, can solve problems, sur. The project involved focus groups with those who 'train' future early childhood practitioners and students undertaking degrees relating to early childhood in three countries. Questionnaires were sent to the students. Collection of questionnaires was anonymous. The references are made in compliance with the requirements of professional ethics and scientific objectives. Within the data a number of emotional based competences emerged: compassion, empathy, affection, love and having an emotional connection with the child. There was a degree of overlap between these competences, but the notion of love highlighted some points for comparison. Students in Hungary felt it was important to love children unconditionally, with staff talking about the need to express love physically (through body language such as hugging) and that loving children ensures care to detail in your work. Implications for policy and practice are; to give the necessary theoretical and useful knowledge and practical skills for the future early childhood practitioners; To develop future early childhood practitioners' attitudinal competences in each field.

Keywords: attitudinal competences, demonstrate signs of love, emotional based competences, childhood practitioners, comparative study

Different conceptions about the nature of attitudinal competences among students in initial education programmes in Italy. Implications for initial education practice

PAOLO SORZIO (1) AND FEDERICA CARUSO (2), (1) Department of Humanities (DiSU), Trieste, Italy; (2) Newman University, United Kingdom

The different conceptions about the nature of attitudinal competences that students in ECEC Initial EProgrammes consider relevant are analysed and their implications in educational practice discussed. Dahlberg and Moss (2005), Fler (2003), Moyles (2010) identify manifold components of competence required in ECEC. However, attitudinal competences are elusive aspects of professionalism and it is difficult to deal with them as an explicit object of discussion in Initial Education Programmes. A sociocultural perspective (Rogoff 2010) is applied to understand the perspectives that students, teachers and mentors develop on attitudinal competences as well as the conditions that affect the construction of a common knowledge (Edwards 2010, Littleton and Mercer 2013). Discourse analysis is applied to three focus groups interactions to highlight the elements students consider relevant in their conception of attitudinal competences and the perspectives that emerge. Data from a student survey are used to identify the impact of different perspectives on the attitudinal competences by students in ECEC. All parties signed an ethical protocol which was fully informative of the responsibility of researchers to guarantee the subjects of the respect of their conceptions about the research topic. Two different perspectives on the nature of attitudinal competences are recognised: in the first one, they are considered innate and gendered, in the other they are regarded as learnable, through the integration of theory and field experience. The analysis of contrasting perspectives about attitudinal competences can enable teachers to make them an explicit part of the curriculum and work out educational activities to promote their development.

Keywords: attitudinal competences, innate competences, gendered attitudes, learning from experience, participatory research

SYMPOSIUM SET C/ 5

EC EDUCATORS WITH DIFFERENT PROFESSIONAL BACKGROUNDS

Individual Papers

CHAIR: WENDY MESSENGER

University of Worcester, United Kingdom

Everyday language support knowledge and practice of early childhood educators in Switzerland and Germany – a comparative study

ELKE REICHMANN (1) AND NADINE ITEL(2), (1)Protestant University of Applied Sciences Ludwigsburg, Germany and (2) St. Gallen University of Teacher Education, Switzerland

The paper's aim is to investigate how early childhood educators with different national and professional backgrounds apply specific language support strategies and how their knowledge and language fostering practice change after the completion of a specifically designed in-service training. Everyday language support in ECEC institutions is crucial for the children's further language development (Gretsch and Fröhlich-Gildhoff 2012, Sachse, Budde, Rinker & Groth 2012). High-quality language fostering practice in ECEC institutions influences children's later school success and social participation especially children with a migrant background (Siraj-Blatchford & Sylva 2004). The professionalisation of early childhood educators in language support is therefore a vital prerequisite in this key area of a child's development. In this qualitative intervention study 45, Swiss and German participants with different professional backgrounds were interviewed by showing them film vignettes of language fostering situations. Furthermore, the educators' interactions with children were videotaped in their everyday work. The data have been analysed using quantitative content analysis (Bortz & Döring 2009). Informed consents regarding confidentiality and anonymity were obtained from all participants. First results of the on-going analysis show that after the completion of the in-service training a general learning progress considering the observation of children's speech patterns and language support techniques could be found although the progress in the different strategies varies. Furthermore, the educators state in a self-assessment questionnaire that they feel more secure in the application of these strategies after the training. The findings have implications on the creation of future professional in-service trainings.

Keywords: language support techniques, early childhood educators, language acquisition, in-service training, professionalisation

Reflections of a man on moving from plain clothes specialist policing into early childhood education as an academic

PATRICK MEEHAN AND IOANNA PALAIOLOGOU, Canterbury Chris Church University, United Kingdom

Literature on career transition focuses on the personal capabilities and skills of the postholder for the job. A male academic moving into early childhood studies has a number of other dimensions beyond the skills and capabilities. This paper explores these through the journey of reconciling my self-image and preferred behaviours with the demands of the post as early childhood academic. This work is based on the concept of self as discussed in Nias 1989; Teaching and self in Perspectives on teacher professional development. It also builds on the concepts of career transitions as suggested by Cronn (1993 Psychobiography on the couch: character, biography and the competitive study of leaders) The Theoretical and conceptual framework is based on the psychodynamic approach of the "reconciliation of situational self with substantial self(Nias 1989; Bourdieu; Habitus and Delouze and Guattari :Being and Becoming) This study is based on auto/biographical paradigm in educational research methods and uses educational biographies. Consent was obtained from all participants. There is a need for greater empathy/kindness/recognition to overcome personal self image and feelings of isolation and inadequacy. Males in ECS struggle with ontological insecurity. The career transition process has personal, organisational, occupational and cultural dimensions and requires a set of skills to reinvent oneself mentally emotionally and physically. Implications, for practice or policy include recognition of high levels of self-doubt and prior negative life experiences of male students in ECS has implications for curricula and training, and recognition of the danger of homogenisation of males in ECS to the aims of the market.

Keywords: career transition, male early years workforce, professionalism, auto biographical approach, training

Embracing professional diversity in inter-professional contexts

WENDY MESSENGER, University of Worcester, United Kingdom

This research examined the influence of professional culture on inter-professional working. It drew upon the work of Anning et al (2006, 2010), Mckinnes (2007), Robinson et al (2008) and Edwards et al (2009) in relation to inter-professional and multi-agency working, and Weedon (2004), Osgood (2006) and Brock (2009) with reference to professional identity and culture. Cultural and socio-cultural theory provided a framework for understanding. As a qualitative study, the research sought to elicit the views of different types of professionals and took place within a Children's Centre context across one government region in England. A questionnaire was used as an initial scoping exercise followed by semi-structured interviews with professionals from health, education, early years and family support. Participants were drawn from within and outside a case study setting. Ethical considerations paid particular attention to maintaining confidentiality and preserving anonymity. The research findings suggested that whilst other factors are also important, professional culture does influence inter-professional working and notions of status and power are closely linked with this. In order to navigate these highly complex working environments, it is necessary for a culture of respectfulness to be developed and nurtured. A professional development toolkit is proposed as a means to supporting the development of this culture of respectfulness and it is this that will be the focus for discussion. This has the potential to be highly relevant to any setting or organisation where inter-professional working takes place and it offers transferability to other contexts beyond Children's Centres.

Keywords: professional diversity, professional culture, inter-professional working, professional development, respectfulness

SYMPOSIUM SET C/ 6

MENTAL HEALTH AND VULNERABILITY

Individual Papers

CHAIR: ALINE-WENDY DUNLOP

University of Strathclyde, United Kingdom

Infant mental health: Development of the Best Possible Start Training Framework

ALINE-WENDY DUNLOP, University of Strathclyde, United Kingdom

The key aim of this project was to inform a workforce development programme for Public Health Nurses, Neonatal Nurses and Midwives with wider application to the early childhood workforce and prioritising a relational approach to uphold effective intervention strategies that promote positive infant mental health outcomes. A systematic review of the literature on infant mental health, Interventions and intervention training approaches set the reported project in context of prior research. A bio-ecological systems approach to workforce development in infant mental health was developed. The approach to the task included: review of the literature; online survey; focus groups and an expert group. Appropriate ethical approval and consents were sought. There is robust evidence to show model interventions work; what we need is a roll out of such programmes that faithfully gather evidence so we know their effectiveness when they are more widely applied. A bio-ecological systems approach to workforce development that includes implementation fidelity, develops an effectiveness evidence base, and incorporates universal, targeted and individualised approaches promises to effect Improved mother-infant emotional and psychological attunement and attachment, Improved maternal confidence, emotional well-being, and mental health, improved infant emotional well-being, social engagement, and learning. Ten recommendations were made for training, which translate to three main themes: A Tiered Training System for NHSL PHN/HV, Midwives, and Neonatal Nurses, based on a universal approach leading to increasing specialism, shared understanding, goals, and language across levels and agencies, and improved Accountability and Management. Children's experiences matter and shape their futures: prevention, early intervention and personalised service delivery are a priority.

Keywords: Infant mental health, Prevention, Intervention, Policy, Training

Space, place and identity. An exploration of early intervention for young children with autism in Ireland.

MIRIAM TWOMEY, Trinity College Dublin, Ireland

This research sought to explore if 'space' and 'place' encouraged identity for young children with Autism. Space was defined in the context of relationships and place was defined as the proximal environment. The context was specialist and inclusive Early Intervention settings. Children with ASD are often characterised as lacking social-interactive abilities. A growing body of evidence suggests these children's understanding and empathy can be enhanced through creative and innovative methods (O' Sullivan, 2011, Shaughnessy, 2012, Trimmingham, 2010). Conceptually, the research fields of Early Intervention, Constructions of Childhood, Autism and Pedagogy were explored. This paper reports research data from small-scale, qualitative case studies, involving groups of children with and without the label of Autism in Ireland. In particular, this research sought ways to elicit the voice of children with ASD, principally those who were non-verbal. When children were unable to give informed consent, there were opportunities provided through the provision of communication tools (stop card and change card symbol) for children to participate or withdraw from the research. Consent was also obtained from parents. The main findings from this research suggest children's potential to embody and represent their world visually. Puppets' kinaesthetic movement, their behavioural and animated gestures encouraged children's voice through the use of creative media. This research addresses challenges by providing learning and teaching experiences that enable children to interact socially and become citizens. It also explores potential development for inclusive, participatory research with young children including non-verbal children with Autism.

Keywords: Early Intervention, ASD, eliciting children's voice, empathy, puppetry

Children's vulnerability

PÄIVI MARJANEN, Laurea University of Applied Sciences, Finland

The aim is to understand how and why children have been categorised in vulnerable populations. The main aim is also to create an overall understanding on the type of articles which deal with children. This article is part of a European Commission funded project whose aim is to study possible implications of neoliberal policy and management for professions and vulnerable populations. Vulnerability can be understood in terms of many dimensions and these dimensions interact with each other in complex ways (e.g. Alwang, Siegel & Jorgensen 2001, Birkman 2006). Generally vulnerability has been conceptualized as the risk to be harmed in different ways and these people need to be protected. The method which has been used in this research is concept analysis. For this article from EBSCO on vulnerability and definition between the years 2000 and 2013 have been classified. The inquiry involves the collection of data. Because the concept of vulnerability is widespread it was problematic to find relevant cropping of retrievable information. EBSCO search shows that approaches to understand the concept of vulnerability are many because the concept of vulnerability is widely used. The second observation was that a significant number of articles addressed a range of vulnerable groups such as the elderly, women, children and the disabled. In this paper the focus is on articles dealing with early childhood. This project will identify perspectives and develop frameworks on vulnerable populations who may need, seek or have imposed social welfare and social work services.

Keywords: vulnerability, child, project, early childhood, EU

SYMPOSIUM SET C/ 7

SCIENTIFIC CONCEPTS AND ECE TEACHERS

Individual Papers

CHAIR: TERESA HEENEY

Early Childhood Ireland, Ireland

Popular science books, informal contexts and scientific literacy on childhood education

MARGARIDA AFONSOHELENA AND MARGARIDA TOMÁS, College of Education (Polytechnic Institute of Castelo Branco)

Informal contexts that implement activities based on popular science books have different characteristics and abilities in terms of science education and science literacy. On the other hand, the way they are used by childhood educators also has implications on children's scientific education and literacy. However, the characterisation of these informal contexts about their potential is still insufficiently studied. Research presented aims to contribute to a better understanding of this problem. The objectives are: (1) To characterise the nature of scientific literacy dimensions (basic, practical, cultural, and/or civic) promoted by popular science books. (2) Understand the importance of such tools for children's education and scientific literacy. This work is part of a broader investigation that seeks to promote the exploitation of science popular books in formal and informal learning contexts (Tomás, 2013). We used the conceptualisation of Shen (1975) subsequently developed by authors as Miller (1996) and De Boer (2000). In methodological terms the study involves construction of instruments and qualitative and quantitative analysis of popular science books written for children. This research/paper focuses on the theoretical analysis of popular science books, and in this sense this research does not involve ethical issues. Results allowed us to verify that different books develop different dimensions of scientific education and literacy. Variables such as the nature of science and the scientific content seem to influence scientific education and literacy promoted (particularly cultural and civic literacy). We discussed implications that informal contexts, based on popular science books, may have in childhood education and scientific literacy.

Keywords: popular science books, informal contexts, scientific literacy, science education, childhood education

The story behind children's preconceptions and early years teachers

MARIA KAMBOURI, Roehampton University, United Kingdom

The aim of this research was to examine if teachers identify children's preconceptions when planning and teaching an early years science lesson. Previous research has mainly focused on older children's concepts. There is a lack of research focusing on young children's concepts and their teachers' views and response to them. However, previous research indicates that teachers' acknowledgment of children's preconceptions affects children's conceptual understanding. This research is aligned with constructivism and defines preconceptions as children's erroneous concepts prior to formal education. A case study was chosen for the methodology which facilitated in-depth investigation, employing methods like questionnaires, interviews and observations. The participants were eleven early years teachers. Permission to conduct the research was granted by the Ministry of Education. Teachers and parents were informed of the data collection procedures and gave their consent to participate knowing that they could withdraw at any time. The findings suggest that teachers have a general understanding of preconceptions but usually ignore the obstacles related to children's understanding. Teachers avoid identifying children's preconceptions when planning and teaching science even when acknowledging their possible existence. There is a lack of appreciation of children's preconceptions and a lack of awareness of the consequences of ignoring them. There is a need for specific training and professional development in relation to the teaching of early-years science, especially considering the small percentage of teachers feeling confident about their background knowledge. To support teachers' responses to children's preconceptions a number of suggestions are provided, to enable the identification of children's preconceptions.

Keywords: early years science, conceptual development, social constructivism, preconceptions and misconceptions, research and practice.

Quality of kindergarten teacher training in regard to science and science concepts; a joint Nordic approach

MERETE ØKLAND SORTLAND (1), KARI HOLTER (2) AND GURI LANGHOLM (2) KAREN BOLLINGBJERG (3), BIRGITTE DAMGAARD (3), THORLEIF FRØKJÆR (3), STIG BROSTRÖM (4), LAILA GUSTAVSSON (5), SUSANNE THULIN (5), MARIANNE PRESTHUS HEGGEN (6), INGER HILMO (7), SIGVE LADSTEIN (8), KARI GRUTLE NAPPEN (1), TARJA TIKKANEN (1), KRISTÍN NORDDAHL (9), EVA STAFFANS (10), HEIDI HARJU-LUKKAINEN (11)

(1) Stord/Haugesund University College, Norway (2) Norwegian Centre for Science Education, Norway; (3) UCC University College; (4) Aarhus University, Denmark; (5) Kristianstad University, Sweden; (6) Bergen University College; (7) Oslo and Akershus University of Applied Sciences, Norway; (8) NLA University College, Norway; (9) University of Iceland, Iceland; (10) Åbo Akademi University, Finland; (11) University of Helsinki, Finland

The aim of the paper is to explore quality in Kindergarten Teacher Training (KTT) in the area of Sciences and to present a cross-disciplinary and cross-Nordic case study approach to improve the quality. Besides the concern in the society for the level of interest and knowledge in Sciences among children, research suggests that kindergarten teachers' knowledge and skills in Sciences are lacking - so that they often avoid answering and/or rely on e.g. anthropomorphism instead (Thulin, 2011). Kindergarten teachers need knowledge to be able to respond to small children's curiosity regarding natural phenomena with correct concepts and contents, in Sciences and to communicate this with children (Gjems, 2011, Thulin, 2011). The main message of the paper is that the situation in both of these areas can be significantly improved by investing in development of quality in KTT in the area of Sciences. The paper is based on a research and development project (NATGREP), which explored the area of Sciences and learning of Science concepts in kindergartens, and built and tested a joint Nordic study module in KTT with this focus. Persons and institutions involved are anonymised and participated voluntarily. Rules concerning photographing and filming are followed. The presentation of this case study focuses on one hand on enhancing students' learning through implementing Science experiments in kindergartens and their reflection, and on the learning of how this kind of quality development work promotes among Educators in KTT. Recommendations for quality development in KTT in the area of Sciences will be made.

Keywords: Nordic, science, enquiry, language, teacher-training

SYMPOSIUM SET C/ 8

EARLY CHILDHOOD TEACHER EDUCATION

Individual Papers

CHAIR: MINGE CHEN

Indiana University Bloomington, United States

Child education: political educational context and the challenges in teacher's formation

MARISTELA ANGOTTI, Faculdade de Ciências e Letras/UNESP, Brazil

The aim of this work is to analyse the socio-historical-legal-cultural context and the issues related to Teacher Education for Child Education, as well as to identify consequences to the learning and development process of these professionals to qualify the offered care. Professional learning: the first steps in preschool teaching. Doctoral Thesis (1998). Besides the analysis of the historical itinerary of the recent losses in Basic Education, we have used, as an element for our analysis, data originated from qualitative research, considering the teachers' voices on their practices and the possible quality conditions for accomplishing their pedagogical work. Qualitative study that sought to hear the teachers on Quality in Early Childhood Education, using a digital questionnaire. Incongruence in the educational policy favour procedures of little importance or no recognition of teachers as professionals. Incongruence in the educational policy favour procedures of little importance or no recognition of teachers as professionals, generating fragilities which were identified in their revealed conceptual discourse in its relation with their pedagogical practices, which leads to put at risk the compromise with the total child development and the construction of their identity processes, besides the lack of establishing compromises with the condition of responsibility in a social pact inherent to this practice. So, we have searched to offer contributions based on a research about how the child education teacher learns and develops, focusing on the specificity of this stage of the Brazilian educational system, so that we can think of a better way to educate these professionals.

Keywords: childhood Education, quality in education, professionalism, professional development, teacher training

Comparison of early childhood teacher education in the U.S. and China

MINGE CHEN (1) AND YUEYAN DU (2), (1) Indiana University Bloomington, United States; (2) Nanjing Normal University, China

The study compares U.S. and Chinese Early Childhood Education (ECE) undergraduate programmes, examining philosophies, curriculum, objectives, faculty, student background, and employment of graduates. Socio-cultural and political factors that contribute to differences are considered. Researchers have compared ECE practitioner's beliefs in the two countries, but little is known about differences in professional preparation. Social-cultural values and philosophical differences can shape teacher beliefs and thus can influence teacher education in practice. Data were collected for this qualitative study with student survey and faculty interviews. Comparative analysis applying grounded theory was utilized to examine each program element. The study was subjected to scrutiny by the Human Subjects committee at the primary researcher's institution, and all protections of the participants were meticulously maintained. Preliminary findings reveal similar philosophies and objectives for professional development for the two programs, with the clearest difference being in overall curriculum structure. The Chinese programme emphasises developing students' artistic skills, considered essential in obtaining a job, whereas the U.S. program focuses more on students' ability to think and write critically and mastery of knowledge of learning and development. The political, social and cultural differences between the U.S. and China often result in difficulties finding common ground between the two diverse nations. Understanding commonalities between U.S. and Chinese ECE can serve as a starting point from which we can begin discussion about shared concerns and issues in the preparation of ECE teachers, and unite us in problem-solving together to benefit the world's youngest citizens.

Keywords: comparison study, the U.S. teacher education, the Chinese teacher education, pre-service kindergarten teachers, kindergarten teacher beliefs

Supervising graduation theses: a perspective on the professional identity of student teachers

VASSILIS TSAFOS AND MARIA SFYROERA, National and Kapodistrian University of Athens, Greece

In this paper we shall present the first results of a study we conducted in order to investigate how future students view educational practice and its interconnection and integration with pedagogical theory (Calderhead & Robson, 1991). Recent trends in teacher education in a life-long professional perspective are explored. Teacher education constitutes a crucial parameter in the formation of the future teachers' professional identity. The ways in which future teachers approach both pedagogical theory and educational practice during their studies have a great impact on their own self-image as professionals and also on the role they are called up onto perform in their professional life. We analysed the graduation theses we supervised in the course of the last three years in terms of the primary focus of each thesis, the extent to which students applied theory, as well as the methodological tools and the analytical categories (OR criteria) that they adopted. All participating student teachers were informed and voluntarily participated in the research. More specifically, whether they attempted to analyse it by utilizing both the interpretative keys they acquired in their courses and the reflective practices with which they became gradually acquainted during their practical training. Educational practice in an interconnection and integration with pedagogical theory.

Keywords: teacher education, theory-practice model, critical view, professional identity, supervision

SYMPOSIUM SET C/ 9

STUDENT TEACHERS' DEVELOPMENT

Individual Papers

CHAIR: BART DECLERCQ

Centre for Experiential Education, Belgium

Teacher education for early childhood teachers in Brazil

MARINEIDE DE OLIVEIRA GOMES (1) AND JOÃO FORMOSINHO (2), (1) Universidade Federal de São Paulo (UNIFESP), Brazil; (2) Childhood Association and Portuguese Catholic University, Portugal

This presentation examines the specificity of early childhood teachers' education in Brazil and in Portugal, in a Brazilian context of consolidation of early childhood education (both as public policy and as field of studies). The paper assumes the increasing importance of this educational level in regard to the whole basic education. The research adopts a qualitative approach using the analysis of official documents (the official guidelines for the initial training of early childhood teachers and the curriculum guidelines for early childhood institutions both in Brazil and in Portugal). It uses also semi-structured interviews with external evaluators for the evaluation and accreditation agency of higher education courses and with directors of early childhood initial training courses. The interviews and research followed the ethical principles of respect and trust for the participants, absence of deceit and informed consent. The research focused on the way Brazil and Portugal conceptualise and develop the practicum (supervised teaching practice experience) in initial training courses. Some consequences for policy and practice improvement are drawn. The main results highlight the challenges of academicisation of initial teacher education (meaning the adoption of academic practices, traditions and attitudes in professional qualification courses) and the gap between the curricular guidelines for the initial training of early childhood teachers and the curriculum guidelines for practice in early childhood centres.

Keywords: teacher training, practicum, pre-school, Brazil, Portugal

Students placements. Innovation during the practicum in the early childhood educational degree to improve the children's participation and learning at nurseries and schools

MEQUÈ EDO AND SÍLVIA BLANCH, Universitat Autònoma Barcelona, Spain

This paper aims to improve the role of future teachers attending children under six years old. Previous research has been conducted as a pilot project (Blanch, Edo, Comes, 2013). The Early Childhood Education degree promotes quality care and education for children. The students' placement gives the opportunity to learn their professional role in real contexts. In the UAB we encourage the students to innovate implement. This paper reports the results of the different projects carried out by 138 students over 82 nurseries and preschools in about 18 different areas in Catalunya. Data from students, teachers and university professors have been collected using a mixed methods approach. Written and informed consent for participation has been obtained from each nursery and pre-school manager, teachers and parents for using the images for educational purposes. The results showed that 46% of the students carried out APS, 21% involved in interdisciplinary projects and 33% involved in a unit program related to a area. The projects were developed to improve different areas: the outdoor area, creating libraries, experimental scenarios, etc. The projects always involved the children during the planning and intervention. The results show how the APS facilitates the students to act as proper teachers, planning, designing, implementing and also working cooperatively with other students and the school community. Implications for policy and practice are explored.

Keywords: service learning projects, practicum, early childhood education degree, nurseries, preschool

"Supporting each others' initiatives": Student teachers and young children experience meaningful learning: evidence from Oranim Educational College in Israel

RACHEL RAVID AND SHULAMIT MANZURA, Oranim Academic College, Israel

This research explores the effect of early childhood teacher education programs on student teachers' sense of self- efficacy in mediating and supporting young children meaningful learning. A pilot research was conducted, relating theory and practical experience to the understanding of how teacher training program's can facilitate meaningful learning as ideology and teaching strategy. This research is based on two major theoretical concepts: Meaningful Learning (Brooks & Brooks, 1993) and Mediation (Feuerstein, 1980; Klein, 1996, 2003; Vygotsky 1934/1987). These two concepts interrelate, highlighting meaningful learning as the child's sense of autonomy - being able to self-manage his/her learning processes (Kamii & Housman, 2000) within social and cultural contexts. A qualitative multiple- case study including 60 early childhood student teachers was conducted. Written reflections were collected and content analysed in order to recognize common emerging themes. Students were notified of the research framework, their role within, and were asked to approve their participation emphasising anonymity. Findings reveal, early childhood student teachers supervised by pedagogical instructors show a growing sense of self - efficacy when teaching children in meaningful learning situation. These students acknowledge on the one hand the role of the child's agency, as well as their own educational role in mediating and designing learning situations and environments. Implications suggest, early childhood teacher programs should further emphasise the role of meaningful learning situations in the academic sphere as it is related to enhancing students sense of self - efficacy in mediating and supporting meaningful learning situation when teaching young children.

Keywords: meaningful learning, mediation theory, teacher education, self- efficacy, early childhood education

SYMPOSIUM SET C/ 10

BIOPHILIA, OUTDOORS AND NATURE IN ECE

Individual Papers

CHAIR: HELEN MOYLETT

Early Learning Consultancy, United Kingdom

Minority parents (non Scandinavian) and their experiences with Norwegian nature and outdoors discourses in daycare centres

ANNE SINE VAN MARION, Queen Maud University College of Early Childhood Education, Norway.

The study aims at providing an analysis of experiences of non-Scandinavian minority parents with children in Norwegian day-care centres where spending time in nature and the outdoors, regardless of the weather, represents an important part of the programme. The parents meet a majority culture broadly supported by tradition, native parents, by governmental legislation and documents regulating work in the centres. (Report by Djuve& Pettersen 1998). Theoretical perspectives of ideas, values and cultural practices within the dominant Norwegian nature and outdoor life discourses, and the discourses dominating the view on children and childhood in Norway are utilised. The methodology of qualitative research through semi-structured interviews of 14 minority parents of 10 children, and verbatim transcriptions are used. The project plan was approved by the Norwegian Social Science Services ethical board. Outdoor play and activities require special clothes and equipment and can be perceived as risky. Parents experience practical and economic challenges in providing these. Some worry about their children's health and their children's academic learning in a system of little formal instruction of literacy and numeracy. Their children get other kinds of knowledge and life skills. They like being outdoors, they challenge their parents to participate in outdoor activities, and child-parent roles are converted when they teach their parents about nature and in being environmentally friendly. Throughout the year, communication on practices, information about clothes and equipment that go with the various activities are vital for the minority parents. Parents and staff need mutual understanding for the differences in cultures for learning.

Keywords: minority parents, Norwegian childhood, outdoor play and learning, risky play, cultures for learning

Bringing nature to underserved urban preschools: The Chilean experience

JOSEFINA PRIETO(1), DOYNA ILLMER (2),CAROLINA DEL RIO(3), MONICA KOPPMANN (4) AND CLAUDIA BUSTAMANTE (4); (1)Fundacion Ilumina, Chile; (2)Pontificia Universidad Catolica de Chile, Chile; (3) Fundacion Ilumina, Chile; (4) Corporacion Manos y Naturaleza, Chile

The aims are to (1) Promote a whole-child approach to learning by bringing nature back to early childhood education settings, (2) Implement a green corridor by enabling green outdoor spaces in Urban Preschools. There is a dearth of research in Chile related to outdoor learning. There are no similar projects in the country. This project was developed under a developmentally appropriate pedagogy that promotes active and connected learning. Learning contents were defined based on our national curriculum. This project is based on play-based education and has a whole child approach. It consists of 4 phases: (1) Identification of wilderness spots in Santiago (Chile), and of urban preschools that could geographically serve as connecting spots to create a green corridor. (2) Design of a developmentally appropriate intervention program based on international research. (3) Pilot (2012-2013): sample of 17 preschools (3,500 children) (4) Experimental application and impact evaluation (2015-2016). The project is currently entering the experimental application phase. Informed consent forms and specific protocols to safeguard confidential information are being developed. Only children who submit consent forms will be included in the study. Preliminary data indicate that enabling green outdoor spaces in urban preschools is: changing teachers'/children's dispositions toward nature and learning, helping teachers engage in active learning that promotes a whole-child approach, increasing children's motivation and engagement in learning, self-regulation and curiosity bringing back native species such as birds and butterflies. This research contributes to further discussion related to the underused educational power of outdoor spaces to strengthen children's learning and development in the digital era.

Keywords: arts activities, nature, underserved, active learning, international ECE

Outdoor school places, as educational environments. A comparative research approach between two European cities: Naoussa (Greece) and Innsbruck (Austria)

GEORGIA GESSIOU, Sciences of Education, Department of Early Childhood Education, University of Ioannina, Greece

This research study contributes to the international debate, exploring teachers' education, knowledge and views on outdoor learning, and the educational use of the outdoor school places considering the potentials that they offer (design, facilities etc.) This research is based on the findings and implications of the previous research work of M. Sakellariou (2012), "The space as a pedagogical field in preschool learning environments, planning and organization". Children's contact with natural environment and its elements is continuously reducing. The outdoor spaces of school seem to be one of the last children's accesses to nature. From the first educators (Rousseau, Pestalozzi, Froebel etc), until now, the modern, innovative pedagogical studies and sciences (eco and evolutionary psychology, biophilia) are pointing out the educational significance of outdoor spaces and children's natural curiosity and their need for direct experiences with their natural environment. Audio and visual data (interviews and observation documents) from 5 Greek kindergartens and 4 Austrians', set a comparative field. The research has ensured anonymity and confidentiality, and informed Consent. Our data reveal that it is not just the schoolyard's structure and facilities the apparent resistance to change, but the unchanged teaching methods, practices and policies that keep the learning process indoors. The main direction of this research is the application of participatory approach and planning of the learning outdoor spaces, where adults and children construct together. The outdoor areas should not just be a familiar place for kids and teachers, but a place that will offer opportunities for exploration, discovery and development of environmental awareness.

Keywords: educational places, natural environment, biophilia, play, participatory approach

SYMPOSIUM SET C/ 11

PRESCHOOL, NATURE AND ANIMALS

Individual Papers

CHAIR: JANE BONE

Monash University, Australia

Ways of dealing with children's questions about the nature: A study based on Swedish preschool practice

SUSANNE THULIN, LAILA GUSTAVSSON AND AGNETA JONSSON, Kristianstad University, Sweden

The intention of Swedish early childhood and care (ECEC) is to create a playful educational environment based on the child's perspective, interests and questions. The aim of this project is to analyse ECEC teacher's ways of dealing with children's questions about nature. The focus is on how teachers respond to children's questions and what they focus on in their responses. The study is based on previous research on children's questions when doing science. It is informed by a phenomenographic perspective. The empirical material consists of five hour's video documented teacher-led as well as child initiated activities. People involved were informed of the aims and data use of the study, and of their rights to confidentiality and to withdraw from participation. Informed consent was obtained from teachers, parents and from the children themselves. Four categories have been identified: addressing (a) everyone (b) everything, (c) play and fantasy, and (d) a common content focus. These categories are understood as related to how efforts to take advantage of the child's perspective is interpreted and dealt with the educational practice. We discuss and exemplify the categories and its potential implications on ECEC learning practice.

Keywords: Early childhood education, children's questions, science, phenomenography, Sweden

What do children learn from and with pets?

AGNETA SIMEONSDOTTER SVENSSON, Department of Education, Communication and Learning, Sweden

This study aims to promote learning and development in young children. The overall objective at the study is to investigate the impact of pets on preschool children's desire to learn. What do children learn from and with pets? The research shows that closeness to animals has good effects on quality of life/learning (Beetz, 2007). Socio-cultural theories and developmental pedagogy are used in order to study children's learning in the preschool ages (Vygotskij, 1978, Pramling Samuelsson & Asplund Carlsson, 2008). This study employed a qualitative exploratory research method with the aim of gaining knowledge concerning a group of 24 children, aged 4-5 years. The children and their families were informed that they could withdraw their participation at any time and that confidentiality was guaranteed. The results are presented as two main categories: 1) The pet supports the child in their learning and development process and 2) The child is the teacher of the pet. The results show that pets provide children with positive experiences and a sense of feeling good. When a child is doing activities with an animal or tries to teach an animal some exercises, the child receives a response from the animal. This leads on to new experiences and an increased knowledge regarding social behaviour. Using pets for educational purposes in preschool might stimulate an interest in animal care and a commitment to the world's wildlife and fauna in general. Sustainable development begins with the children. This is the best investment that any society can make.

Keywords: preschool children, learning, development, animal, socio-cultural perspective

Child and animal connections: Interspecies' encounters in Australian learning environments

JANE BONE AND TRACY YOUNG, Monash University, Australia

The aim of this research is to discover whether the relationships of children with animals in the preschool setting encourage knowledge of environmental stewardship. Bone, J. (2013). The animal as the fourth educator: A literature review of animals and young children in pedagogical relationships. *Australasian Journal of Early Childhood*, 38(2), 57-64. Tipper, B. (2011). "A dog who I know quite well": everyday relationships between children and animals. *Children's Geographies*, 9(2), 145-165. The work of Donna Haraway (2008) is the major influence on our theoretical perspective. See also: Taylor, A., Blaise, M. & Giugni, M. (2012). Haraway's 'bag lady storytelling': Relocating childhood and learning within a 'posthuman landscape'. *Discourse: Studies in the Cultural Politics of Education*. This qualitative approach uses a narrative inquiry. Methods: 'memory' stories, interviews, drawing and using objects as 'prompts'. A substantial risk analysis was made in order to

conduct this research and an important ethical consideration involved not making judgments about learning environments that include animals. Attention was paid to sensitivities toward families and cultures. We discuss whether having a relationship with an animal in the early years influences decision making about the environment, what are the connections? The presentation discusses narratives from researchers and participants and draws out some of the taken for granted perspectives and discomforts that bringing together animals and children can engender. Research will explore the implications of child/animal relationships in early childhood settings.

Keywords: animals, children, environment, narrative, interspecies relationships

SYMPOSIUM SET C/ 12

CREATIVITY AND DRAWING IN ECE

Individual Papers

CHAIR: TIM ROHRMANN

Evangelic High School, Dresden

Building a learning place for early graphic expressions and drawing activities. An empirical research within two ECEC services in Italy

ELENA LUCIANO AND ERMANNANO MAZZA, Università degli Studi di Parma, Italy

The contribution presents the results of an empirical research within two ECEC services in Italy. The study aimed to investigate which factors influence the development of graphic and drawings competencies in 2-3 year-old children during group activities under the guidance of the educator. The project refers to the studies by R. Kellogg, R. Arnheim, E. Eisner. Within a socio-cultural constructivism and ecological perspective, the framework of the research entails: educational settings and activities as a cultural artefacts, children's participation as a way to promote learning, children's drawing as integration of cognitive, socio-emotional and bodily dimensions. Twenty nine children were divided into 5 groups and 7 educators were involved. Fourteen drawing activities with children were video/audio recorded, 1400 photos were taken. The educators were interviewed using video elicitation interviews. The analysis of data has integrated movies, photos, transcripts of verbal interactions and interviews. Ethical principles were used in order to meet the needs and the goals of the research as well as to respect the rights of every participant involved. Confidentiality and preservation of anonymity of participants were guaranteed at all stages of the research. The main results are related to: the group activities: children's imitation, verbal interactions and graphic materials influence children's learning and outcomes, the teachers' beliefs: the importance of first socialization at work and the lack of specific training on visual arts emerged, the methodology: some critical aspects about video elicitation interviews emerged. The results could renew educational choices about graphic and drawing activities and professional development within ECEC.

Keywords: arts activities, early graphic expressions, children's drawing, ECEC professional development, empirical research

Supporting young children drawing in Early Years Foundation Stage settings

KATHY RING, York St John University, United Kingdom

This paper draws upon data collected within a longitudinal research project 'Supporting a Playful Approach to Drawing' (2004-2010). The project aimed to support practitioners in developing greater understanding of children's use of drawing as a tool for thinking and learning, and recognising the significance of the routines and rituals of settings in enabling or hindering this. It builds upon previous research (Ring, 2003), reporting misconceptions about drawing which limit its role as a thinking tool. Taking a cultural-historical approach, drawing is understood to be part of young children's multi-modal approach to meaning making (Kress, 1997). This analysis is influenced by Hedegaard's (2008, 2012) model of relations between cultural tradition, pr. Three cohorts of practitioners took part in training, debate and analysis focusing upon data collected as part of action research within their own setting. Visual methods were fore-grounded and imagery alongside narrative provided rich, context-related data for joint-analysis. Ethical priorities included working with participants to understand and engage with their uncertainties. The findings highlight the highly motivated and transformational nature of children's responses to artefacts, i.e. 'the constant remaking of resources in the process of their use, in action and

interaction' (Kress, 2000), provided under the umbrella of drawing activity. Attention is drawn to the importance of the visual within the multi-modality of children's meaning making, thinking and learning. Key features of the environment are identified that support and extend children's ability to make sense of their world and develop fluency of thinking through drawing.

Keywords: young children, visual thinking, multi-modality, drawing, environment

SYMPOSIUM SET C/ 13

IMAGES, PERCEPTIONS AND DEFINITIONS OF QUALITY IN ECE

Individual Papers

CHAIR: BABS ANDERSON

Liverpool Hope University, United Kingdom

Defining quality in public school kindergartens in a Lebanese context

GARENE KALOUSTIAN, DINA ZEIN AL ABIDIN AND GHALIA KAWWA, Lebanese American University

Early childhood education in Lebanon is facing another crisis with the influx of Syrian refugees. The public education sector has enrolled refugee children in already overcrowded schools. This has led to deteriorations in the learning environment for all children. This research identified the need to assess global quality and child-caregiver interaction using the ECERS-R and CLASS. Previous research was conducted in private childcare centres in Lebanon to assess quality care in line with national standards. Quality has long and short term positive effects on children's developmental outcomes, including language development, cognitive functioning, social competence, and emotional well being. A total of 132 schools - pre-selected by the Ministry of Education and Higher Education (MEHE) - are participants of this study. Interviews with Directors are conducted; interviews and observations are done in 3 classrooms per school using ECERS-R and CLASS. MEHE has authorised visits to 22 pre-selected schools per governorate (6 governorates). Confidentiality was addressed. While both assessment tools have been widely used, preliminary findings show that CLASS and ECERS-R neglect context specificity in assessing quality, given the Lebanese early childhood education context. This study is a first in Lebanon to assess quality in public school kindergartens and define quality within a context specific framework. Implications are twofold: 1. Providing empirical evidence to MEHE for the quality needs versus maintaining the chronic emergency state and 2. To conduct a follow up study to pilot an innovative solution to the context specific quality needs.

Keywords: quality, context specificity, early childhood education, Lebanon, ECERS-R/CLASS

Perception of early childhood education in Montenegro

SASA MILIC, University of Montenegro, Faculty of Philosophy, Montenegro

Through this micro-study we have tried to provide an insight into the level and quality of teachers' and parents' (233 respondents) attitudes about the importance of early childhood education in Montenegro. We used a four-level evaluation scale of attitudes with 19 items. Also, through a comparison of the two subgroups' answers the fields of different perspectives of our respondents can be delineated. There is no previous research work in this field. There are a number of indicators which imply that preschool institutions are regarded here as a place of protection and care of children rather than education institution. In fact, only 26% of children under the age of 6 are covered by preschool education. Our research is aimed at understanding the importance of the key fields of early education for children's overall development from the perspective of the sampled respondents teachers and parents. We had the permission of the public preschool institutions to conduct research. Based on the analysis of all items treated in the study, the dominant fields of saturation are highlighted by the most important indicators, according to the assessment of our respondents as: an economic factor (1), socialization (2), intellectual stimulation (3) prerequisites (4), a general factor (5). Raising general social awareness of the importance of early education, with a special focus on 0-3, promoting an increase in the number of preschool institutions and more balanced regional development of preschool education.

Keywords: early childhood, development, education, potentials, pedagogy

Images of quality: South African early childhood teachers' perspectives

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The aim is to examine the perspectives of early childhood teachers in Gauteng, South Africa and Virginia, USA regarding quality learning environments and experiences. This study is an outgrowth of the Virginia Early Childhood Needs Assessment Project and van Heerden's doctoral thesis on quality in early learning centres in South Africa. Bronfenbrenner's ecological systems theory provides the conceptual framework for analysing the bi-directional influences among individual understandings, community and national values and beliefs. Vygotsky's sociocultural theory provides focus on the interactions of the individual within a cultural context of child care centre and local communities. The qualitative paradigm of photo voice methodology allowed early childhood teachers to share their lived experiences through their photographs of quality in their programs and the stories they shared with the researchers during subsequent interviews. Transcripts of the interviews and images were coded to identify emerging themes. Teachers' participation as photographers of the children and the subsequent interview was voluntary. Children's participation as subjects of the photographs was also voluntary. Teachers and children's parents/guardians signed letters of informed consent. Individual understandings of quality, community values, available resources, leadership/management, and interactions/communications with families and staff were components of quality in each setting. Accessing quality professional development that is culturally responsive to the diverse needs of early childhood teachers demands the leadership of EC teacher educators working with local communities.

Keywords: quality, early childhood teachers, visual methodologies, South Africa, United States

SYMPOSIUM SET C/ 14

DEVELOPING MATHEMATICAL AWARENESS IN ECE

Individual Papers

CHAIR: JULIA MANNING-MORTON

Key Times Professional Development, United Kingdom

Children doing mathematics through modelling

CHRYSTALLA PAPADEMETRI AND MARIANNA EFSTATHIADOU, European University Cyprus, Cyprus

The paper aims to map modelling-based learning (MbL) through the analysis of data collected from the implementation of activities designed by teachers as part of their involvement in a Professional Development Programme (PDP) through which they learned about MbL through their involvement in MbL. The study is a part of a three-year project seeking to develop, implement and evaluate a joint science and mathematics literacy ECEC. The study draws upon the common ground identified between MbL, Constructionism and the Reggio Emilia Approach. Based on Constructionism, learning takes place in situations where learners are allowed to build and reflect on their own models (Kafai, 2006). Similarly, in Reggio Emilia the activities include direct observations, and representing observations, ideas, and new understandings in a wide variety of ways (Katz, 1998). Finally, MbL involves making systematic observations and collecting experiences about a phenomenon, constructing, evaluating and revising a model. Data (children's representations, videotaped incidences, teacher's reflections) were collected from the implementation of 6 activity sequences concerning a number of mathematical concepts. Videotaping of children was conducted with the written consent of the children's parents. The analysis of the data strengthened the common ground identified between MbL, Constructionism and the Reggio Emilia Approach and supported the development of a MbL approach appropriate for young children. The analysis of the data collected indicates that MbL can act as a tool for creative and meaningful learning through which children construct conceptual meaning in an effort to solve problems and understand the world.

Keywords: mathematics, modelling-based learning, creative learning, constructionism, the Reggio Emilia approach

The relation between mathematical and motor skills in toddlers

ELIN REIKERÅS, THOMAS MOSER AND FINN EGIL TØNNESEN, University of Stavanger, Norway

The aim of the present study is to examine the relations between early skills in mathematics and everyday motor life skills in toddlers. Motor competency is of importance for mastering everyday life as well as for learning and development in other domains. Toddler's mathematical concepts are built on physical experiences which especially apply to mathematical concepts such as shape, space and order. Motor skills are a prerequisite for generating learning experience through individual and social actions. The study builds on a social-cultural and ecological understanding of learning and development. The study is part of the longitudinal, interdisciplinary Stavanger Project following children's development from 2 ½ to 10 years in and between language, mathematics, motor skills and social skills in the ECEC- institutions and reading, writing and arithmetic in school age. 513 toddlers aged 2 ½ years were systematically observed in play and everyday activities by the staff in the ECEC-institutions and were registered in assessment materials. Participation was based on the parents' voluntary and written consent. The study has been approved by the Norwegian Social Science Data Services. ANOVA revealed systematic differences in all mathematical skills between children with weak, average and strong motor skills. Contrary to expectations based on previous research, the greatest differences between groups were found for enumeration, mathematical reasoning, number and number sequences and not for geometrical skills (shape, position/location, pattern). Weak motor skills in young children may be used as an indicator for the risk of suboptimal development of mathematical skills.

Keywords: toddlers, early mathematical skills, everyday motor skills, developmental domains, observation

Developing number sense components in a context of play

MARIA KYRIAKOU, University of Cyprus, Cyprus

What are the effects of a play preschool class environment versus to a typical activities preschool class environment, in five components (number recognition, counting, quantity discrimination, subitising, and enumeration) of 'number sense'? There is a growing body of evidence to suggest that high-quality play is an important facilitator of children's development. Play is an essential way of learning in preschool ages which seems to have positive effects in child development (language, narrative, emotion regulation, mathematical learning etc). Two classes of 25 children, 4-6 years old, had an introductory lesson to numbers 0-5. We, then differentiate their programme giving the opportunity to one class to involve in symbolic, pretend play and educational games for 2 ninety minute lessons. The other class children were involved in typical activities for the same time. Pre tests and post tests, with activities evaluate the five components of number sense, were given to 50 children before and after the didactical situations. We have permissions from all children's parents, teachers, kindergarten administrator and from the local authorization service for research. The comparison of pre test and post test results, of the two classes, showed bigger improvement of play environment children than the children of typical activities environment on the five components of number sense. No important differences came out between symbolic-pretend play and educational games teams. These results add to the ongoing challenge to connect play and learning in different domains of preschoolers' development. A need for further research (bigger sample, rigorous statistical approaches) raises to face this challenge.

Keywords: play, play and learning, play and development, number sense, play environments

SYMPOSIUM SET C/ 15

MATHEMATICS AND ECE

Individual Papers

CHAIR: LIZ DUNPHY

St Patrick's College of Education, Ireland

Teaching Mathematics in Swedish Preschool - Didactic Situations

KERSTIN BÄCKMAN, University of Gävle, Sweden

The aim with this paper is to present research about teaching in preschool and the meaning of education in the preschool context within the perspective of quality. More specifically, the research focuses on teaching mathematics and didactical considerations. Teaching mathematics always consists of several components with teacher, children and the mathematical content as three major parts. One of these basic components includes preschool teachers' intentions, choices and actions in which the goal is to create. The research focus is on didactic situations and more specifically the social interaction in teaching so-called didactic contract (Brousseau, 1997). Didactic contract can be understood as the dilemma between the educational goals and the participants' intentions. A case study illustrates didactic situations in one Swedish preschool. Permissions has been gathered from the parents. The ethical rules for researcher in Sweden have been followed. The findings show the teachers use of play aspects in didactic situations expands the learning opportunities. The didactic contract in teaching gives learning opportunities for children. Preschool teachers' use of play in didactic situations make the teacher's aware of the mathematical and didactic considerations in relation to context and thereby improve the teaching of mathematical content.

Keywords: mathematics, preschool, teaching/learning, play, didactic contract

Mathematics pedagogy for children aged 3-8: Principles and practices

LIZ DUNPHY, St Patrick's College of Education, Ireland

This paper presents a discussion of some of the key findings arising from a review of the literature commissioned by the National Council for Curriculum and Assessment in Ireland (Dooley, Dunphy, & Shiels, 2014) in relation to pedagogy and practice in early childhood mathematics (children aged 3-8). The review responded to the questions posed by those who commissioned the research by bringing together relevant knowledge about early childhood mathematics education. Principles which underpin the features of good mathematics pedagogy for young children (Anthony & Walshaw, 2007, National Research Council, 2005) are identified. One set of principles focuses on people and relationships, and the learning environment. A complementary set focuses on learning. Through combining these, we identify a comprehensive account of the features of good mathematics pedagogy. The importance of realising these principles in early education settings is discussed.

Through systematic searches using selected keywords/themes/concepts related to the questions which the review sought to answer, key literature was identified. A synthesis of information was derived from this literature and the final part of the process involved a distillation of key messages. Due care was taken the presentation of material in order to avoid issues such as academic fraud, misrepresentation of information/results and plagiarism. The review indicates a variety of successful practices and materials to support children's mathematical learning. These are identified and discussed. We also identify five overarching meta-practices that are essential in promoting mathematical thinking and understanding, and which are important in helping children towards achieving mathematical proficiency.

Keywords: mathematics, principles, mathematics pedagogy, practices, meta-practices

Norwegian preschool teacher's mathematical competences

PER-EINAR SÆBBE, Universitetet i Stavanger, Norway

The research aim is to investigate mathematical competencies kindergarten teacher use in efforts to support children's mathematical development in kindergarten. Previous research is mainly done in an American kindergarten context, and taking instruments that is developed for use in an different kindergarten tradition and apply it in Norwegian kindergartens should possibly not be done unconsciously. Theories that have been developed from studies of teachers in school (e.g., Ball et al., 2008, Niss, 2011), should only be adopted into a Norwegian kindergarten context with care especially since kindergarten traditions differ significantly across countries (cf. Mosvold, 2012). Ball and colleagues have developed a practice-based theory of mathematical knowledge for teaching (MKT) (Ball, Thames, & Phelps, 2008). Their studies indicate a connection between teachers' knowledge, the quality of instruction and the students' achievements. Lee (2010) focused in particular on pedagogical content knowledge which she defined as knowledge of teaching a particular content to children in an understandable way. This study is a qualitative study where four kindergarten teachers from two different kindergartens are observed in their daily work and later interviewed. In the interviews, video-recordings from their own practice will be used as starting point for discussions. The research project will be registered in accordance with the national guidelines on anonymity and confidentiality. This study will contribute to better understanding of the mathematical competences Norwegian kindergarten teachers use in their daily activities as kindergarten teachers. Implications are requested knowledge and discussion about kindergarten teachers' mathematical competences in a Norwegian kindergarten context.

Keywords: kindergarten teacher, mathematical competence, play and learning, Norwegian kindergarten context, sociocultural theory

SYMPOSIUM SET C/ 16

BI/ MULTILINGUALISM IN PRESCHOOL

Individual Papers

CHAIR: CLODIE TAL

Levinsky College of Education, Israel

Emergent bilingual children building expressive vocabulary repertoire: Cross-linguistic and instructional learning trajectories

ERSOY ERDEMIR, Boğaziçi University, Turkey

The study investigated cross-linguistic and instructional vocabulary learning patterns of three immigrant emergent bilingual children who were introduced to the English language in a preschool classroom in the United States. Previous early vocabulary research has predominantly focused on monolingual children. This study adds to the limited body of knowledge by offering cross-linguistic and instructional insights regarding vocabulary learning processes of English language learning children. The study was situated in Vygotskian sociocultural theory of learning. It investigated the process of vocabulary learning during children's naturally occurring interactions with linguistically more advanced speakers, and through scaffolding practices within their ZPD. Methodology was an in-depth qualitative case study conducted across the preschool academic year through 72 participant observations. Data were collected videotaping children's language use and interactions across different instructional contexts in the classroom (i.e., circle time, storybook read-alouds, literacy/art activities). Data were interpreted through micro discourse analyses of 103 video-clips. The study did not pose any psychological harm to children and teachers. Parental consent and verbal assent were acquired for participation. The report protects participants' anonymity and uses pseudonyms. The study identified four cross-linguistic patterns in children's vocabulary learning: code-switching for borrowing words, letter-sound correspondences between the native and the English language, cognate transfer, and false-cognate knowledge. It also documented a seven-step multi-dimensional approach to vocabulary instruction that promoted vocabulary gains significantly. Presentation will discuss the practical implications for facilitating vocabulary learning of emergent bilingual children within the context of classroom environment: cognate recognition, practices of multi-dimensional vocabulary instruction, story dictation, and buddy reading.

Keywords: vocabulary learning, emergent bilingual children, English language learner, vocabulary instruction, cross-linguistic

Preparing tomorrow's teachers: Bi/Multi-literacy for young children

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Immigration patterns place demands on early childhood programmes to respond effectively to children who enter school speaking multiple languages, and likely not the language of instruction. Here we present preliminary findings from research examining the efficacy of changes in teacher education programming and coursework designed to increase teachers' capacity to meet this professional obligation. Research across multiple countries has documented the challenges to support positive educational environments for the children of immigrants (Alba & Holdaway, 2013). International commitments to education for ALL and development of bi/multi-literacy (Ball, 2010) require teachers with the knowledge, skills, and dispositions for effective practice in these contexts (Souto-Manning, 2013). Our research is drawn from sociocultural/sociolinguistic perspectives. This is a qualitative, interpretive study where we use document and narrative analysis to examine coursework and interviews of early childhood teacher candidates. Our research is conducted under the guidance of a review board, using only volunteer students. Their identity has been protected from program faculty as we analyse the data. Learning requires time and multiple experiences (Bruner, 1990). Teacher candidates need supported "dissonance-creating" experiences over time to shift beliefs and dispositions that will support effective teaching practices related to bi/multiliteracy. Teacher preparation programme design must take this into account. We will discuss examples from our program redesign efforts. We have applied the findings to understanding the impact of programme changes. Effective teacher preparation requires adequate resources to provide teacher candidates with the experiences necessary to be well-prepared for their work in culturally and linguistically diverse classrooms.

Keywords: bi/multilingual EC education, teacher education, immigrants, teacher dispositions, teacher development

SYMPOSIUM SET C/ 17

ECE TEACHER PERSPECTIVES AND PLAY

Individual Papers

CHAIR: ELENI LOIZOU

UNIVERSITY OF CYPRUS, Cyprus

Teachers' concepts on scaffolding make-believe play.

ANNERIEKE BOLAND AND ANNE ARBOUW, University of Applied Sciences - iPabo Amsterdam, Netherlands

The primary aim of the study is to find out the beliefs and concepts of professionals in ECE on scaffolding children's make-believe play and the relation of their beliefs to their actual practice. A further aim is to find out how professionals in ECE may best be supported to develop skills for scaffolding play. This study builds on research on supporting make-believe play by assuming different roles as a professional (Johnson, Christie & Yawkes 1999). However, these roles are theoretically not well defined and the effect of different roles on creating intersubjectivity and quality of play are only tentatively explored (De Haan & Schut, 2006). Vygotsky's cultural-historical approach to play. Theory on scaffolding play (Johnson, Christie & Yawkes 1999, De Haan & Schut 2006, Leong & Bodrova 2012). Professional development (Desimone 2009). A qualitative survey. Interviews on vignettes, i.e. short stories on situations of play in ECE-contexts (Van der Aalsvoort, 2013). Reflection on their own scaffolding behaviour using video-observation. Participants gave their written formal consent. We discuss the similarities and discrepancies between beliefs on scaffolding play and actual practice as a potential starting point for professional development. Focus lies on sensitivity and responsiveness to child initiative and effect of adult interventions and interaction on quality of play (Leong & Bodrova, 2012). Further, which characteristics of different supporting strategies are intuitively recognized by professionals? The findings have implications for the design of the education of professional skills that support the quality of make-believe play.

Keywords: scaffolding, teachers' beliefs and concepts, professionalisation, make-believe play, quality of play

What do ECEC teachers think about play?

DANGUOLE MASLIENE, BRIGITA GULBINAITE, AGNE BRANDISAUSKIENE AND MILDA BREDIKYTE,
Lithuanian University of Educational Sciences

The aim is to explore teacher's understanding of the concept and the phenomenon of play. There is no previous research exploring ECEC teachers' concept of play in Lithuania. Cultural-historical approach is the main framework of this study. 136 ECEC teachers from the three biggest Lithuanian cities participated in research. The teachers filled the questionnaires with open-ended questions. The method of thematic analysis (Braun and Clarke, 2006) was used to analyse the data. Ethical principles of psychological investigation ensured the protection of rights and dignity of research participants. Three types of understanding play was met among the teachers: 1) play as an activity emphasised in educational program of preschool stage, 2) play as a collection of essential traits, which all together allow to name an activity as play 3) play as a source of child's development. The answers highlighted, that ECEC teachers understand the importance of good play activity and its necessity in educational program. The three types of understanding emphasised different aspects and points of view on play. A deeper and more unified understanding of the meaning and benefits of play activity for child development is needed. Teachers' approach towards play activity affects how they construct curriculum in the classroom. In Lithuania only general guidelines for the creation of curriculum are given / predefined. On the basis of the guidelines ECEC teachers are free to create their original educational programs.

Keywords: ECEC teachers, understanding of children's play, concept of play, cultural-historical approach, thematic analysis

Teacher education programmes supporting play practices

ELENI LOIZOU, MICHAELIDES ANTHIA AND KYRIAKOU MARIA, University of Cyprus, Cyprus

Acknowledging the essentiality of play in early years we attempt to see how our university programme has been differentiated in order to support pre-service early childhood (EC) students in implementing the new play practices as suggested in the proposed EC Curriculum. Teacher Education programmes and especially School Experience courses are crucial in developing pre-service teachers' competences in teaching. Teacher education programmes can influence schools and children's learning and development. Moreover, play is one of the highlights of the EC literature in terms of how children learn and develop. In the proposed EC Curriculum of Cyprus, play is the core of children's learning and development. In this descriptive study data was collected from different sources: syllabi (goals, readings and assignments) of a play course, three school experience courses and from one seminar on play. Our goal is to highlight what the documents suggest thus specific approval was taken by the people who developed the different documents (syllabi) in reference to the courses at the university and the proposed EC curriculum. The data provides insight of the changes made to support EC students to develop the skills to be able to promote essential play experiences in schools in order to support the proposed EC Curriculum play philosophy. Suggested play readings, assignments, practices and reflections are discussed. Suggestions are provided for other EC programs of how to involve their students in play practices, how to develop play seminars for in-service teachers, and how the ministry can further create a specific play policy.

Keywords: Teacher education programmes, curriculum development, play, school experience courses, pre-service teachers

SYMPOSIUM SET C/ 18

ECE TEACHERS' COMMITMENT AND RETENTION

Individual Papers

CHAIR: OLIVER THIEL

Queen Maud University College of Early Childhood Education, Norway

Commitment to kindergarten teacher's job and induction training

EEVA-LEENA ONNISMAA, LEENA TAHKOKALLIO, JYRKI REUNAMO AND LASSE LIPPONEN, University of Helsinki, Finland

The aim of the study is to acquire information on the role of teacher education in the formation of the students' professional identity and job. According to earlier studies, the lack of induction training seems to increase young teachers' willingness to

leave the profession. Most of the studies reviewed by Ingersoll & Strong (2011) indicated that support and assistance in the induction phase have a positive impact on teacher commitment. This paper uses a socio-constructivist framework and quantitative analysis of survey data. The anonymity of respondents is guaranteed (e-questionnaire) and other ethical viewpoints have been taken into consideration as well. According to the survey 71,1 per cent of the kindergarten teacher students (n=144) plan to stay in their occupation after graduation at least five years while 24, 4% of respondents are uncertain about the idea of staying in the occupation although they attend to go to work after graduation. Only 4, 4 per cent of the respondents do not intend to work as kindergarten teacher at all. Among other issues unsolved division of labour between kindergarten teachers and nursery nurses appears to occupy kindergarten teacher students' minds before the graduation. Though we do not believe that the loss of kindergarten teachers could be solved only by induction training (mentoring), it seems that we are on the right track when focusing on both kindergarten teacher training and the induction phase of the career. According to earlier studies and our own empirical studies alike, collegial support is valued by young teachers.

Keywords: job commitment, kindergarten teacher attrition, kindergarten teacher training, mentoring, division of labour

The AQUA-Index: A nationwide study of working conditions and their impact on job commitment and job satisfaction of pedagogical staff in Germany

INGE SCHREYER, State Institute of Early Childhood Research, Germany

The project AQUA (Workplace and quality in children's services) is funded by the German Federal Ministry of Education and Research. It aims to describe employment conditions of pedagogical staff and to analyse relations between work conditions, job satisfaction and job commitment. According to international research, the working conditions of pedagogical staff in children's services tend to be poor, whereas reported job satisfaction is relatively high. A key focus of the study is therefore to investigate the impact of working conditions on job commitment and job satisfaction. It is widely known that good working conditions facilitate job satisfaction and higher job motivation. Furthermore, research has indicated that persons who feel committed to their profession work more efficiently. 10% of all German children's centres (N=5,414) and their providers (N=4,278) were chosen randomly and questioned about their working conditions, their professional commitment and their perceived job satisfaction. Roughly 8,500 questionnaires were completed. Participation was voluntary; all participants were informed that data analysis will be conducted anonymously. By developing an index of good, fair and poor working conditions a close relation between working conditions, job commitment and job satisfaction of the staff could be shown: As expected, commitment and satisfaction increase with the quality of the working conditions, whereby differences can be found between centre directors and staff without leadership functions. The findings of the study will be used to develop recommendations for service providers on how to improve staff job satisfaction and thus minimise turnover rates and resignations.

Keywords: pedagogical staff, quality, working conditions, job satisfaction, job commitment

"It's the children that keep me from leaving": An examination of what experienced pedagogical leaders in Norway see as important to remain in their professional role"

MAGRITT LUNDESTAD, Oslo and Akershus University of Applied Sciences, Norway

The aim of the research is to examine what factors are important in assisting the retention of preschool qualified teachers. In Norway, universal ECEC that is affordable and accessible has nearly been achieved (SSB, 2012). This imposes a challenge to attract, educate and retain suitably qualified staff in ECEC institutions (EU COM, 66 final, 2011). Statistics indicate, however, that between the ages 40 and 49 years, there is a propensity for qualified staff to leave ECEC employment (Gulbrandsen, 2009). This qualitative research is located within a psychosocial framework that is sensitive to issues including professional 'burnout' (Freudenberger, 1974), as well as the social and emotional complexities embedded in teacher's professional roles (Day & Gu, 2010). Semi-structured interviews were undertaken with a range of experienced pedagogues as well as individuals who had chosen to leave the profession. Ethical steps were taken to ensure participant confidentiality and maintaining sensitivity (Strike & Soltis, 1985). The findings suggest that despite staff demoralisation because of high sickness rates, pedagogical leaders gain job engagement from their interactions with children and parents, as well as satisfaction from seeing staff develop professional competence in their work. The research identifies both the importance of CPD and the necessity of having CPD programmes that are both organic and open ended, where positive professional identity and emotional well being can be attended.

Keywords: arts activities, retention, professional identity, emotional well - being, CPD

SYMPOSIUM SET C/ 19

DEVELOPING PROFESSIONAL IDENTITY

Individual Papers

CHAIR: MARJATTA KALLIALA
University of Helsinki, Finland

Building professional identity through cultural awareness

KAAT VERHAEGHE, MARLEEN ROSIERS AND JOKE DEN HAESE AND ANNICK BIESMANS, Erasmus University College Brussels, Belgium

The aim is acquiring a better understanding of the concept of professional identity through awareness of cultural identity and the transition from the theoretical framework to practical tools to accompany professionals towards an enriched personal and professional identity. The focus of research is to promote cultural enrichment in order to prevent the diminishing of cultural diversity through cultural awareness. Building on literature about identity development in times of globalisation and transition to an increasingly diverse and ever changing world. The student views the world through a personal and interpretative framework (Kelchtermans, 1994). This frame contains values, beliefs and experiences. It guides actions and being. It defines the world not as it is, but as they are (Nin, 2009). It is a way of perceiving the world. Through reflection students learn to see the world through different perspectives. It empowers students to examine their beliefs, explore their understandings of practice and to foster critical reflection (Gilles, Wilson & Elias, 2010). The research follows the qualitative research paradigm. The data collection methods are pedagogical documentation. The analysis of reflective journals of the students is used to understand growth in personal and professional identity awareness. Consent of students, preschools and child-care-centres, guarantees confidentiality. Through the analysis of logbooks we saw a continuing growth in awareness of professional identity. When visiting students during internship they demonstrated an increasing cultural sensitivity and a progressive attention to cultural enrichment. Presenting a source of inspiration for educating practitioners coping with challenges of a world in transition.

Keywords: arts activities, cultural sensitivity, diversity, broad perspective, cultural awareness

Professional learning communities in ECE

KATE THORNTON AND SUE CHERRINGTON, Victoria University of Wellington, New Zealand

The aims of this research were to establish the relevance and applicability of professional learning communities (PLCs) to the early childhood education (ECE) sector. Of particular interest were the factors necessary to support the development of PLCs. This research built on an earlier study (Thornton & Wansbrough, 2010) which considered how qualified New Zealand early childhood teachers perceived their services matched the characteristics of PLCs. The theoretical framework supporting this study was drawn from existing literature on PLCs, in particular Hipp and Huffman's (2010) six characteristics of PLCs. An interpretive paradigm underpinned this research and a case study approach was used. This involved establishing and studying four PLCs, two whole centres and two clusters over a period of 10 months. Ethical approval was gained for this study and participants gave written permission for data collection through surveys, audio and video recordings of PLC meetings and discussions, and reflective journals. PLCs are relevant and applicable to the ECE sector; however their establishment is dependent on the existence of supportive organisational and structural factors as well as supportive relational and interpersonal factors. All these factors are influenced by leadership practices, both from the professional leader and other teachers. The PLC model has potential within the ECE sector for improving teachers' professional practices. Developing PLCs in ECE requires shifts in teachers' thinking and a willingness to engage in robust data collection and critical reflection. These practices will lead to engagement in deeper, more intensive professional learning and higher quality teaching practices.

Keywords: professional learning communities, leadership, professional practice, professional learning, case study

Professional narratives of Finnish kindergarten teachers from 1973 to 2013

MARJATTA KALLIALA, University of Helsinki, Finland

The foremost aim of the study was to find out what professional narratives tell us on how the work and the role of Finnish kindergarten teachers have changed in 40 years (1973–2013). 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). The approach of this qualitative study is inspired by qualitative narrative analysis (Riessman 2008). Twenty kindergarten teachers who finished their studies in 1973, the historical year of the launching of the law on day care services in Finland, were asked, 40 years later, to seal their professional experiences to a personal narrative focusing on the change in their work in the field of ECEC. The respondents were conscious of the purpose of the study. The main findings of the study can be summarized as two remarkable changes: earlier kindergarten teachers had more time to work with children and their professional role was clearer than today. The out-of-child group work has increased remarkably and ‘everybody does everything’ ideology has obscured the pedagogical role of kindergarten teachers. These findings can make a contribution to the current discourse on good practice in Finland.

Keywords: professional narratives, role of the kindergarten teacher, change of ECEC practices, day care centre, Finland

SYMPOSIUM SET C/ 20

VALUES, IDENTITY AND BIOGRAPHY IN PRESCHOOL TEACHERS

Individual Papers

CHAIR: ELLY SINGER

Utrecht University, Netherlands

What does it mean being a preschool teacher? A biographical inquiry

ANTJE ROTHE, Leibniz University of Hanover, Germany

The dissertation project ‘influences of biographical experiences on professionals’ self-conceptions aims to highlight the importance of biographical - especially childhood - experiences for preschool teachers’ self-conceptions. The importance of biographical experiences for professionals is well known. Most previous research however focused on school teachers (Connelly & Clandinin 1999, Kelchtermanns & Vandenberghe 2006, Pajares 1992). Only a few studies focused on preschool teachers (Ayers 1989, Court et al. 2009). There is still a need to clarify patterns of interrelation of biography and preschool teachers’ self-conceptions. The project is based on the biographical concept of Schulze (2006). Focusing on childhood experiences in particular it also draws on the internal working model (Bowlby 1983) combined with an ecosystemic view (Bronfenbrenner 1993, Belsky 2005). The concept of ‘subjective theories’ is used to conceptualize the professional self-conception (Groeben et al. 1988). Seven autobiographical interviews with female preschool teachers were conducted and analysed, drawing on narrative analysis (Schütze 1981, 1983). All participating preschool teachers are informed in detail about the aims and methods of the project. Biographical experiences are important for professionals’ self-conceptions. This is relevant especially regarding situations of ‘hot action’ (Beckett 1996, 135) that force practitioners to act spontaneously and intuitively (Ayers 1989, Lortie 1975). This is especially crucial with regard to professionals’ underlying assumptions about aspects of diversity. These results call for professional development to ensure high quality in ECE and point out to the importance to establish opportunities for preschool teachers to become conscious and reflect about patterns of interrelation.

Keywords: biographical experiences, childhood experiences, professionals’ self-conceptions, professionalism in ECE, qualitative research

Kindergarten teachers' narrative identity

GEIR AASERUD, Bergen University College, Norway

This research project is about kindergarten teachers' culture formation. I study the relationship between different terms for their culture formation by illuminating kindergarten complexity in everyday life between praxis and policy. This is a part of my PhD research project and the topic is how kindergarten teachers develop their identities. The complexity that involves teaching praxis, provide insights into the personal experiences related to social, cultural and historical components and how politics impact their praxis. Cheryl J. Craig inspires me; she has developed an analytical method where different narratives from education system can stress some new perspective on teacher education. In addition to other narrative research, Ricoeur stresses that narrative interpretation implies that a life story proceeds from untold and repressed stories in the direction of actual stories the subject can take up and hold as constitutive of personal identity. This paper takes as its theoretical framework; Craig's Story constellations, Ricoeur's perspective on time and narrative, and Hannah Arendt. The web metaphor and the space between people is a central perspective in Arendt's philosophy. She stresses that space between people never can be the same, be. An analytical method inspired of Story constellations, different narratives from teachers side-by-side stress some new perspective on teacher praxis. Present their personal narratives with respect and anonymous their personal identities. Preliminary analysis of what kindergarten teachers identify as critical incidents from their own praxis, how there praxis is embroiled in a plurality of active people. Impact will be on kindergarten teachers' education.

Keywords: narrative identity, culture formation, Kindergarten teacher, Hannah Arendt, Paul Ricoeur

Searching for values in practitioners' narratives

MONIKA RÖTHLE AND EVA JOHANSSON, University of Stavanger, Norway

The aim is to deepen understanding of the fostering of values in Nordic preschools. This particular study investigates values communicated in narratives written by teachers in Norwegian preschools. Based on previous studies of values education in Nordic preschools by for example Johansson (2002, 2007, 2009, 2011), Emilson (2007, 2008), Brostrom (2004, 2006) Einarsdottir (2005, 2010, 2011) Fugelsnes, Röthle & Johansson (2013) Puroila, Estola & Syrjälä (2012). The project applies to Habermas' (1996) theory about communicative action, life-world, and system. This allows for explorations of values education from the participants point of view and a broader societal context (Grenwood & Levin, 2007). Based on a participatory action research model, the project aims to create knowledge and to contribute to a change. Data derive from 86 narratives from 7 Norwegian preschools. Narratives imply values on different levels, expressed explicit and implicit. Research questions: What kind of values does the narrator communicate and by which linguistic means? Which values can be identified to be central? National research rules are applied. Ethical dimensions are conducted continuously and cautiously. Analysis identified three themes: Good moments, New perspectives, Struggles and choices. Good moments, were characterised by values of care, inclusion and mutuality. New perspectives include teacher's turn towards communicative actions and respect for the child, which relates to values of democracy. Struggle and choices describe value conflicts between disciplinary and democratic values. Altogether, care seemed to be a prioritized value. The study suggests narratives as a method to enhance teachers' reflection on values and studies on values education.

Keywords: values education, narratives, democracy, discipline, care

SYMPOSIUM SET C/ 21

PARENTS' AND TEACHERS' ROLES

Individual Papers

CHAIR: ROD PARKER-REES

Plymouth University, United Kingdom

The buddy model: an outreaching contextual intervention programme with leveraging opportunities for deprived childbearing families

ANNEMARIE HOOGEWYS AND ELS GOETHALS, Artevelde University College Ghent, Belgium

An evaluation of the buddy model was performed to explore its benefits and obstacles. In this project, midwifery and social work students act as a coach to a deprived family from pregnancy to toddler's age in an outreaching one-on-one trajectory. Lecturers are counselling. Local organizations are partnering. An unbroken chain of perinatal care and early childhood education is important to address long-term deprivation. In reality, provision is fragmented and inaccessible to those with the greatest needs, especially to families in migration. An additional zero line support is necessary to bridge the gap. From January till April 2013, 30 recent or ongoing participants (families, students and professionals) were recruited by purposive sampling. An in-depth interview was conducted and audiotaped. After verbatim transcription, anonymised text fragments were coded simultaneously by two investigators, gradually emerging to a code list. Deductive qualitative analysis was performed. Ethical approval was guaranteed by being part of a regular student program. The model creates conditions with positive implications to family, student and professional: supply on demand, flexibility, the low threshold, the volunteering aspect. Informative and administrative support has a leverage effect on life circumstances. The buddy's stimulating attitude and often arising warm bond promote families' self-reliance and the building of a long term network. Obstacles are due to difficult circumstances related to poverty itself. Intercultural differences and language are minor barriers. Students are particularly suited to act as a buddy to young childbearing families. Application by several institutions offers the opportunity for assessment on children's development.

Keywords: poverty, contextual approach, family support, student participation, progressive universalism

"Running the blend": the role of teachers' tacit and explicit knowledge in empowering parents through counselling services in day nurseries

FABIO DOVIGO AND FRANCESCA GASPARINI, Bergamo University, Italy, Bergamo University, Italy

Analysing the formal/informal learning and explicit/tacit knowledge used by teachers during counselling activity with parents. Providing tools for developing teachers' reflective practices aimed at empowering parents in day nursery. Research shows that teachers use a mix of tacit/explicit knowledge which works as an "epistemological compass" for counselling and empowering parents. Literature highlights that analysing this mix in a reflexive way could be highly beneficial for professionals (Paige-Smith, Craft, 2007). Identifying the way teachers produce a 'blend' of different sources of knowledge on childhood and precipitate them in professional practices enables them to evaluate the strengths and weaknesses of such a knowledge and, consequently, to develop. Research was held in three day nurseries and carried out through qualitative methodology. Data was fully transcribed and subsequently analysed through IPA (Interpretive Phenomenological Analysis) and Atlas- to abstract empirical data into categories and theoretical constructs. Research and analysis of collected data were carried out in the respect of all people attending the day nurseries involved. Teacher's blend of educational paradigms on childhood includes various sources (psychoanalysis, developmental psychology, and educational psychology). These references are originally combined with common sense constructs arising from teachers' practices and elaborated to provide guidelines for parents. Research results allowed us to draw a map of teachers' knowledge blend. The map has proved to be useful in helping teachers to develop a reflective stance as a way to improve professional mindfulness, enabling the team to progress towards a more consistent style of intervention with families.

Keywords: arts activities, tacit/explicit knowledge, parents counselling, reflexivity, empowerment

Creating reciprocal relationships: Rethinking the roles teachers and families play in home visits

KRISTIN WHYTE AND ANNE KARABON, University of Wisconsin Madison, United States

We look at a component of a professional development project for prekindergarten teachers' that focused on developmentally and culturally responsive mathematics. A part of the project was teaching teachers how to conduct ethnographic home visits. We explore what happened when teachers were positioned as learners by addressing the question: How are teachers and families' roles in home visits shaped by power and capital? We align with Gonzalez, Moll, & Amanti's (2005) work on funds of knowledge which suggests an ethnographic approach to home visits helps teachers gain understandings of families' cultural experiences and daily activities. We are concerned with the relationship between funds of knowledge and power (Rodriguez, 2013). To understand how teacher and parent roles are shaped in home visits, we draw from theory that focuses on notions of power and capital (Bourdieu, 1986, Foucault, 1980). We situate ourselves within a constructionist paradigm. Data is from a larger ethnographic study. Main data sources are written teacher reflections and audio-recorded discussions about conducting home visits. Analysis is qualitative and recursive, including continuous memoing, deductive and emergent coding, reading, and writing. Study is approved by the Institutional Review Board. Participants were given pseudonyms. We consider how our positionality influences the work. Findings show teachers acknowledge the value of learning about families, employ the role of learner during home visits, and yet are bound by power dynamics and traditional structures of home visits. We suggest innovation lies in reimagining families' roles in early childhood classrooms by using information teachers gather from families.

Keywords: home-school relations, funds of knowledge, power relations, professional development, home visits

SYMPOSIUM SET C/ 22

EARLY YEARS AND EMERGENT LITERACY

Individual Papers

CHAIR: SIGRID BØYUM

Sogn og Fjordane University College, Norway

Literacy Activities in Preschool

SIGRID BØYUM AND LILLIAN PEDERSEN, Sogn og Fjordane University College, Norway

This paper is about emergent literacy activities in preschool. This project explores drawings and texts on walls and how preschool teachers use these texts and drawings in stimulating children's emergent literacy development. Drawing is a way for children to express themselves and it is a preparation for written language (Kendrick and McKay 2009). Granly and Mågerø (2012) found in their project that scripts on walls in preschool are more of a decoration and documentation than something actively being taken into play and pedagogical work. In our project we have seen that there are drawings and texts on walls, drawers and cabinets. But how do preschool teachers use this texts and drawings in everyday life? 1. We collected 35 observations from 20 preschools on the west coast of Norway. Data collection was conducted by preschool teacher students. Observations recorded instances of texts and drawings 2. Researchers will interview 10 preschool teachers based on the observations. The interviews will examine how the texts and drawings are applied. Students participated voluntarily. The anonymity of the preschool and the preschool teachers was maintained through fictitious names. No personal information is collected in the study. Main findings in our observations: there is a lot of texts and drawings on preschool walls and further study will look at how conscious preschool teachers are in using texts and drawings in stimulating children's emergent literacy activities. The study contributes to a greater understanding of preschool teacher awareness of emergent literacy stimulation.

Keywords: emergent literacy, text and drawing, preschool, observation, interview

Young children's morphological awareness and early reading comprehension

IOANNIS GRIGORAKIS AND GEORGE MANOLITSIS, Department of Preschool Education, University of Crete, Greece

The aim of this longitudinal study was to examine whether children's morphological awareness (MA) in kindergarten and grade 1 contributes to the development of reading comprehension in the grades 1 and 2 respectively. Most of the studies examined the association between MA with reading skills have focused on children beyond grade 2 (e.g., Casalis, Deacon, & Pacton, 2011). The findings of a few studies which focused on young children were contradictory and showed a vague association between early MA skills with reading development. According to the comprehensive language approach to early literacy (Dickinson et al., 2003) morphological awareness is regarded as one of the oral language abilities which influence both early and later literacy achievement. Two hundred and fifteen children were assessed on several tasks of morphological awareness (e.g., word analogy, reversing compounds words), general cognitive skills and early literacy skills at the end of kindergarten. The same children were reassessed on morphological awareness in the mid of grade 1 and on reading comprehension at the end of grades 1 and 2. School and parental consents obtained prior to testing. Hierarchical regression analyses with general cognitive skills, early literacy skills and parent's educational background as control variables showed that children's morphological awareness in kindergarten and grade 1 predicted uniquely the development of reading comprehension ability in grades 1 and 2 respectively. It should be examined by experimental studies whether MA training in kindergarten and grade 1 would result in similar specific effects on beginning reading comprehension.

Keywords: early literacy, morphological awareness, reading comprehension, kindergarten, longitudinal study

Digital literacy in early childhood education

MARI ANN LETNES, Norway

The aim of the research is to contribute to an understanding of children's digital literacy in early childhood education. There is a particular focus on children's meaning making in their production of digital and multimodal media products. Research concerning children and technology shows the outline of what is termed as digital divides. These digital divides affect the pedagogical practice, and the need for knowledge related to children's use of digital technology. This study is placed in a qualitative research tradition with a social constructionist view of social reality and knowledge. In analysing the empirical material a narrative analysis is been used. This is followed by a dialogical discussion between the empirical material and socio-cultural theory. This is formative research with an ethnographic approach to generation of the empirical material. One pre-school with 13 selected children and pedagogical staff participated in this study. The collection methods are field notes, video observation, reflection conversations and children's multimodal media expression. The basic elements of the interaction between the research participants and me as a researcher are trust, loyalty and confidentiality. These are factors that were taken into account and reflected upon, before, during and after the collection of the empirical material. The main findings are five main aspects when children create multimodal texts: (1) preparation, (2) encountering art, (3) storyboard, (4) editing and (5) re-presentation. In these main aspects children create meaning encountering various phenomena. Impact will be competence among pre-school teacher regarding aesthetic learning processes and digital literacy.

Keywords: digital literacy, multimodality, early childhood education, encountering with art, aesthetic learning processes

SYMPOSIUM SET C/ 23

MULTIPLE PERSPECTIVES ON QUALITY FOR THE YOUNGEST ONES, PART 1. GENERAL QUALITY, INTERACTIONS, LEARNING AND WELL-BEING

Self-organised Symposium

CHAIR: ELLEN OS

Oslo and Akershus University College of applied Science, Norway

Everyday life for children under three years in Norway has changed considerable. Almost all children join ECEC before they are three. Simultaneous Norwegian ECEC has undergone structural changes that are contradictory to recommendations for high quality ECEC. This situation calls for attention. This symposium is the first of two symposiums during this conference that address quality for the youngest in Norwegian ECEC. The presentations in this symposium and in "Multiple perspectives

on quality for the youngest ones, part 2”, represent different perspectives on quality and researching quality unified in the ongoing research project “Searching for qualities”. Different approaches both thematic and methodological reflect the varying nature of quality. In “Searching for qualities”, we look deeper into quality for infants and toddlers by administrating international scales as ITERS-R in 80 centres, as well as in-depth qualitative studies, concerning play, learning, well-being and aesthetic in children’s everyday life in ECEC.

Quality and peer-related interactions for children under the age of three

ELLEN OS, Oslo and Akershus University College of Applied Science, Norway

The aim is to draw attention to different aspects of quality in numerous ECEC centres in Norway and to enhance quality for the very young. By using ITERS-R, comparison of quality in Norwegian ECEC in an international setting is possible. Previous research focuses on everyday life for children under the age of three. Primary emphasis has been on interactions between children and staff especially how staff support peer relations, peer-related interactions. Based on socio-cultural perspectives and perspectives from interactional research, the study considers quality in ECEC as a multifaceted phenomenon. ITERS-R will illuminate some aspects of quality, but the standardised scale does not capture culturally specific views quality. ITERS-R is administered in about 80 groups enrolling children under the age of three. In addition, we measure interactional quality by using the Dutch scale 'Caregiver Interaction Profile'. Ethical considerations concern how data is collected and results presented. Limitations of ITERS-R require caution for drawing conclusions concerning single centres. ITERS-R gives a brief view on several aspects of quality as space, care routines, activities, program structure and interactions. The scales give the temperature of quality. The presentation will discuss some preliminary results from the research seen in an international context. In elucidation of international research concerning how to support peer relations in ECEC, special focus will be given to a meta-perspective on the scale focusing peer interactions. Contribute to political and public debate and considerations concerning quality in ECEC. Adapting ITERS-R as stepping-stone for improving quality for the very young in Norwegian settings.

Keywords: Child care quality, ITERS-R, children under the age of three, supporting peer-relations, measurement

The quality of interaction under scrutiny – the teacher role during structured activities and play

HELEN BERGEM, Oslo and Akershus University College of applied Science, Norway

In this presentation I will focus on teachers, strategies that support peer interaction and social learning. It is based on the first part of my PhD- study which aim is to examine how and to what extent teachers use educational aspects in their interaction with the youngest children in day-care. Based on a Nordic study focusing on the dilemmas teachers experience within new forms of day-care centres (Alvestad, Bergem, Eide, Johansson, Os, Pálmadóttir, Pramling Samuelsson and Winger 2013). The quality of care is questioned in this study and it calls for further research. High-quality childcare is identified as involving supportive interactions with care-givers, positive peer interaction, and opportunities for stimulating play (Dalli, White, Rockel and Duhn 2011). My study examines how caregivers promote these conditions for learning. A Dutch measurement tool, Caregiver Interaction Profile scales (CIP), is being used for collecting data in approximately 80 Norwegian day-care centres. Selected parts of these data will be presented. The CIP-tool are developed based on new social psychological theory and empirical research (Helmerhorst, Riksen-Walraven, Kruif, Vermeer, Fukkink and Tavecchio 2014). Based on some examples I will discuss how I through sensitive interaction with children was able to take into account children need for privacy both in intimate situation and play during video - filming (the fitness for purpose approach). Based on findings I will discuss different strategies on how to achieve optimum social learning through educational practices. By presenting strategies that enhance quality in day-care, this study offers suggestions for teacher education and in-service training.

Keywords: day-care, educational aspects of interaction, play, structured activities, teacher role

Quality of life, well-being and dignity for small children in day care – methodological and ethical challenges

NINA WINGER, BRIT EIDE, HANNE FEHN DAHLE AND KRISTIN DANIELSEN WOLF, Oslo and Akershus University College of Applied Science, Norway

Our aim is to contribute to increased knowledge about the quality of everyday life for small children in large group compositions in daycare, with children's 'best interests' in mind. In previous research projects we have studied daily life for children in small traditional day care settings, with special emphasis on routines and small children's participation, staff's

peer-related interactions, and staff's conceptions of care. We also have conducted research projects related to small children and play, and projects focusing on child-related research methodologies and ethics. Perspectives on quality, well-being, children's positions and participation rights, belonging, dignity, care, play and learning are central in our study. Further theoretical perspectives will be elaborated during the research project due to our ethnographic approach. The approach is a micro-ethnographic study in 5 day care centres, with multiple methods: observations, fieldwork with several researchers present, interviews/focus-talks with staff and parents. "Walking along" with children (children guiding researchers in their care settings is a central method). Formal ethical research principles (informed consent, anonymity and confidentiality) as well as respectful and careful approach towards research participants are followed. At this stage we are in a process of collecting data. Discussions on how to identify and investigate aspects of well-being and quality of life for small children in day care will be focused. Our project is a part of the multifaceted research project 'Searching for qualities'. We aim to contribute to strengthen research-based knowledge of qualitative aspects of everyday life in large day-care institutions in Norway.

Keywords: quality of life, small children's well-being, ethnographic approach, walking along, research ethics

SYMPOSIUM SET C/ 24

ECE PRACTITIONERS' RESPONSES TO INCLUSION

Individual Papers

CHAIR: GERRY MULHEARN

Charles Sturt University, Australia

Inclusion in Cyprus and England: A comparative discussion of policy formulation and implementation

CAROLINE JONES (1) AND SIMONI SYMEONIDOU (2), (1) University of Warwick, United Kingdom; (2) University of Cyprus, Cyprus

This study explores policy formulation and implementation in relation to inclusion of children described as having 'special educational needs' in mainstream educational provision, comparing Cyprus and England. As far as we are aware, this is the first study focusing specifically on a comparison of inclusive education policy making in Cyprus and England. The theoretical framework for the study is socio-cultural historical theory, with particular reference to the influence of policy on language, labels and attitudes towards young children described as having 'special educational needs' over the cycle of a century. Drawing on case study material and primary documentary sources, in both countries, we frame our study in the interpretive research paradigm. BERA guidelines were taken into account in relation to access and confidentiality of documents. The findings indicate that in relation to early identification, assessment and inclusion, Cyprus has engaged in a process that we hypothesise as 'policy snatching' from England. Whilst policymakers may not wish to reinvent the wheel, there is an inherent danger in snatching selected elements of policy intended for implementation within a different socio-cultural historical context. The study has important implications for policy and practice, in both countries, where new policies are currently being introduced. It concludes that 'policy snatching' between countries is potentially a complex and possibly futile exercise. Indeed, for inclusion to move beyond rhetoric to reality in Cyprus a radical overhaul of policy is needed and findings indicate that following in England's footsteps may not be the wisest way forward.

Keywords: special educational needs, policy, inclusion, Cyprus, England

Supporting use of evidence-based classroom approaches by early years educators in responding effectively to issues of diversity and inclusion.

HELEN MARWICK AND ELSPETH MCCARTNEY, University of Strathclyde, United Kingdom

To support early years educators in responding effectively to issues of diversity and inclusion. The current, international, focus on developing the quality of teaching aims to improve educational opportunity and achievement for the diverse children within the modern classroom, by equipping teachers to respond effectively to developmental, social, and cultural factors that impact on child attainment and wellbeing. Research reviewing high-quality school systems internationally has identified teacher professionalism as a key factor. Professionalism includes ethical and responsible action, and access to an evidence base which allows the development of educational practices that are likely to be effective. This has led to proposals that teachers become 'discerning consumers' of research (BERA 2014 p5), able to interpret and use it in their work.

Workshops are in progress with early education educators using materials providing information on current understandings of the influences exerted by diverse factors on child attainment and wellbeing. The workshops involve participants reflecting on use of evidence and facilitators and barriers to implementation of evidence-based approaches in practice. Informed consent was gained and participant anonymity assured. The workshops will offer insights into the thinking of early educators on how they can optimise their use of research evidence in practice, and the role that researchers and institutions can play in this process. The findings will signpost key required elements to be incorporated into effective research, and indicate factors that may need to be considered when developing an evidence base that enhances effective practice and inclusive pedagogy in a diverse classroom.

Keywords: early years educators, inclusive practice, diversity, evidence based approaches, children

Relationships between Preschool Teachers' Implementation of Embedded Instruction and Engagement Behaviours of Young Children with Disabilities

SALIH RAKAP, PATRICIA SNYDER AND SERIFE RAKAP, Center for Excellence in Early Childhood Studies- University of Florida, United States

Present study investigated corollary relationships between engagement behaviours of four young children with disabilities during two different child-initiated activities and their teachers' implementation of embedded instruction (EI). Previous research has shown that practitioners' frequent and accurate implementation of EI results in positive child outcomes (Snyder, Hemmeter, McLaughlin, Algina, Sandall, & McLean, 2011). None of these studies have investigated the relationships between preschool teachers' use of EI and engagement behaviours of young children with disabilities. It is hypothesized that when practitioners implement EI intentionally, systematically, accurately, and with sufficient intensity during ongoing classroom activities, young children with disabilities will have more opportunities to respond. Increased opportunities to respond will result in positive changes in observed child engagement behaviours, and these positive changes in observed child engagement during ongoing classroom activities will support children's learning. The present study employed a non-experimental descriptive research design. This study reports secondary analyses of data collected during a large scale study. During the main study, Institutional Review Board approval, parent consent, and child assent were obtained. Results showed children generally exhibited higher-level engagement behaviours and teachers generally increased their implementation of embedded instruction across phases and activity types. Corollary relationships were found between select child engagement behaviours and teachers' implementation of EILTs. Practitioners should help children with disabilities to develop a repertoire of engagement behaviours so these behaviours can be used when needed based on the characteristics and demands of activities that often occur in preschool classrooms.

Keywords: embedded instruction, engagement, young children with disabilities, materials-oriented activity, social-oriented activity.

SYMPOSIUM SET C/ 25

EARLY IDENTIFICATION OF RISK FACTORS IN DEVELOPMENT

Individual Papers

CHAIR: HELEN LYNDON
CREC, United Kingdom

The children at risk

ANNE ELISABETH DAHLE, National Centre for Reading Education and Research, Norway

The aim is to detect early risk factors that promote or hinder development of basic skills in reading, writing and arithmetic and identify and support children who might struggle in these areas. Research has uncovered the importance of identifying risk-factors early. As different developmental areas influence on each other, it is important to investigate the children's skills in a broad field. This study is part of the longitudinal, interdisciplinary study The 'Stavanger Project: The Learning Child' which follows 1350 children's development from 2 ½ to 10 years in and between language, mathematics, motor skills and social skills in the ECEC institutions and reading, writing and arithmetic in school age. In Norway every municipality has established local support therapy services. To answer the research questions, information from systematic observations in

kindergartens, assessments from schools and from the support therapy services (The School Psychology Services and The Physiotherapy and Occupational Therapy Services) will be compared. Children in need are referred by teachers or parents, and the 102 participants are referred to one or both of these support therapy services. The study is recommended by the Norwegian Social Science Data Services. Participation is based on informed and written consent from parents. Data collection and data analysing is currently ongoing. The results may contribute to increased knowledge of children's development and early risk factors that proved to be important in identification and support of children who are at risk to struggle with reading, writing and arithmetic.

Keywords: early risk factors, early development, reading difficulties, arithmetic, interactions between areas

Sharing responsibilities-primary school teacher's attitudes towards early detection and care of children with learning problems

MONIKA SHARMA, Christian Medical College and Hospital, India

To study primary school teacher's knowledge with regards to classroom detection and their attitudes towards role of various stakeholders in provision of appropriate care of learning problems. Research suggests that mainstreaming of people with disabilities (including learning) is essential for the best development of children. This study was planned to evaluate the knowledge and attitudes of teachers in mainstream school in a hope to contribute towards this goal. Teachers play an important role in early detection and care of children with learning problems. Classroom detection of academic behaviours contributes to early detection of learning disability. Attitudes and perception of their role and of others, will. Teachers of four English medium schools responded to a questions addressing classroom observations of children and roles of various people involved in care of children with learning problems. Due permission from heads of schools and consent from teachers. Classroom behaviours such as academic performance, attention, concentration, reading, writing skills, avoidance behaviours etc. were reported. 31% felt teachers and parents contribute to early detection and 30% felt the schools need to take on the responsibility. 30% suggested, psychologists and special educators could provide right care. 88% teachers considered in-school help useful and all felt there was a need that main stream teachers should gain better training in special education. The results re-affirm that in-service teacher training will contribute to improved early detection and provision of care of children with learning problems in integrated mainstream school.

Keywords: classroom behaviours, early detection, learning problems, teacher' role, care responsibility

Somehow difficult. The need for special social-emotional support in a nursery school group

RIITTA VIITALA, University of Jyväskylä, Finland

The aim of this study was to find out how the need for special social-emotional support is met in the activities of a nursery school group. Inclusion refers to the minimisation of all children's every barrier to participate (Booth et al. 2006). A child-driven pedagogy is a means of enabling children's participation (Sommer et al. 2010). It is not self-evident that inclusive education would be implemented for children who need special social-emotional support, as educators are not necessarily eager to include these children in their groups (Landrum 2011). Inclusive education, ecological theory. The research data were collected in three nursery school groups, which included children who need special support for their social-emotional needs. The data were collected by observing, as well as by interviewing the educators. The study is an ethnographic investigation. The data were analysed with content analysis. The research permission was asked from the administration, educators and parents. Adapting to the rules of the nursery school was regarded as important by the educators. Problems in peer relationships received less attention. In responding to the need for special social-emotional support, the educators utilised preventive, guidance-oriented and restrictive means. The means can be characterised as having an adult-led emphasis, which means that the children's participation was not supported much. In providing guidance for peer relationships, the focus was on resolving conflicts between the children, not so much on supporting togetherness. The educators need more knowledge of this kind of inconsistency in their pedagogy.

Keywords: inclusive education, participation, social-emotional problems, social-emotional wellbeing, social-emotional development

SYMPOSIUM SET D
TUESDAY 9TH SEPTEMBER, 2014
10:00 – 11:30

SYMPOSIUM SET D/ 1

EARLY CHILDHOOD LITERACY

Individual Papers

CHAIR: COLETTE TAIT

Pen Green Research, Development and Training Base, United Kingdom

Repeated reading - Early childhood literacy as an opportunity in preschool

ELISABETH MELLGREN, Department of Education Communication and Learning, University of Gothenburg, Sweden,

The aim in this study is to support early literacy teaching in pre-school. The issue for this study is repeated reading for one child three times over a period of four weeks, they do a simple documentation - make notes in an questionnaire(1), then they get professional support and continue with repeated reading in pre-school for one and the same child and make more reflective notes in an questionnaire (2). In Sweden the curricula point out the pre-school to support every child and families to get experience of early literacy from an early age. Studies like PISA and PIRLS point out those literacy skills as a key-factor for further learning. Theoretical framework for the recent study is work by: S., Brice Heath (1983), G., Kress (1997), M., Carr (2001), J., Langer (2005), K., Gustafsson and E., Mellgren (2005), E., Mellgren and K., Gustafsson (2009), E., Mellgren and I., Pramling Samuelsson (manus). The methodology and methods are an action research project. The pre-school-teachers take part in an in-service-training and make notations and documentations in an aim to improve their own practice. All participation are voluntary. Pre-school teachers study, parents and children in the recent have the opportunity to voluntarily deliver notations to this study. The result shows that preschool teachers express that through regular repeated reading for individual children the preschool can contribute to children's potential to become a reader. Contribution to literacy teaching in preschool.

Keywords: early childhood literacy, early childhood education, professional learning, curricula, improve practice

Home literacy environment and early literacy acquisition

GEORGE MANOLITSIS (1) AND GEORGE K. GEORGIU (2), (1) Department of Preschool Education, University of Crete, Greece; (2) Department of Educational Psychology, University of Alberta, Canada

This longitudinal study examined whether various home literacy environment (HLE) components measured at the beginning of Grade 1 predict differently word reading, reading comprehension, and spelling skills at the end of Grades 1 and 2 in a shallow (Greek) and a deep (English) orthography. HLE has been shown to be an important predictor of literacy acquisition in several studies conducted mainly with English-speaking children (see Bus et al., 1994, for a review). In the present study the HLE is examined according to the Home Literacy Model of Senechal's theory (2006). However, it remains unclear how the dimensions of HLE contributes equally to literacy acquisition across different orthographic systems. Measures of early literacy skills were administered to 170 Canadian children and 175 Greek children, when they began to attend Grade 1. The same children were reassessed on measures of reading and spelling at the end of Grades 1 and 2. In addition, at the beginning of Grade 1 the parents of the children responded to a questionnaire that measures retrospectively the HLE during the pre-primary year. School and parental consents obtained prior to testing. HLE consisted of three main dimensions (parent literacy teaching, book exposure, shared reading) and this was true in both languages. At the end of Grade 1 and Grade 2 the effects of the HLE dimensions on literacy measures were rather weak in both languages. Home-based intervention programs are likely to be more effective, if they are implemented before children enter kindergarten.

Keywords: home literacy environment, word reading, spelling, reading comprehension, early literacy

Elicited narratives in preschool. Narratives and early literacy

SIGRUN SLETTNER, Vestfold university college, Norway

The use of language in narratives is out of time and place and is the most promoting genre in children's early literacy. I want to investigate how ECE teachers use narratives to provide for children's early literacy. A wide body of research argues for the importance of narratives in early childhood. Early literacy skills, phonological awareness, vocabulary, conceptual knowledge is important, but extended talk such as narratives facilitates early literacy better. I draw upon Catherine Snow, David Dickinson, David Barton, Shoshana Blum-Kulka, Neil Mercer, Derek Edwards, Jerome Bruner. A broad socio-cultural approach to learning. Theories on narratives that in a broadest possible way captures this cultural phenomena, aesthetic, linguistic, ontological and epistemological. Video observation of every day talk in preschools. I have drawn upon methodology of interaction analysis. Unit of analysis have been naturally occurring talk between teacher and child (ren) in preschool setting. When videotaping practitioners at work it is important with respectful approach. Consent from parents obtained since participants are children. Everyone will be anonymised. Object of study are interactions in literacy events. Personal, biographical information is not relevant here, participants' anonymity is attended to. Some use of narratives, elicited by both teacher and children. Teachers are not aware of the recourses narratives are in the field of early literacy. More knowledge on the processes of developing early literacy is needed in education. Teachers say they work with child language development, but they also say they lack sufficient knowledge to conduct their work to provide for early literacy development.

Keywords: early literacy, narratives as extended discourse, early childhood education, everyday talk, interaction

SYMPOSIUM SET D/ 2

MEASURING QUALITY IN NORWEGIAN ECEC

Self-organised Symposium

CHAIR: ELISABETH BJØRNESTAD

Oslo and Akershus University College of Applied sciences, Norway

In the last decade, a substantial number of children under the age of three attending ECEC institution in Norway. Due to the expansion of day care centres and enrolment of children under age of three, we need more research-based knowledge about the quality and content in Norwegian ECEC. The research project "Better Provision of Norway's Children in Early Years Education and Care" is the first major study in Norway to focus specifically on the quality and effectiveness of ECEC. The study is intended to explore the characteristics and quality of different kinds of early year provision and the impact various types of settings have on children's wellbeing, attainment, progress and development. The study is longitudinal, and we will follow 1600 children (2-5 y) in the period 2013-2018. In collaboration with the project "Searching for Qualities" we also want to explore the significance of different group compositions for children under three.

Quality in Norwegian ECEC – A longitudinal approach

LARS GULBRANDSEN (1) AND ELISABETH BJØRNESTAD (2), (1) NOVA, Norway, Oslo and Akershus; (2) University College of Applied sciences, Norway

The main research aim is: how different aspects of day care centre qualities as structural quality, process quality and content quality may affect children's cognitive and emotional development during their stay in day care centres. The project use the same theoretical and methodological approach as the EPPE-project (Effective Provision of Preschool Education). Theories based on cognitive and social development. Structure and process quality. A sample of small children (1600) will be measured twice at age 3 and 5 with BAS (British Ability Scale) and Social competence scale. The variations in the children's changes on these two measures will be explained by differences in centres qualities, controlled for characteristics of their homes and their parents. The centres will be measured by ITERS-R/ECERS-R. The project is approved by the Norwegian Data Protection Authority. We have collected consents from all parents and employees. The paper is primarily a methodological paper where we present and discuss the methodological issues and choices we have done. We will specially highlight the consequences our methodological choices have for the quality of our data. This is the first major study in Norway to focus

specifically on the quality and effectiveness of ECEC where we explore the characteristics and quality of different kinds of early years provision and the impact various types of settings have on children's wellbeing, attainment, progress and Development. The project might produce knowledge both on practical and policy level to improve the quality of Norwegian day care centres.

Keywords: longitudinal design, cognitive development, social and emotional development, day care centre quality, Norwegian ECEC

Quality from different points of view – parents and centre leaders

ANNE-GRETHE BAUSTAD (1), ELISABETH BJØRNESTAD (2) AND ERIK ELIASSEN (2), (1) University of Nordland, Faculty of Professional Studies, Norway; (2) Oslo and Akershus University College of Applied sciences, Norway

This presentation explores the correlation between parents' perception of good quality in day care centres and day care centre leaders' perception of good quality in day care centres. The presentation is based on tentative data from the 'Better Provision for Norway's children in ECEC' project. The theoretical and conceptual approach is framed within a cultural and social context, including different stakeholders' understanding of the concept of quality, children's daily experience in Norwegian ECEC and socio-cultural theories of children'. The presented study has a mixed methods design: measurement (structured observation) of different dimensions of quality in 100 day care centre units by using ITERS, parental interview and a questionnaire given to the leaders in the day care centres. The participants' confidentiality has been well considered in all intervening situations. In connection with the distribution of the research findings, anonymity of the participants is guaranteed. Preliminary findings from parental interviews and leader questionnaires will be presented and discussed in relation to how the day care centres work with the section areas in the Framework Plan and quality assessments of the day care centres, measured by ITERS (Infant Toddler Environment Rating Scale). High quality in Norwegian ECEC is put on the political agenda and the 'Better Provision for Norway's children in ECEC' is based on The Ministry of Education and Research's demand to develop research-based knowledge on Norwegian ECEC. This part of the study contributes to increase the knowledge on the concept of quality in Norwegian ECEC.

Keywords: quality in child care centres, leaders' concept of quality, parents' concept of quality, ITERS, Norwegian ECEC

Use of International tools to measure quality in Norwegian ECEC

ELISABETH BJØRNESTAD AND ELLEN OS, Oslo and Akershus University College of Applied Sciences, Norway

The aim of the presentation is to raise the discussion about the adequacy of using international tools (ITERS-R/ECERS-R and CIP (Caregiver Interaction Profile) for measuring quality in Norwegian ECEC. Use of both ITERS-R/ECERS-R and CIP build upon previous research and close collaboration with the Dutch study NCKO, and EPPE project (Early Provision of Pre-School Education). Theoretical approach based on structure and process quality. To measure the centre quality in Norwegian ECEC we will use about 80 day care institutions all over the country. In order to conduct data in numerous centres, we have chosen time-efficient measures as the international well-known ITERS-R (Infant/Toddler Environment Rating Scales - Revised). Due to the shortage of ITERS-R to give in-depth knowledge about interactions between staff and children, we use the Dutch Caregiver Interactional Profile Scales (CIP) as well. CIP focus on six aspects of caregivers interactions with children, sensitive responsiveness, respect for children's autonomy, structure and limit the setting, verbal communication, developmental stimulation and fostering positive peer interactions. Norwegian Data Protection Authority has approved the project and we are obliged to follow the Norwegian ethical standard for Research. In this presentation, we will discuss the benefits and limitations in using International measurement tools. In addition, we will discuss the challenges adapting these tools to a Norwegian context and other cultural contexts. This part of the study contributes to increase the knowledge about centre quality in different Norwegian ECEC settings, and it gives us the opportunity to compare the centre quality in Norway with other countries.

Keywords: child-care quality, caregiver-child interaction, measurement, toddler, global quality

SYMPOSIUM SET D/ 3

MAPPING EARLY CHILDHOOD EDUCATIONAL TRANSITIONS

Self-organised Symposium

CHAIR: BOB PERRY

Charles Sturt University, Australia

This symposium arose from the Pedagogies of Educational Transitions (POET) alliance among transition researchers from Mälardalen University, University of Iceland, University of Strathclyde, University of Waikato and Charles Sturt University. At the second work package of this group in Australia in 2013, the overall theme was Mapping Transitions. Papers were presented and much discussion ensued. The papers in this symposium have grown from the work package and show the influence and impact of the alliance. In the first paper, Sue Dockett and Bob Perry provide critique on the ways in which maps can be used in transitions research. Vanessa Paki and Sally Peters explore whakapapa (genealogy) as a tool for mapping transition journeys while Aline-Wendy Dunlop considers mapping as both methodology and representation in transitions research. Together, the papers highlight not only the strengths of the POET alliance but many important issues in early childhood education research.

Mapping transitions: A critical appraisal

SUE DOCKETT AND BOB PERRY, Charles Sturt University, Australia

This paper critiques ways in which maps are used in ECEC research, with a particular focus on transitions. This paper builds on a range of international transitions research, much of which has developed through interactions with EECERA researchers. The critique is based on consideration of: maps as accurate representations of reality; maps as metaphors; and maps as a compelling form of storytelling in research on educational transitions. This paper uses examples of maps to examine issues in their production and interpretation. While recognising the many forms and purposes of mapping, we argue that a critical appraisal and use of maps is required in order to advance transitions research. Maps are used to represent data from several projects and publicly available sources. Where appropriate, principles of confidentiality and privacy are adhered to. Sources for public domain maps are acknowledged. Critical map reading involves questioning the representational power of maps, construction processes, information reported, categorisations used and the knowledge underpinning these. In transition, critical map reading prompts questions about the knowledge base of research 'what counts as knowledge, whose knowledge, how is that knowledge generated, what knowledge is omitted' as well as the way it is represented and to whom. In the practice of using maps in educational transitions, these questions need to be considered: What stories are told in the maps we use?; What are the stories behind the maps? ; Whose stories are told in the maps?; Whose stories are missing?; What knowledge is embedded in the maps?; What is omitted?; What maps are missing?

Keywords: transitions, mapping, representations, stories, critique

The challenge of mapping early childhood transitions in Scotland

ALINE-WENDY DUNLOP, University of Strathclyde, United Kingdom

This paper explores the relevance of mapping approaches towards a better and shared understanding of children's early educational transitions in Scotland. The study builds on discussions of mapping transitions in the EU funded POET Marie Curie IRSES Project. Mapping is both a methodology and a representation. In the study of early childhood transitions there is a place both for mapping in the traditional 'cartography' sense and as situated concept maps. The values emerging from textual analysis of the discourse of policy documents and guidelines are represented on a national map of Scotland using GIS software. This quantitative mapping approach is then matched by the development of concept maps based on emerging themes illustrating the spatial relations between concepts/knowledge: it is not the disparate elements that are important but rather, how these knowledge intersect and interrelate, and what the outcomes of these relationships might infer for young children's transitions locally and nationally. This study of textual discourse in publicly available material was deemed 'an audit exercise and research ethics committee approval was not required. In this project transition guidelines from different parts of Scotland were gathered and approaches quantified, looking for correlations across three main lines of enquiry – professional beliefs and practices, family engagement at times of transition and children's learning journeys from pre-birth to school entry: each has implications for future policy direction. Children's early transitions have remained

high on the Scottish national social policy and education agendas although there is as yet no national policy on educational transitions.

Keywords: transitions, mapping, practitioner, families, children

Mapping transitions – A New Zealand perspective exploring whakapapa (genealogy) as a tool to mapping transition journeys, understanding what is happening, and discovering new insights.

VANESSA PAKI, University of Waikato, New Zealand

This paper explores ways in which whakapapa (genealogy) can be used to map transitions. This paper reports on a three-year (2010-2013) Teaching and Learning Research Initiative project in New Zealand, which aimed to investigate children's learning journeys from early childhood into school. It involves three ECEC settings and two schools. Whakapapa is a taxonomic framework that links and binds all animate and inanimate, known and unknown phenomena in the terrestrial and spiritual worlds. It maps out the relationships so that mythology, legend, history, knowledge, tikanga (custom), philosophies and spiritualities are organised, preserved and transmitted from one generation to the next. We conceptualise whakapapa as a framework to map the journey of one of the research settings to understanding what is happening, and discovering new opportunities to support transitions. Kaupapa Māori theory and philosophy discusses how whakapapa can be a method of accountability to participants, representation of their knowledge, and legitimisation of their contexts, communities and transition practices. This paper uses surveys, observations, interviews and document collection in their production and interpretation. Mā rātou, mā matau, mā koutou, mā tatou – For them, for us, for you, for all of us' is an ethical consideration underpinning the relationships and collaboration between the researchers and participants. Mapping proposes a stance for exploring possibilities to improving the transitional practices for children, families, teachers and their communities. Mapping offers a theoretical and philosophical perspective into understanding transitions research and has the potential to enhancing the learning journeys from ECEC into school.

Keywords: transitions, whakapapa, relationships, knowledge, research

SYMPOSIUM SET D/ 4

LEARNING SPACES FOR INCLUSION AND SOCIAL JUSTICE

Self-organised Symposium

CHAIR: KIRSTEN LAURITSEN

University College of Nord-Trøndelag, Norway

Educational research has revealed inequalities and marginalisation of students in many schools in the Nordic countries. By moving towards a more inclusive and holistic use of words like social justice, democracy and participation of all students, teachers and parents in school communities, we wish to invite a discourse on how to move forward towards more inclusive practices in schools which we believe schooling in the 21st century must emphasise. While findings of research in all our countries has revealed the marginalisation of students with an immigrant background, research has also shown that there are some examples of the opposite, i.e. individual students and particular schools have succeeded in spite of what could be expected. We want to explore such success stories in all our countries and based on the findings and comparison between our countries, new guidelines for teaching and school reform can be developed.

Spaces for solidarity, democracy and individualism in Swedish preschools and preschool classes

ANETTE HELLMAN, Department of Education, Communication and Learning, Sweden

Taking its point of departure in interviews with preschool teachers and 3 - 7 year old children about notions of inclusion and exclusion, this paper explores friendship as a space for individualism, solidarity and democracy. What actions are seen as efficient to be included/what actions are seen as less efficient? What is said to be the responsibility of the preschool teacher/ the child in order to be included? Research has shown how immigrant children are marginalised 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. Thurén's (1996) concepts of gender and space Frasers (2003, 2006) concepts of redistribution and recognition. The study builds on participant observations and interviews with 35 children and 10 teachers. One preschool and the preschool class were situated in an urban area, the second preschool in a rural context. Schools were chosen where students succeed, despite their socioeconomic background. Standards of the Swedish Research Council regarding research among small children are applied. Parents are informed and only children where the parents give their consent participate. Anonymity is provided. All participants are informed that they can part from the project at any moment. The paper shows how notions about friendship, inclusion and exclusion relate to social positions among the children and to norms about individuality, age and competence. Preschools that have worked successfully with inclusion, can teach us about challenges as well as fruitful strategies.

Keywords: Friendship, Inclusion, Exclusion, Norms, Preschool

Social justice and participation. Voices of preschool parents in three Icelandic preschools

FRIDA JONSDOTTIR, University of Iceland, Iceland

The main aims in this part of the Learning Spaces for Inclusion and Social Justice research is to gain understanding on how parents in three preschools in Iceland experience inclusion in their children's preschools and what learning environments and practices seem to be instrumental for their children's participation and success. Research has shown how immigrant parents are marginalised, silenced and not given an opportunity to be active agents in their children's education and wellbeing (Brooker, 2002, Ragnarsdóttir, 2007). However, there are indications that some preschools are developing successful practices to sustain the participation and collaboration of parents (Fríða B. Jónsdóttir, 2011). Critical multiculturalism, culturally responsive pedagogy, critical multicultural education (Banks, 2007, Brooker, 2002, Gay, 2000, May & Sleeter, 2010, Parekh, 2006). Sampling is purposive in that the three preschools have succeeded in implementing social justice and creating inclusive learning spaces for all children. The principals in the three schools invited parents to participate in the research. Semi-structured interviews are chosen to elicit the views of the participants as clearly and accurately as possible. The parents participated voluntarily and signed an informed consent after receiving information about the research. The preliminary findings indicate that the preschools have succeeded in forming a collaborative relationship and an inclusive culture with parents and children but at the same time there are challenges and issues to discuss. Findings will be useful both for practice and policy making.

Keywords: social justice, participation, parents, success, inclusion

Social Justice in preschool education: Cases in Finland

HEINI PAAVOLA, University of Helsinki, Finland

The purpose of this study is to find out the good methods and practices used in daily work in multicultural preschool groups and the factors that affect the work done by staff. Student diversity in Finnish classrooms has increased due to immigration since the 1990's. According to Finnish research results in education (e.g. Riitaoja, 2013, Paavola, 2007) there seem to be inequity and marginalisation of the immigrant students but there have also been positive development and success stories in the area of inclusion and social justice. In spite of good developing work there is a lack of research knowledge. Critical multicultural education, inclusion, participation. In this paper I present interviews with five teachers and two principals who have been working in two successful multicultural preschools in Helsinki. Both of these preschools are respected for the work they have been engaged in for years with immigrant children. The data was collected during autumn 2013. The teachers and principals participated voluntarily and signed an informed consent after receiving information about the research. The anonymity of the participants is respected in the study, names of the preschools and participants are not revealed. The research results show that the most important factor for successful work is openness between parents and staff. In daily teaching/learning situations differentiation proves to be crucial as well as various learning activities and a thorough learning of Finnish as a second language. Experienced and educated staff, a strong principal and good strategy in multicultural education are key elements in success.

Keywords: immigration, inclusion, preschool education, social justice, good practices

SYMPOSIUM SET D/ 5

LEARNING AND CARING LANDSCAPES OUTDOOR AND INDOOR

Self-organised Symposium

CHAIR: KARI-ANNE JØRGENSEN

Buskerud and Vestfold University College, Norway

This symposium is one of two self-organised symposia arising from the Norwegian Research Network 'Spaces and Places for children'. The presentations will cover different Research Projects from outdoor and indoor environments, and discuss concepts as Learning landscapes, the quality of environments and their impact on play, Learning and love of nature.

Bringing the jellyfishes back home, a playful way of learning to love nature?

KARI-ANNE JØRGENSEN, Vestfold and Buskerud University College, Norway

What can it mean to make children learn to love nature? The aim is to elucidate and discuss the intention of teaching children to love nature. This is given in the Governmental Curricula of the Kindergartens in Norway. The work is a part of my PhD project on children's experiences and creation of meaning in outdoor Landscapes and Places. It is a contribution to research on outdoor learning in Early Childhood Education. The theoretical framework is related to theories of environmental learning and experience of nature and experienced place (Casey, Bollnow, Pallasma). This ethnographic research design is inspired by sensory ethnography (Pink). It involves participating in observation, informal conversations with the children, photo-documentation, and narrative mapping. I have followed the children outdoors regularly over a period of eight months. The results are presented in the tradition for narrative inquiry (Bruner, Polkinghorn and Conelley & Clandini.). The study is approved by The Norwegian Data Inspectorate. Parents and the participating children's gave consent to the research, and ethical issues according to the construct of the narratives are discussed. Important considered issues are the children's own assent and dissent. The children's names are anonym, and there are no photos or material where children can be identified. Main findings are significant of the intertwinement of scientific knowledge and imaginative play observed and narrated in children's encounters with nature dominated landscapes and places. The concept of love of nature is multi-dimensional. The results have implications for how we understand and practice Learning for Sustainable Development in early childhood education.

Keywords: arts activities, nature, outdoor, environmental learning, narratives

Learning Landscapes - a contextual understanding of children's interaction with outdoor environments

INGUNN FJØRTOFT, Telemark Univeristy Collete, Norway

The aim of this study was to investigate playground options for physical activity in different schoolyards to see how different structural determinants can promote physical activity and motor development in young children. Playgrounds and school yards play a vital role in every child's learning and development. It is not evident that play and playground options are as stimulating as assumed. There is the general notion that young children do not get enough time for play and physical activity during the school day, and also that schoolyards and playgrounds do not afford appropriate environments to promote physical activity play. Theory and concepts are based on Gibson's theory of affordances (1979) and a Dynamic Systems Approach (Thelen and Smith 1996) for motor development and learning. Cohort studies including kindergartens and primary schools were compared concerning space and structural determinants for physical activity and motor development in different environments. Children's activities were tracked by using GPS , activity level was measured by heart rate monitoring, and effect on motor development was tested with the EUROFIT Fitness Test. Samples were selected in a voluntary manner according to the Helsinki declaration. All monitoring, data collection, and analysis were treated anonymously in accordance with ethical guidelines. The project was approved by the Norwegian Data Inspectorate. Playing in natural environments promoted physical activity and motor development in children. Structural determinants promoting physical activities and motor development in children were identified. Provide new knowledge and inspire researcher and kindergarten teachers to better understand how learning environments effect play and learning in outdoor environments.

Keywords: children, physical activity, motor development, landscapes, spatial tracking

Pedagogic and Leadership in Early Childhood Institutions with a New Architectural Design in Norway

RANDI EVENSTAD (1) AND KRISTIN DANIELSEN WOLF (2), (1) Oslo and Akershus University College, Norway; (2) Oslo and Akershus University College of Applied Sciences, Norway

The aims of the research is to examine possibilities for children's play, learning and care embedded in several new flexible kindergarten buildings, and to investigate the role of competent leadership. The project hopes to develop new knowledge about the connection between physical environments and different pedagogical approaches. From 2003, many Kindergartens in Norway have been built with more open and flexible floor plans. Often staff feel uncertain about how to work in a new physical structure and researchers have questioned the pedagogical quality (Seland 2009; Valberg, 2010). The concepts of leadership, place, play, learning and care are seen in a social constructive perspective and related to the ideas of "Room as a third pedagogue" (Ceppi & Zini, 1998). The kindergarten as place is seen as both a physical structure (Norberg-Schultz, 1980; Hatch, 2007) and a social construction (Giddens, 2009). To grasp the complexity related to people and place this qualitative research uses mixed methods as case studies, spatial analyses of different floor plans and a critical hermeneutic approach (Førde, Kramvig, Gunnerud Berg og Dale, 2013; Clark, 2010). Kindergartens and people involved are anonymous. The research is confirmed by the Norwegian research ethics board. More open and flexible buildings demands new approaches to play, learning and care and competent leadership. Kindergarten teachers need knowledge about relations between place, people and pedagogic. Case studies from kindergartens where they have succeeded may provide new knowledge and inspire leaders to develop better learning environments for the benefit of play, learning and care in different types of kindergarten buildings.

Keywords: place, play, learning, care, leadership

SYMPOSIUM SET D/ 6

LEADERSHIP LEVELS, PRACTICES AND ORGANISATIONAL CONTEXT

Self-organised Symposium

CHAIR: To be confirmed

The Norwegian ECE-sector has gone through major upheavals the last decade. The kindergarten has become an important social institution and is regarded a solution to a variety of societal challenges. This has in turn led to new demands for leadership and quality contributing to a need for revisiting leadership and organisational issues. As policy area, the Kindergarten sector is characterised by extensive autonomy at the municipal level. This symposium will focus on coordination between different levels of organisation its impact on policy-making, implementation and on practices of leading. The aim of the symposium is to shed light on organisational conditions for pedagogical development within Norwegian municipalities and positional pedagogical leadership in early childhood centres. This presentation is based on ongoing Ph. D. projects.

Exploring leadership praxis

KARIN HOGNESTAD AND MARIT BØE, Telemark University College

The aim of this presentation is to place emphasise on leadership practice, and to get a deeper understanding of how professional support as leading praxis is shaped by the social and educational conditions of the organisation. The study relates to the classical leadership studies and the MWB tradition (Mintzberg, 1973, Vie, 2009), and is positioned within recent research on distributed leadership (Heikka, 2014). The study builds on research on practice architectures of leading (Kemmis, 2014). Rather than theorizing professional support as leadership practice manifested solely in the positional leader, the theory of practice architectures (Kemmis, 2014) is chosen to show that leading praxis is enabled and constrained by social and educational c. Data from qualitative shadowing (video data and field notes) and stimulated recall interviews are produced. In analysing the data Mintzberg's classical taxonomy of verbal contact has been used as a starting point. The category of professional support was discovered, and the sayings, doings and relatings produced from the data were investigated through the lens of practice architectures. The demand for anonymity and confidentiality of the informants is honoured. In our fieldwork, research ethics on the move applied to situations that had to be considered there and then. The

main argument is that rather having the focus on the participants in the practice; it is in the relationship between practice architectures of leadership and the positional pedagogical leaders' actions that praxis is realised. Drawing intention to social conditions leading praxis is an ongoing process, political contested and dependent upon context.

Keywords: positional pedagogical leaders, praxis, practice architectures, qualitative shadowing, stimulated recall interviews

Leading distributed pedagogical leadership

MARIT BØE, Telemark University College, Norway

Acknowledging the multiple roles of pedagogical leaders in being a teacher and a leader, the aim of the research is to address the critical role of pedagogical leaders in that they are positional leaders with a particular responsibility of leading their staff on their departments. The study relates to classical leadership studies and the MWB tradition (Mintzberg, 1973, Vie, 2009), and is positioned within recent research on distributed leadership (Heikka, 2014). Based on the Managerial Work and Behavior approach and Mintzberg's activity categories, the study investigates the positional leaders communicative activities directed to staff. Applying a practice approach to leadership the study investigates leadership as work practices conducted by experienced and skillful leaders. Conducting qualitative shadowing, which involves investigator triangulation and video-observation, analyses demonstrate the purpose of various communicative activities exercised by the positional leaders and how they respond to the challenges in distributed pedagogical leadership. The demand for anonymity and confidentiality of the informants is honoured. In our fieldwork, research ethics on the move applied to situations that had to be considered there and then. The main argument is that the purpose of positional leaders communicative activities are to create, maintain and develop conditions in which distributed pedagogical leadership can be successful. Zooming in on the positional leaders communicative activities, can lead to a deeper understanding of how the communicative activities and the purpose of these can develop distributed pedagogical leadership.

Keywords: distributed pedagogical leadership, positional pedagogical leaders, MWB approach, qualitative shadowing, communicative activities

SYMPOSIUM SET D/ 7

LEADERSHIP FOR LEARNING 2: THE LEARNING CHALLENGE IN ECEC'S IN NORWAY

Self-organised Symposium

CHAIR: OLE FREDRIK LILLEMYSR

Queen Maud University College of Early Childhood Education, Norway

Lack of research on leadership in Early Childhood Education and Care institutions (ECECs) has been realised in Norway (Guldbrandsen, Johansson & Nilsen, 2002), with few exceptions (Gotvassli, 1990, Børhaug & Lotsberg, 2010). Little attention has been directed to the relation between leadership and how to organise learning for children (cf. Lillemysr, 2007). In a study, leadership for learning is examined in a strategic, random sample of ECECs in Norway, public and private ones. Theoretically, a combination of organisational theory (Bolman & Deal, 2008, Schein, 2010, Helgøy & Aars, 2008), and motivation theory (Deci & Ryan, 2000) were chosen. Main research question is: Will the development to become a learning organisation also imply ECECs will provide an inspiring and challenging learning environment for children? A variety of methods are applied. In this second symposium, the challenge of learning in ECECs of Norway is examined based on a variety of data.

Leadership for developing a common view on children's learning

KARI HOÅS MOEN, Queen Maud University College of Early Childhood Education, Norway

The aim of the study is to investigate the following questions: To what extent do the staff in Norwegian ECEC institutions have a common view on children's learning? How do the directors of the institutions carry out leadership to develop a common view of children's learning among the staff? The Norwegian model of Early Childhood Education and Care (ECEC) has been categorised to a social pedagogy tradition, opposite a school tradition (OECD, 2006). The Norwegian model represents a holistic view on children's learning where play, learning and "bildung" are close associated. The directors' way of leading will be based on theory about leadership style. We applied a combined qualitative exploratory design with in-depth interviews of 16 directors in ECECs and a survey with a sample of 1310 directors in Norway. The study has been conducted with institutional ethics approval and participants' informed consent. According to the directors, there is a tendency that the staffs have a common view on some dimensions of children's learning and different view on others. The directors have different leadership styles when developing a common view on children's learning among the staff. Further research and analysis are needed to draw a conclusion.

Keywords: leadership, perceptiveness on children's learning, leadership style, social pedagogy tradition, holistic view on learning

To lead early childhood education and care institutions (ECECs) as learning environments for children

PER TORE GRANRUSTEN, Queen Maud University College of Early Childhood Education, Norway

The number of ECECs in Norway has increased, as new ones are often large centres. The role of the director has become more visible and changed from leadership to governance. From a "New Public Management" perspective, leaders are acting according to clear goals set by the government in policy documents, expected to perform leadership within the established framework. One such goal is to make the ECEC provision a good learning environment for children. This paper examines how the directors experience the space of action for performing leadership between external goals and framework for ECECs as learning environments for children. This links to the previous research of Hujala, E., Waninganayake, M., and Rodd, J: *Researching Leadership in Early Childhood Education*. Tampere: Tampere University Press. Theoretically, this research takes a structural perspective on leadership and theories of New Public Management (Bolman & Deal, 1991; Klausen, 2001; Røvik, 2007). We applied a combined qualitative exploratory design with in-depth interviews of 16 directors in the ECECs in three municipalities in Norway, in addition to a survey drawn on a strategic sample of 1350 directors from public and private ECECs and ECEC institution owners from counties in Norway. The study was conducted with institutional ethics approval and participants' informed consent. Main findings were that directors experience a certain space of action for performing leadership between external goals and framework for ECECs as learning environment for children and the ECECs prerequisites. This space of action is being exploited. Further research is needed on what kind of leadership is needed to meet the challenges of ECECs' development.

Keywords: leadership, learning environment for children, strategic leadership, new public management, leadership for learning

How preschool teachers work to promote inclusion and social competence?

ANN ELISE RØNBECK, UiT, The Arctic University of Norway, Norway

Main question: How do preschool teachers perceive the concepts of inclusion and social competence, and how do they work to promote these qualities in preschool? Research question: "How do preschool teachers perceive the concepts of inclusion and social competence, and how do they understand the relationship between these two concepts?" How are preschool teachers working to promote inclusion and social competence, and what are their reasons for working this way? The goal is to understand how preschool teachers perceive and work with children's social competence seen in an inclusive perspective. This research is part of a larger project in which inclusion and customized training is key words. I use theories of inclusion, social competence, mastery, etc. The knowledge perspective is based on social constructivism. The methodology used is hermeneutics, recognising that knowledge is situational, and that research on social institutions is fundamentally reflexive. In this research I use qualitative interviews with preschool teachers. Ethical considerations have been taken to ensure that the preschools, preschool teachers, and the children in preschool are fully anonymous. The findings show that preschool teachers claim to work a lot with inclusion and social competence, but the work cannot be perceived as thoughtful and systematic. Many framework factors in preschool depend on other work-related factors, such as finance, the number of employees, management style, and attitudes. The implications for practice may be that the leaders of preschools have to work more systematically to promote inclusion and social competence.

Keywords: preschool, preschool teachers, inclusion, social competence, mastery

SYMPOSIUM SET D/ 8

EFFECTIVE PARENT AND PRACTITIONER RESPONSES TO INCLUSION

Individual Papers

CHAIR: TIM WALLER

Anglia Ruskin University, United Kingdom

Predictors of Additional Support Needs (ASN) in Scottish schools

HELEN MARWICK AND EDWARD SOSU, University of Strathclyde, United Kingdom

To investigate early predictors in the pre-school years of social and behavioural difficulties identified in an educational setting at 6 years of age. The most frequent categories of Additional Support Needs (ASN) for 6 year old children in Scottish schools are social and behavioural ASN, and speech difficulties. If predictors of social/behavioural and speech ASN can be identified, targeted early interventions may be developed to support an optimally responsive environment for the child. The Growing Up in Scotland (GUS) study provides detailed longitudinal data on the circumstances around children's development. GUS data was examined to see if there were early predictors in parental Strengths and Difficulties Questionnaire (SDQ) reports, of later social and behavioural and speech ASN young children. All GUS population data is fully anonymised. Associations between persistence of untypical non-optimal SDQ scores reported for a child across the pre-school years and later ASN outcomes indicated scores in hyperactivity, conduct, and peer relations to be the strongest predictors of later identification of social and emotional difficulties or speech difficulties. However, a sizable proportion of children identified as having ASN in these areas were not found to have had persistent atypical scores on the SDQ domains. The findings indicate a complex interplay between ASN status and parental perceptions of early persistent difficulties in domains of the SDQ, and suggest the need to examine the role that responsiveness in the school environment may play in the social and behavioural ASN outcome for a child.

Keywords: children, additional support needs, social and behavioural difficulties, early predictors, responsive environment

Integrating children with disabilities into mainstream school: problems and difficulties of a mother in the Province

GIORGOS KONSTANTINIDIS AND HELEN PHTIAKA, University of Cyprus, Cyprus

The aim of the research is to investigate the extent to which parents are involved in the decision-making process, when their child with disability is attending general classroom. The objectives are firstly to explore the extent to which the family is aware of the "Children with Special Needs Treatment and Education Act of 1999", secondly to identify the problems and difficulties derive from the implementation of integration according to mother's experience. In Cyprus, few studies have investigated the attitudes towards integration of parents in the province. Parents as safeguarders of their children rights, many times struggle to achieve an inclusive educational context for their child best interest. However, they have not always been equal partners in the decision making process. Most often, they are left. This case study lasted two months. Data collected through semi-structure interview, observation and researcher diary. Due to the limited sample, a descriptive rather than a hermeneutic approach is adopted. Confidentiality and anonymity procedures were followed. It seems that official information on issues of legislation provisions and their children rights is lacking. Moreover, it can be said that when the principal is proactive, tries to support family efforts and cultivates collaboration with parents, the benefits of integration are more prominent. Finally, of major importance is the child acceptance from its peers and teachers. In future research it could be checked to see what legal transformations can be done in order to overcome the practical problems emerging from the implementation of integration.

Keywords: integration, parent involvement, practical difficulties, problems, attitudes

"We are all the same because we are all so different". Teacher students' discourses related to difference in the fields of early childhood and special education.

KAISU HERMANFORS, University of Tampere, Finland

I have examined teacher students' written narratives about their definitions and experiences of difference. The aim is both to clarify and make visible what kinds of socio-cultural perceptions are affiliated to these definitions and what kinds of diversity discourses are related directly to students' lived experiences. This study aims to analyse prevailing discourses and reconstruct them by opening up positive perspectives into the rich versatility of children's development and the children themselves. Mostly, disability is seen in special education research as pertaining to an individual. Both inclusive education and increasingly globalised societies have caused disability to be only one phenomenon of diversity. The theoretical basis of this research lies in the socio-constructive view of disability where the role of language, time, situation and place has an impact on how to represent disability and difference. Inclusive education and qualitative research could be seen as paradigms. The methodological basis lies in discourse analysis featuring the idea that the ways in which people perceive reality are socially constructed. The use of language creates and reflects cultural meanings. The focus group of early childhood teacher students (N=87) wrote their narratives. The narratives were written voluntarily and no one could be identified. The discourses were divided hierarchically into two dimensions: 1) over-individualistic - collective, 2) otherness - generalising. The way teachers define the terms "special need" or "difference" is crucial because it will influence both teachers' expectations and the way in which they as professionals interact with different children.

Keywords: special education, difference, diversity, socio-constructivism, discourse analysis

SYMPOSIUM SET D/ 9

ON THE ROLE OF SCIENCE IN SWEDISH PRE-SCHOOLS – STUDENT TEACHERS' ATTITUDES AND TEACHING EXPERIENCES – CHILDREN'S LEARNING – TEACHER COMMUNICATION

Self-organised Symposium

CHAIR: SUSANNE THULIN

Kristianstad University, Sweden

The renewed Swedish curriculum commissions preschools to work with children (1-6 years) and emergent science. Hence, there is a need of a discussion about what a changed commission can mean and what pedagogical consequences it may have for activities in preschools, for teacher's actions and for preschool teacher education. Questions about what may constitute

a relevant content, the importance of teacher's attitudes and knowledge, ways of communications and interactions are on the agenda. The purpose of this symposium is to highlight, discuss and compare teaching of science from three different perspectives, (1) students in preschool teacher education, (2) children in preschools and (3) professional preschool teachers during in-service education. The theoretical framework is primarily based on phenomenography focusing on developmental pedagogy (Marton & Booth, 1997, Pramling Samuelsson & Asplund Carlsson, 2008). Individuals are seen as active in their learning, which develops based on experiences and communication.

The role of Science in Swedish pre-schools – student teachers' attitudes and teaching experiences

ANDREAS REDFORS AND SUSANNE THULIN, Kristianstad University, Sweden

To investigate how students view the role of science in Swedish pre-schools before and after a semester in pre-service teacher education. A renewed curriculum entails discussions about pedagogical consequences for preschool and pre-school teacher education. Aims for emergent science, children as "being" or "becoming" (Eshach, 2006, Fler, 2013), practices and teacher competencies need to be problematised. The theoretical framework is based on phenomenography focusing on developmental pedagogy (Marton & Booth, 1997, Pramling Samuelsson & Asplund Carlsson, 2008). A written questionnaire has been piloted and distributed (pre and post) a semester, including science and practice teaching, in pre-service teacher education. A double blind comparative analysis of 107 students aiming to reveal qualitatively different ways of experiencing is presented. The research adheres to the ethical guidelines of the Swedish Research Council. All participants are informed and agree to voluntary and anonymous participation with a right to abandon participation. Preliminary findings show that many students saw science as biology/nature and several did not adjust even though chemistry and physics was 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, and the fraction of the aimed for composite perspectives increased. Explicit aims and appropriate science content in pre-service teacher education are important. Many students remain hesitantly positive towards science, but positive towards practices with children, hence an increased focus on practicing science seems effective.

Keywords: pre-school, physics, chemistry, inquiry learning, pre-service teacher education

The role of Science in Swedish pre-schools – how in-service preschool teachers' change the way they speak about teaching during a science project in pre-school

LAILA GUSTAVSSON AND SUSANNE THULIN, Kristianstad University, Sweden

The aim of the research project is to analyse and describe how pre-school teachers during an in-service training period develop theoretical knowledge about focusing on the content when planning for teaching science in pre-school. The need of the project can relate to the introduction of a revised Education Act (SFS 2010:800) where the concept teaching in pre-school is used. The project is related to Pramling Samuelsson & Pramling, 2013. The variation theory is here used as a framework for analysis as well as for the pre-school teachers planning for teaching in pre-school. The theory is developed from the phenomenographic approach and can be described in terms of discernment, simultaneity. 30 pre-school teachers from 10 different pre-schools in nine different municipalities participated in the project. The pre-school teachers two times answered a questionnaire and tutorial conversations between researchers and pre-school teachers were recorded. Also written reports from the different projects will be analysed. The project has followed the ethical guidelines of the Swedish Research Council (2002). The preschool teachers were informed they had permission to stop participating in the project whenever they wanted. All participants were guaranteed preservation of anonymity. The teachers' way of speaking about teaching, learning and science in pre-school will be analysed from the perspective of variation theory and phenomenography. The implication for practice concerning pre-school teachers teaching science is discussed.

Keywords: in-service preschool teacher, teaching, science, variation theory, phenomenography

The role of Science in Swedish pre-schools – children's collaborative learning scaffolded by iPads

MARIE FRIDBERG, ANDREAS REDFORS AND SUSANNE THULIN, Kristianstad University, Sweden

To extend current understanding of how emerging technologies, i.e. iPads, can be used in pre-schools to support collaborative learning of real-life science phenomena. Research on the potential of web-based technologies to support collaborative inquiry-based science learning in schools (Redfors et al. 2013) is continued by investigating the role of stop-

motion animations (Fleer, 2013, Hoban, 2007) in developing children's understanding of science phenomena, by synthesising the two domains defined by Eshach (2006) for kids' 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 and theory with the realities, complexities, and constraints of educational practice, and foster viable practices. A mixed-methods approach, including video and qualitative and quantitative data measures is used. 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. In this paper we report on the first phase of the project where videos of children's work with constructing and discussing time-lapse and stop motion sequences of science phenomena have been analysed within our theoretical framework. Stop-motion animations (Fleer 2013) help children, teachers and students to more consciously consider concepts. We see a great potential in work where teachers, students and researchers jointly develop, enact and evaluate learning processes supported by ubiquitous technologies in pre-school.

Keywords: emergent science, pre-school, ubiquitous technologies, iPad, collaborative learning

SYMPOSIUM SET D/ 10

COMPARITIVE POST COLONIAL TEACHER COMPETENCIES

Individual Papers

CHAIR: MATHIAS URBAN

University of Roehampton, United Kingdom

Competent systems and workforce challenges. Perspectives from Colombia

MATHIAS URBAN, University of Roehampton, United Kingdom

The paper discusses the need for 'competent systems' in early childhood based findings from a collaborative research project on ECD workforce development in Colombia. The project explored competence profiles, qualification needs and systemic conditions for working with young children, their families and communities. The work is a collaboration between the University of Roehampton, Universidad Nacional de Colombia and the UN Observatorio sobre Infancia. It builds on and extends the approach taken by previous work of the author (2011, 2012). The concept of 'competent systems' that underpins the multi-dimensional approach to researching, theorising and developing professional practice sits in a theoretical frame proposed by Urban and Dalli (2007, 2010, 2011) 'the critical ecology'. It draws on systems theory (Bateson, Luhman) and on a situated epistemology as exemplified by Freire's concept of 'Praxis'. The project employed documentary research at national level and interviews with EC practitioners from a wide range of (para) professional backgrounds in five regions of Colombia. Research was conducted in accordance with ethical requirements and standards of the participating universities. CORE points out that processes of professionalisation take place at all levels of the ECEC system. 'Competence' unfolds in the dimensions of knowledge, practices and values, and requires interactions of all actors. The Colombian project supports these findings on a much broader base that extends into ECD in the broadest sense. Findings and recommendations emphasise the need to re-think professional preparation and professional development, the importance of systemic conditions, and to re-define the relationship between research, policy and practice.

Keywords: competent Systems, Colombia, systemic professionalism, comparative research, CORE

Images of South African early childhood experiences

TERESA HARRIS (1) AND MIEMSIE STEYN (2), (1) James Madison University, United States; (2) University of Pretoria, South Africa

To examine the relationship between personal images of childhood held by foundation phase pre-service teachers and their emerging professional identities. We previously examined the perceptions of Black South African pre-service teachers regarding barriers to pursuing higher education in a formerly White Institution of Higher Education and studied the personal images of childhood held by Foundation Phase pre-service teachers from diverse cultural groups within South Africa. Based

on critical and socio-cultural theories, we see all human activity as cultural, social acts through which knowledge and identity are culturally constructed and meaning changes over time and place. We employed a qualitative paradigm using photo voice methodology to give image and voice to pre-service teachers representing diverse cultural groups. The study was approved through our universities' ethics boards. Home culture and experiences are reflected in students' images of children as people and as learners in their future classrooms. Early Childhood Teacher Education affords students new opportunities to reflect on children as learners and for students to construct professional identities. The degree to which these students see themselves as change agents within their home communities or within the ECEC field is complex, reflecting experiences they have during their teacher education programmes and deep-seated beliefs about teaching and learning experienced within their respective cultures. Understanding the multiple factors that affect pre-service teachers' images of children and developing professional identities allows teacher educators to more sensitively create spaces that allow them to critically question, act, and reflect on what it means to be an early childhood teacher.

Keywords: identity, images, pre-service teachers, socio-cultural influences, photovoice

An evaluation of an innovative project of training for Zero Grade teachers in Nekemte, Ethiopia

VALERIE HUGGINS, Plymouth Institute of Education, Plymouth University, United Kingdom

To evaluate a collaborative project training teachers for the newly introduced Zero Grade education stage in Nekemte, Ethiopia. The study relates to the work of Nsamenang, (2010) and Tigistu (2013) on professionalism in ECEC in Ethiopia and to the concerns highlighted by Penn (2011) about the imposition of inappropriate Minority World training programmes within African cultural contexts. The very recent 2011/12 Government introduction of Zero Grade education means that specific research is currently minimal. This study, post colonial in perspective, takes a culturally relativistic position, evaluating the training of a group of Zero Grade teachers within a local cultural and educational context. I use a postmodern, evaluative approach, using observations, interviews and focus groups to gather a range of opinions and judgements from the participants in the project and the recipients of the training. To ensure that the evaluation gathers a full range of perspectives and that these are reported accurately, especially if translated from Afar-Oromo into English, checking this through thorough debriefing and dissemination to the participants. This ongoing project receives its first evaluation during my visit in spring 2014. It is hypothesised that the joint planning and local delivery of the training will lead to greater effectiveness and participant satisfaction. If proved so, the involvement of Minority World educators in Majority World training should be upon the basis of genuine partnership and negotiation, always building upon existing local practices and cultural values.

Keywords: arts activities, Ethiopia, postcolonialism, evaluation, teacher training

SYMPOSIUM SET D/ 11

SOCIAL COMPETENCE AND EMPATHY

Individual Papers

CHAIR: LENIRA HADDAD

Federal University of Alagoas, Brazil

Giving Children Ownership in Conflict Resolution

CANDACEE WHITE, American International School of Budapest, Hungary

To practice giving children more independence in conflict resolution and problem solving by introducing a role of mediator in the class jobs list. In so doing, we hope to notice whether or not children would engage independently in solving their own social conflicts as well as ones they were not involved in. Many papers have been written on the subject of conflict management in ECE classrooms that suggest questioning techniques or attitudes for the teacher to exhibit. My proposal suggests that children are capable of taking on all of the responsibility for co. Children are capable of empathy and creative problem solving. They will take on greater responsibility of their actions when they are entrusted with resolving conflicts between their peers. A class job of 'mediator' was introduced to the class. Children were taught how to recognise conflicts, and what to say to offer support and help to children who are having a conflict with someone else. Children's conflicts were

not taken lightly. Teachers are always present to support the mediator and to validate children's feelings when they are upset about something. Children were excited to take on this responsibility and readily engaged in 'mediating' for one another. Even children who were less developed in terms of oral language and social skills were able to be involved. We noticed that once a mediator was introduced, children remembered to use words to express their frustrations. Young children can and should be entrusted with responsibility for serious tasks.

Keywords: conflict-resolution, problem solving, mediator, social development, community

Poor peer relationships as a hindrance to social learning in peer groups

MARITA NEITOLA, Department of Teacher Education, University of Turku, Finland

The purpose of this paper is to examine 5, 6 and 7 year old children's social competence and its problems in the peer groups. The main focus of this paper is on the peer group as the context of children's social learning. Follow-up studies investigating children's social competence and peer relations are quite rare. Mostly researchers have concentrated just on victimization and bullying. To get a better understanding of young children's everyday lives in their peer group this investigation aimed to examine, how different peer problems experienced by children co-occur. Social competence with peers has been generally defined as behaviours and cognitions reflecting successful social interactions with peers (Howes & Matheson 1992). Poor social relationships have been found to many negative outcomes on children's social and emotional well-being and academic achievement (Ladd 2005). 179 children with their class-mates participated every year in measurements. They were interviewed individually by using structured theme interviews. Teacher ratings were collected by questionnaires, and also the parents were interviewed. The quantitative as well as qualitative methods were utilized in analysing the data. The children were recruited into the study by the permission of their parents. The children's problems in peer relations are very common, but also varying. Some children have serious and multiple problems. More detailed results will be discussed more detailed. The poor peer-relations play a very active role in children's developmental processes. Poor peer relations may undermine academic progress, and the children may become increasingly vulnerable to subsequent problems (e.g. Kupersmidt & DeRosier, 2004).

Keywords: social competence, peer group, social learning, children, peer relationships

Investigating educator perspectives of their capacity to support the development of social competence in young children

LESLEY JONES, Australian Catholic University, Australia

This study explored educator perspectives of their capacity to support children's development of social competence and the influences that support/hinder their capacity in this area. Bandura (1977) and Isom (1998) suggest that concepts of efficacy have been influential in understanding the complexities of education and teaching. Social competence is recognised as an educational imperative (Han 2010), Han & Kemple (2006), McKay & Keyes (2002). This study explored the interconnectedness between efficacy, influences and educational imperatives. This study utilized a theoretical framework of Symbolic Interactionism (Blumer 1969) to explore individual interpretations and meaning making of their professional roles. The qualitative research design incorporated a multi-case study methodology. Yin (2009), Stake (2005) and Merriam (1998) identify case study as an effective methodology to examine in rich detail a specific phenomena. Data was gathered through semi structured interviews, focus group sessions and document audits. Defined as a low risk research project, the ethical considerations included participant discomfort associated with interviews and focus group sessions. Data management considered security, confidentiality and disposal of transcripts and data. Thematic analysis of data has generated emerging themes of the interconnectedness between values beliefs and practice, the influence of formal and informal leanings and the ways in which organisation structures influence and support practice. The cases selected for this study are representative of the broader early year's sector in Australia; as such there may be opportunities to draw inferences from the findings to the broader context.

Keywords: educator perspectives, social competence, qualitative study, symbolic interactionism, multi-case

SYMPOSIUM SET D/ 12

EARLY CHILDHOOD EDUCATION PERCEPTIONS OF MORALITY, SPIRITUALITY, ETHICS AND WELL-BEING

Individual Papers

CHAIR: NÓIRÍN HAYES

Dublin Institute of Technology, Ireland

Greek ECE Practitioners' perceptions of the ethical dimensions of their role

ELEFTHERIA ARGYROPOULOU, Dept. Of Preschool Education, University of Crete, Greece

The purpose of this research paper is three-fold: to identify whether the Greek ECE practitioners perceive the ethical dimensions of their [pedagogical and leading] role, to explore the way(s) they approach ethical dilemmas and to trace the rationale behind their decision making. Little work has been done so far in regard to ethical leadership issues in the field of Early Childhood Education. Ethical considerations appear as side results in various research attempts looking only into societal and pedagogical problems. Due to a variety of reasons modern school leaders are more and more faced with new challenges and ethical dilemmas than they used to in the past. Although ECE school leaders receive/have received substantial management and leadership training to cover the needs of the post, they find it difficult to cope with these challenges. However school leaders are called to take immediate critical educational decisions. Starratt (2004), Strike (2007), Fullan (2003) and Shapiro and Stefkovich (2011) will serve as the theoretical starting point of this work. Analysis will be based on multiparadigm approach of Shapiro and Stefkovich (2011). Data will be collected via a scaled questionnaire and semi-structured interviews with ECE practitioners. Anonymity of the research participants has been taken into consideration. ECE practitioners attitudes during decision making are the most significant findings of this research. The research results are expected to help address practical, pedagogical and curricular issues related to ECE and to design under- or post-graduate ethics instruction programmes.

Keywords: ethical, leadership, decision making, early childhood, education

What does it mean to do the right thing when faced with ethical dilemmas as an early childhood educator?

HOLLY MCCARTNEY, James Madison University, United States

To underscore the importance of ethical decision making and ethical care as foundational for early childhood teachers. To make implicit the importance of ethics in early childhood teacher preparation. To share some common ethical dilemmas teachers encounter in their work with children and families. Aksoy (1999) conducted a study on Turkish educators' beliefs about ethical dilemmas in teaching at the elementary level. Rice and Stein (2009) examined the moral reasoning skills of special education teachers using the Defining Issues Test (DIT). Freeman and Feeney have also contributed to this work (1997, 2000). Many recognise the teaching profession as a moral endeavour (Fenstermacher, 1990, Goodlad, Soder, and Sirotnic, 1990, Rice & Stein, 2009, Tippins, Tobin and Hook, 1993). Noddings (1999) suggests that if we teach from a caring relationship where trust is. Using a qualitative approach in my research design I am seeking to interpret why certain things happen rather than quantifying my findings (Eisner, 1991, Erickson, 1986, Falk & Blumenreich, 2005). Data will include interviews, observations, questionnaires, and small focus groups. Triangulation of these methods ensures a plausible and credible account (Eisner, 1991, Hubbard & Power, 2003, Mills, 2007). This study was approved by the researcher's home university Internal Review Board. Initial themes are: Trust, Guilt, and the difficulty teachers have when defining ethical dilemmas. Ethics and ethical decision making should be more explicit in teacher education programmes.

Keywords: ethics, professionalism, teacher preparation, morality, values

Supporting spirituality and wellbeing: a strengths approach

JANE BONE, Monash University, Australia

This research aims to address ways in which spirituality can be fostered and protected in early childhood settings. In Australia early childhood practitioners are required to both respect the diversity of religious faith and spiritual perspectives (National Quality Framework, DEEWR, 2011) and to report psychological and emotional harm such as that caused by spiritual or religious abuse (Child Protection Act, 1999). Our research is designed to support teachers wishing to address this

issue. Has published extensively in the area of spirituality including *The International Handbook of Spirituality, Care and Wellbeing* (2009). Most recently (2014) in a book about international perspectives on spirituality from the perspective of Australia and New Zealand. A strengths-based (social justice) perspective is taken and a critical approach underpins discussion of the issues. The 'grey' literature is analysed in terms of policy. Definitions of spirituality are presented and critiqued. Vignettes have been constructed from data drawn from previous qualitative research projects to support the argument. Spirituality is a 'sensitive' research area. Cultural and religious perspectives are respected. Fictional vignettes cannot be attributed to a particular context and all data is de-identified. The main finding is that this is an area that deserves more attention. Discussion supports the contention that children have the right to feel spiritually safe, to build resilience and contribute to their community and their world. Spirituality must be recognised as an aspect of wellbeing and included in a strengths based approach in terms of child protection in early childhood educational settings.

Keywords: spirituality, strengths-based approach, child protection, resilience, wellbeing

SYMPOSIUM SET D/ 13

PEDAGOGICAL DOCUMENTATION

Individual Papers

CHAIR: KAREN HAWKINS

Southern Cross University, Australia

Documentation and communication in Swedish preschools

ANETTE EMILSON, Linneaus University, Sweden

The aim of this study is to investigate communication between preschool teachers and children in documentation situations. The focus is also on what preschool teachers actually document. The research questions are: What characterises the communication between teachers and children when these teachers are documenting at the same time? What is the focus of the documentation? The documentation discourse seems very strong today thus there is reason to examine this aspect more closely in practice especially since there is a lack of knowledge on the subject. To interpret this communication, Habermas' concepts of communicative and strategic action are used. Data consist of video observations where 157 min of recordings have been analysed. The study participants are 30 children, 1-3-years old and their 7 preschool teachers. Ethical considerations were paramount to ensure that the study met the ethical requirements of the country. Care was taken to protect the participants' identity. Personal information and videotapes have been separated and safely stored in locked cabinets. The results show that the preschool teachers either become silent observers or eager advocates of a particular discovery, and that it is mainly children's achievements that are documented. What is communicated and documented by the teachers has a high degree of abstraction and the communication is of a strategic character. This study shows that many documentation situations barely embrace any communication instead the teachers take the role of the observer when they document. Is it then the teachers who learn about, and from, the children rather than vice versa?

Keywords: documentation, communication, pedagogical documentation, preschool, children

Pedagogical documentation as a tool for development of preschool teachers' professional identity

MIA KARLSSON (1) AND ANITA KJELLSTRÖM (2), (1) School of Education and Communication Jönköping University, Sweden; (2) University of Skövde School of Business, Sweden

The aim is to describe how participating preschool teachers express meaning related to course content as valuable for professional development in a university course labelled "ICT Supported Pedagogical Documentation". The study relates to research on communities of practice, professional identity, pedagogical documentation, Reggio Emilia. Theoretical framework is Communities of Practice (Wenger 1998) focusing identity formation using the concepts engagement, imagination and alignment in the analysis. A Value Creation Analysis (Wenger et al, 2011) is made on 154 texts, 1-3 pages each, written by 77 participating preschool teachers. The analysis takes a point of departure in an activity (the course) offered to preschool teachers (preschools in one municipal community) focusing a particular activity (two written texts). 144 participants were approached to participate in the research study. Anonymity was guaranteed. 77 preschool teachers gave

their consent in writing and constitute informants for empirical data. When teachers describe how they understand course content in practice results show that they express how they work in a different way referring to a changed professional identity in terms of engagement, imagination and alignment (Wenger, 1998). The main findings are: course content becomes a change agent for teacher engagement; teachers are imagining a different image of the profession and align their professional identity with a different pedagogical idea. Learning how to use digital tools is not an issue, teachers learn what they need to know when working with pedagogical documentation, which changes their professional identity and creates greater job satisfaction.

Keywords: community of practice, pedagogical documentation, professional identity, Reggio Emilia, value relation

'Mine, thine and ours': Positioning pedagogical documentation in thirdspace

SUALLYN MITCHELMORE AND ALMA FLEET, Institute of Early Childhood, Macquarie University, Australia

'Mine, thine and ours' is a small-scale qualitative investigation that utilised pedagogical documentation as a methodology to investigate how the phenomena of the relational space, known as thirdspace (Soja, 1996), is intuitively experienced within an early childhood setting. The purpose of this research was to examine through the agency of pedagogical documentation how adults and children have a mutually influential role in shaping and shifting each other's thinking. Taguchi (2010) and Olsson (2009) explored the nature of relational space through theories traditionally unrelated to early childhood pedagogy, this current work builds upon this approach. Thirdspace describes the generative and regenerative theory of relational space (Soja, 1996). This analytical frame was used to examine how thinking is mutually shaped within early childhood pedagogical spaces. Pedagogical documentation was utilised as an inclusive platform that supports the interplay of multiple perspectives. The researcher took the role of participant-observer in a preschool setting, recording naturally occurring play interactions that were seen to embody the nature of thirdspace, identified in the literature as intersubjectivity, mutuality and multiplicity (Soja, 1996, Lefebvre, 1991, Massey, 2005). The rights of children as active participants in research were acknowledged and university protocols respected. Analysing pedagogical documentation through the becoming viewpoint of thirdspace enables pedagogy that is democratic, open and transformational for children and teachers. Thirdspace can be a valuable conceptual tool in early childhood education internationally. Being cognisant of processes at play within thirdspace enables pedagogical documentation to bring greater insight into the dense ecology of pedagogical contexts.

Keywords: thirdspace, pedagogical documentation, intersubjectivity, multiplicity, mutuality

SYMPOSIUM SET D/ 14

GENDER DIFFERENCES IN ECEC PEDAGOGY

Individual Papers

CHAIR: ZENNA KINGDON

University of St Mark & St John, United Kingdom

Gender differences in daily life activities in Norwegian kindergartens

ELSA KALTVEDT AND AUD TORILL MELAND, University of Stavanger, Norway

The aim of the study was to investigate how girls' and boys' competencies in daily life activities differ before the age of 3. The question addressed was how girls and boys master such activities in Norwegian kindergartens. These activities are a natural part of pedagogical practice in kindergarten and relate to collaboration and communication such as making sandwiches, washing hands before and after meals and toilet etc. Research into gender and daily life activities in kindergarten is sparse. Much research has been done into gender and the role of kindergarten in producing sex differences, constructing gender and gender difference in motivation (Georgalidou, 2010). The theoretical framework is based on gender theory (Ruble et al., 2006), theory of mastery (Bandura 2005) and the national pre-school curriculum. Data was collected through structured observation of 1003 toddlers (513 males and 490 females) aged between 30 and 33 months. The observations and registrations of competencies were made by the staff in the kindergartens. The method is gentle and non-intrusive for the children whose competencies were observed in natural surroundings by adults who knew the children. According to Bagnato (2007) this method gives ecologically valid data. The research is based on the Norwegian Social Science

Data Services ethical programme. Participation depends on the parents' voluntary written consent. Analysis of the results shows a significant difference between the genders. The study will gain information of girls and boys mastery skills in a life-long learning.

Keywords: gender, early childhood, daily life activities, longitudinal study, differences

Educational style of male and female teachers in German kindergarten – A comparison study

MICHAEL GLÜER, University of Bielefeld, Germany

In this research potential differences between male and female teachers in early childhood education were investigated. Educational style, gender specific learning offers, emotional support and support for exploration were focused. In the last couple of year's discussion about the role of male teachers in early childhood education has appeared. Research suggests that male and female preschool teachers may differ in their educational style. So far there are no findings to support this suggestion. Quantitative studies about gender difference in male and female educational styles in education are missing. Further research suggests that males offer more support for exploration than females, and that females show more emotional sensitivity towards children. We therefore investigated 77 female and 37 male German preschool teachers. Four different questionnaires were used to access: educational style (Swiss Teaching Style Questionnaire), emotional and exploration offers, gender specific learning offers. No harmful question or other disturbing methods were used. Results revealed 4 educational styles (authoritative, permissive, emotional reserved, demanding control). Male preschool teachers showed more often an emotional reserved educational style and more psychological pressure. Female preschool teachers made more educational offers than male teachers. There was no difference in the support of exploration in male and female preschool teachers. But male teachers made generally more exploration offers than emotional offers. Female teachers on the other hand offered more emotional support (verbal) compared to male preschool teachers. The role of male teachers in preschool education and further research strategies will be discussed.

Keywords: educational style, preschool teacher, gender specific learning offers, exploration support, emotional support

The role of adults: quality, care and organisation

ZENNA KINGDON, University of St Mark & St John, United Kingdom

It would seem that children see adults as key in their lives, not simply to provide nurture and care. Equally children seem to value and find important relationships that they develop with all adults with whom they come into contact. This paper sets out to explore the nature of the role of adults in the lives of children in two settings that are investigated in this research. This paper is directly related to my previous paper: 'Children's voice: methodologies to support children as knowers and social actors'. This paper sits within a framework that recognises a new sociology of childhood. This piece of research can be seen to be situated within a paradigm of critical theory. Data collection occurred using the Mosaic Approach and included observations, photographs and conferences. Ethical concerns of working with young children have been addressed demonstrating that ethical clearance was sought and the principles applied. Whilst government policies are concerned with a key person approach that advocates a close attachment relationship between each child and one member of staff, it seems the children and their families view this substantially differently. Allocation of the key person is decided before the child arrives at the setting and is something that neither they nor their family have any role in deciding. The development of the key person role has occurred alongside other aspects of professionalising the early years' workforce, however the needs of the child and their families appear to have been lost in some of this development.

Keywords: key person, attachment theory, adult roles, children, families

SYMPOSIUM SET D/ 15

DEVELOPING INCLUSIVE ECEC SYSTEMS

Individual Papers

CHAIR: NINA HOGREBE

Westfälische Wilhelms-Universität, Germany

Public policies on child education in Brazil: race, gender and class

TATIANE COSENTINO RODRIGUES, ANETE ABRAMOWICZ AND FABIANA LUCI DE OLIVEIRA, Universidade Federal de São Carlos, Brazil

This paper describes the ongoing research on childhood education, racial relations and public policies for education in Brazil. It aims to propose indicators to conduct a diagnosis of child education in Brazilian municipalities from a pilot project under development in the city of São Carlos-SP that can subsidize the national and international debate about quality and evaluation in early childhood education. The proposed indicators are intended to outline a racial, class and gender profile of both the professional who work with children and their clientele. The main concepts we apply in the analysis of data are the ones of 'structural racism' and 'whitening policy'. The project is developed based on a multimethod approach, from the articulation of three data sources: (a) primary quantitative data collected from a questionnaire applied to the clientele and from a questionnaire applied to teachers and staff of public nurseries and preschools, (b) primary qualitative data from interviews with clientele and teachers, (c) secondary data on demographic and socioeconomic profile of city inhabitants from the national statistical bureau (IBGE) and nurseries and preschools data from the national preschool education census. Qualitative interviews are also conducted. The project was formalised by means of a document signed by the Municipal Secretary of Education and the University. All participants signed informed consent document for participation in research and dissemination of the data. The partial results of the project reveal quality guidelines and assessment for early childhood education policies. Contribute to the elaboration of a national policy on child education more equitable.

Keywords: public policies, childhood education, quality indicators, racial relationships, difference

The emergence of unequal learning environments: segregation processes as a symptom of universal preschool systems

NINA HOGREBE (1) AND ROLF STRIETHOLT (2), (1) Westfälische Wilhelms-Universität, Germany; (2) TU Dortmund, Germany

The study aims to investigate social/ethnic segregation in a universal preschool system. We compare the composition of city districts and their respective preschools to detect the degree of segregation beyond residential structures. Research on school segregation shows that parental choice and selection mechanisms increase the extent of residential segregation, resulting in privileged and disadvantaged learning environments. Different population groups are unequally affected by this. Besides residential population structures, a three-stage model (perception, evaluation, access) that combines parental choice theories with opportunity structures is used to explain segregation processes (Kristen 2005). Using the example of a German municipality (about 300,000 residents) data are provided by the obligatory school entry examination (2004-2011) for about 20,000 children. Information on the proportion of disadvantaged children (e.g. parental unemployment, language difficulties) is aggregated on setting and district level. Correlation analyses detect the coherence between both levels. Concerns that individual families or settings might be singled out were overcome by using aggregated and anonymised data. The analyses reveal small to medium correlations between the proportion of disadvantaged children in settings and districts. Especially in disadvantaged districts some settings are almost exclusively attended by privileged children while others mainly contain disadvantaged children. Subgroup analyses explore the mechanisms responsible for these processes (e.g. mobility of different population groups, selection by providers). The analyses indicate severe segregation processes, reproducing and reinforcing class differences at an early age. To provide equal learning opportunities for all children, 'targeted-within-universal' approaches like needs-based funding or parental choice policies have to be implemented.

Keywords: universal preschool, segregation, differential learning environments, parental choice, selection mechanisms

SYMPOSIUM SET D/ 16

VALUES IN PRACTITIONER DEVELOPMENT

Individual Papers

CHAIR: FAYE STANLEY

Wolverhampton University, United Kingdom

In the middle ground between caring and control: values in practitioners' narratives

ANNA-MAIJA PUROILA AND ANNU HAHO, University of Oulu, Finland

This study aims to answer the question: What do Finnish practitioners of early childhood education tell about their professional values? The study is a part of a project, focusing on values education in Nordic preschools. Previous research highlights the crucial role institutions play in the maintenance and transmission of values (see Devos, Spini & Schwartz, 2002). Until recently however, research on values has remained an underrepresented area in early childhood education. The theoretical and methodological framework of this study is based on a narrative approach. We assume that practitioners make sense about themselves and their professional work through narrating (Spector-Mersel, 2010). Research material was produced in narrative group interviews in which practitioners from four Finnish preschools were asked to tell about their everyday work. Thematic analysis was used to explore the material from the viewpoint of values (Riessman, 2008). The study pays attention on relational ethics which means looking at each encounter with the participants as unique and emotionally sensitive. The preliminary findings show a diversity of values embedded in practitioners' narratives. The practitioners emphasise caring in terms of: giving individual attention, listening to children, and maintaining their well-being. They also tell about everyday situations in which they prioritise control, discipline, and maintaining order. Balancing between caring and control appears as one of the ethical tensions the practitioners face in their everyday work. The study challenges to acknowledge the penetrating nature of values in educational work and to critically discuss the value basis of early childhood education practices.

Keywords: values, narrative, caring, control, discipline

Values education: practitioners' values when working with children aged 3 to 4 years - rhetoric versus reality

FAYE STANLEY, Wolverhampton University, United Kingdom

How can we explore practitioners' values when undertaking a comparative study? The aim of this is to explore ideas surrounding literature and theoretical concepts and methodological approaches in gaining practitioners values about the experiences and their role when working with children aged 3 to 4 years in English and Swedish settings. This links to literature around values education and the work of Bröstrom et al 2014 and their work on values in an evaluation of this in the Nordic countries. It also builds on the work of Habermas 1995. This research takes sociocultural approach (Hedegaard and Fler, 2008) and is culturally anthropological. The researcher is exploring different ways to gain practitioners' values through a dialectical view of research. (Rogoff and Vygotsky). This is an interpretative and qualitative study seeking to find out practitioners views, feelings and perceptions. This research is based on the work of Tobin et al, 2012, and Arnold and Brennan, 2013, using polyvocal ethnography as a data collection tool. 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 are some of the issues to be considered. The main discussion is how to gather practitioners' values and how practitioners disclose their values to a researcher going from an 'outsider going in' perspective and how to get practitioners to reflect on their values in a dialogical manner. The findings of this presentation will formulate the methodological framework for the researchers PhD.

Keywords: values, education, pedagogy, comparative, polyvocal

Values and values education in preschool childcare institutions

PÄRJE ÜLAVERE AND MARIKA VEISSON, Tallinn University, Estonia

The main goal of the study was to find out what are the basic values of Estonian preschool childcare institutions' teachers, principals and parents, and to give an overview of the functioning of values education in the preschool setting. In Estonia several researchers have studied principals', teachers', and students' values at school (Veisson, 2009, Tulviste & Kikas, 2010, Tulviste, 2013, Lilleoja & Lilleoja 2014). The theoretical framework of the current study is based on the theory of basic human values developed by Shalom H. Schwartz (Schwartz, 1992, 2012, Schwartz et al., 2012, Knafo & Schwartz, 2004). As research method a structured questionnaire was applied. The first part of the questionnaire included an Estonian language version of the 'Portrait Value Questionnaire' by Shalom H. Schwartz. In addition, the authors compiled a semi-structured questionnaire which included questions about the value education. The questionnaire was administered in 2013. Altogether 978 respondents from all 15 Estonian counties returned the questionnaire including 163 preschool childcare institutions' principals, 425 teachers and 390 parents. The questionnaires are completed anonymously, the information gained is analysed and results are generalized. In all groups the highest evaluations were assigned to values related to benevolence and the lowest to power. Principals, teachers and parents consider the following values to be the most important for teaching to children: honesty, health, helpfulness, cooperation ability, dependability, tolerance and sense of duty. Personal role models are considered to be very important in values education. The results of current study will be used in teacher education.

Keywords: values, value education, teachers, parents, principals

SYMPOSIUM SET D/ 17

IDENTIFYING FACTORS THAT DETERMINE QUALITY IN ECE PROVISION

Individual Papers

CHAIR: INGRID PRAMLING SAMUELSSON

Department of Education, Gothenburg University, Sweden

When should children begin in preschool, and how long should they stay each day? Views of preschool teachers and preschool assistants

ARNA JONSDOTTIR, University of Iceland, Iceland

The aim of this study was to examine the views of preschool teachers and preschool assistants about the age at which children should start their preschool education and how long they should stay there each day. While about 30% of Icelandic participants thought that children should start in preschools one year old, 54% of Norwegian participants in comparable study thought the same. Further, more Norwegian educators thought that children under three should stay longer than their Icelandic colleagues. Effects of children's long-staying in preschools on their development and learning (Ahnert and Lamb, 2011, Solheim et al., 2013, Vandell et al., 2010) and quality in early childhood settings (Sylva et al., 2011, 2012) are used as a theoretical framework. Data was gathered through a questionnaire which was sent to all preschools in Iceland during the 2011–2012 school years. Two questionnaires were used and answered on-line, one for the preschool teachers and another for the assistants, and the answers of the groups were compared. Some questions could have been phrased clearer to get more exact answers but the researchers explain that where they present the findings. The findings reveal that there is consistency between the opinions of the preschool teachers and those of the assistants. Further, the number of hours children spend each day in preschools is much longer than the preschool staff consider desirable. The findings will be discussed in light of the research findings mentioned above and the policy of government and municipalities on children's and families' conditions.

Keywords: preschool teachers, preschool assistants, staying of children, quality, policy

Investigating possible factors correlated with the effect of ECE programmes

KARIEN COPPENS, Maastricht University, Netherlands

This study aims at advancing knowledge on factors that are correlated with the success of ECE programmes. Tavecchio and Oostdam (2013) discuss three factors that may explain inconsistent or no-results of studies evaluating Dutch ECE programmes (Driessen, 2012). We study (a) The quality of the teacher-child interaction, a positive relation is found between the performance of children and their relationship with teachers (Hamre & Pianti, 2005, Howes et al., 2008), (b) Non-cognitive factors of school readiness. We link parental and teacher surveys to administrative data and test scores (Kaans research Maastricht University) to examine the relation between the above-mentioned variables and the success of ECE programmes, and to investigate how these variables are interrelated. The data collection represents a panel study from preschool into secondary education and includes detailed information on children's socio-economic and socio-emotional background. Confidentiality is a big concern and therefore the surveys are conducted by the schools themselves and parental consent is asked. Preliminary results show that variables such as behaviour and teacher-child relation correlate with a child's performance. The results of this study can yield important insights in conditions and factors that affect young children's development and learning. These insights can be used to optimise and generate ECE programmes.

Keywords: ECE programmes, school readiness, non-cognitive factors, teacher-child relation, family background

The impact of group size in preschool

PIA WILLIAMS, SONJA SHERIDAN AND INGRID PRAMLING SAMUELSSON, University of Gothenburg, Sweden

To investigate the impact of group size on the affordances available to children in relation to the intentions in the curriculum and to children's learning and knowledge formation: How do teacher's express views on group sizes in preschool? (Bronfenbrenner, U., (1986) Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22, 723-742., Sheridan, S., Williams, P., & Sandberg, A. (2012), 'Systematic quality work in preschool, *International Journal of Early Childhood*. 45, 1, 1-27. Pramling Samuelsson, I. & Sheridan, S. (2009), Preschool quality and young children's learning in Sweden, *International Journal of Child Care and Education Policy*, (3), 1-12.). Based on Bronfenbrenner's ecological theory exploring how micro systems of children's lives are mediated by meso-, exo- and macro systems and how the world influences children and teachers' daily lives. This study combines ecological theories with a developmental pedagogy approach. A qualitative study based on interviews and a questionnaire answered by preschool teachers. Analyses is drawn on Bronfenbrenner's theory and development pedagogy to examine the variation of available affordances. Follows the Swedish research council guidelines and ethical rules, including requirements for confidentiality, consent, information and autonomy and emphasis voluntary participation. Group size is a complex issue depending on the integration of different aspects such as: teachers' competence, staff/child ratio, children's age, activities, contents for learning and physical space interaction. The results show the impact of group size in preschool and the affordances available to children in relation to curriculum goals depending on the size of their group.

Keywords: group size, preschool, children, preschool teachers, learning environment

SYMPOSIUM SET D/ 18

LINKS BETWEEN QUALITY PROVISION AND OUTCOMES FOR CHILDREN

Individual Papers

CHAIR: MARITTA HÄNNIKÄINEN

University of Jyväskylä, Finland

Impact of training and working conditions of early childhood education and care practitioners on children's outcomes

DANIEL MOLINUEVO, European Foundation for the Improvement of Living and Working Conditions, Ireland

The study focuses on how professional development of the workforce, and working conditions, have an influence on outcomes for children. Whilst reviews have been conducted on research on ECEC quality and its relationship to child outcomes (Mitchell and al. 2008, Vandell and Wolfe, 2000), few focused specifically on the impact of continuing professional

development and staff working conditions. In the present review the assumption is made, following earlier research, that staff working conditions and professional development experiences are critical features characterising quality in ECEC settings. Our approach draws on the principles of systematic reviews and will be underpinned by systematic review methodology as elaborated by the EPPI-Centre. Our approach is innovative in that the review will seek to cover research studies carried out in most EU languages by involving national experts in all 28 Member state. A standardised data extraction framework was used to further describe studies and extract data on the development and content of the intervention or working condition(s) evaluated, the populations involved, the design, and results of the evaluations. To be included in the in-depth review impact evaluations had to employ a control or comparison groups. Professional competence of the educational and support staff proved to be one of the most salient indicators of ECEC quality especially in ensuring higher process quality referring to the interactions between adults and children. To be developed.

Keywords: early childhood education and care, working conditions, in-service training, children's outcomes, staff child interaction

Mediation or Moderation? Mechanisms through which childcare quantity, type and quality influence children's externalising and internalising behaviours

LISE LEMAY (1), NATHALIE BIGRAS (1), CAROLINE BOUCHARD (2) AND JOANNE LEHRER (1), (1) Université du Québec à Montréal, Canada; (2) Université Laval, Canada

The objective of this study was to examine how childcare quantity, type, and quality are related in predicting externalising and internalising behaviours of 36-month-old children attending childcare from infancy. The association between childcare attendance and children's behavioural difficulties appears to be better understood when taking into account childcare quantity, type, and structural and process quality (e.g. Jacob, 2009). However few studies have considered dynamic relationships between these variables. The ecological systems theory (Bronfenbrenner 1979, 2005, Bronfenbrenner & Morris, 1998) nests child development in the centre of a multi-layered ecological system. Based on this, Mashburn and Pianta (2010) have conceptualised how some childcare variables. The sample included 70 children who attended the same childcare service from the age of 10 months. At 24 months-old, data on the childcare quantity, type and quality were collected through questionnaires and observation scales. At 36 months-old, parents completed the Child Behaviours Checklist (Achenbach, 1992). At recruitment, families were informed about the project and standard ethical considerations (confidentiality, voluntary participation risks/benefits, etc.). After that process, parents signed the consent form. The results of this exploratory study confirmed a moderation model. Quantity and type of care were found to moderate the influence of several sub dimensions of process quality on children's externalising and internalizing behaviours. Our results stress the relevancy of considering each child's unique childcare experience when adopting practices to support behavioural difficulties.

Keywords: ecological systems theory, educational childcare services, childcare process quality, externalising behaviours, internalising behaviours

Age sixteen: Academic outcomes in the Irish IEA pre-primary project-early years, home and school contexts

SIOBHAN KEEGAN, Dublin Institute of Technology, Ireland

The research aimed to identify and analyse the factors in an early educational setting that have an impact on children's academic development as measured at age 7 and age 16, while taking into account the dynamic effect of their ecological context on developmental outcomes. 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 a PhD research project. This research design was informed by the ecological systems model of development proposed by Bronfenbrenner (1979, 1994, 1998). Such an ecological approach is based on Bronfenbrenner's Person-Process-Context-Time system (Bronfenbrenner & Morris, 2006). Accordingly, data was collected at the Person (child), Process (classroom interaction), Context (home, school and policy) and Time (at ages 4, 7 and 16) levels. The research was granted ethical clearance by the Ethics Committee of Dublin Institute of Technology. Age 4 and age 7 factors predicted age 16 academic outcomes. The findings have implications for the education of children within early, years, primary and secondary school contexts in Ireland. They identify age 7 developmental factors that predict academic outcomes at age 16. They also underline the importance of factors such as maternal education, motivation to learn and involvement in extracurricular activities for determining age 16 academic outcomes.

Keywords: arts activities, academic outcomes, ecological contexts, predictors, learning environment

SYMPOSIUM SET D/ 19

SUPPORTING EMOTIONALLY INTELLIGENT EARLY YEARS PRACTICE IN ENGLAND AND HONG KONG

Self-organised Symposium

CHAIR: DILYS WILSON

Middlesex University, United Kingdom

Two of the papers, one from London and the other from Hong Kong, focus, on the impact on practitioners of their learning from an Early Childhood Studies module entitled 'The Social and Emotional Aspect of Teaching and Learning'. The third paper tracks the process of a series of training days for a group of Early Years Professionals on developing their supervision skills and practice.

Developing supervision practice for early years practitioners

DILYS WILSON, Middlesex University, United Kingdom

This paper will review the impact on a group of Early Years Professionals of a series of training days for an EYPS Network focusing on different aspects of supervision practice. The EYFS Statutory Framework (DfE, 2012) requires supervision practice to be in place in early years settings in England. Research has focused on the professional identity of practitioners (Osgood, 2012) and how sensitivity to children's wellbeing. This research considers supervision practice ranging from the promotion of organisational objectives to the facilitation of personal and professional transformation. Mentoring and coaching theory and skills (Brockbank, McGill, 2012, Clutterbuck, Megginson, 2006) are examined with reference to supervision practice used by related professional groups (Hawkins, Shohet, 2012). This small scale study used a questionnaire to establish initial knowledge and understanding of supervision practice. Notes collected from the training days tracked the process and interviews were used at the end to capture the participants' thoughts and reflections on applying their learning to practice. All participants in the training sessions were informed of the research and its purpose including their rights (BERA, 2011) in the research process. Findings suggest that the requirement for supervision in the EYFS offers opportunities to develop transformative reflective practice but there is also pressure on EYPs to focus on functionalist supervision practice. This study suggests that Local Authority supported training which enables practitioners to work reflectively together over a period of time offers possibilities for developing and sustaining good practice.

Keywords: early years professionals/teachers, supervision, reflective practice, mentoring, coaching

A case study of the FAST programme as a strategy to ease transition into primary school

BETH GALLAGHER, Middlesex University, United Kingdom

This presentation aims to discuss how 'Families and Schools Together' programme helps to develop emotional intelligence to ease transition into primary school for young children and families from disadvantaged backgrounds. Research by Shonkoff et al (2011) examines the links between the impact of toxic stress in early years and later learning development and mental wellbeing. Save the Children (2013) claims that the achievement gap between rich and poor children at age 16 can be determined at age seven suggesting early years strategies need to be in place to alleviate social and economic disadvantage and Centre for Research Early Childhood (2013) reported on the impact of such early years initiatives. Theoretical framework relies on Bowlby research on attachment (1951), Goleman's on emotional intelligence (1995) and Bronfenbrenner's ecological systems theory (1994). This small scale study evaluates data collected from FAST reports from a range of programmes to date. Other sources of data consist of a focus interview with a group of parents and a FAST coordinator to gain their view of the benefits for children, families and schools. All participants were informed of the purpose of the research and ethical procedures to ensure confidentiality were in place (BERA 2011). While reports show strengthened relations between school and families, the FAST co-ordinator and parents confirmed more confident transition to primary school and enhanced relations with the school. This study suggests the FAST programme benefits children as they transition to primary school therefore it should be implemented in disadvantaged communities.

Keywords: FAST programme, transition, disadvantaged background, emotional intelligence, family school partnership

Teacher training programme in supporting kindergarten-primary school transition in Hong Kong

EUNICE YIM, Open University of Hong Kong, Hong Kong

This study aims to explore the challenges that teachers have in promoting kindergarten-primary school transition and how professional teacher training programme could inform kindergarten teachers in supporting kindergarten-primary school transition. Previous studies suggested that discrepancies in school transition expectations existed and created different level and nature of stress in school, children and family (Chan, 2012). Kitson (2012) attributed such incongruence to people's adopted identity, values and beliefs that are affected by the involved cultural context. This study's theoretical and conceptual frameworks were designed with reference to Urie Bronfenbrenner's Ecological Theory, Social Identity Theory, Strength Based Approach and Confucianism. Data were collected from the students and tutor of a teacher training programme through interviews and analysis of students' submitted reflective journals. Written and verbal consent were obtained from all participants. The purpose of the study and their right to withdraw from the study were explained to the participants. Findings suggested that teacher felt themselves being unprofessional in conforming academic oriented school readiness. Moreover, in a Confucian society, families believed that teachers and schools are the absolute sources of knowledge whereas parental involvement is unnecessary. On the contrary, teachers believed that the best support programme would be jointly developed by schools and families. This study suggests teachers to take up the role of mutual explorer, empowerer and guide in facilitating exploration of multiple identities in different parties so that mutual understanding of needs and mutual exploration of resources in all involved parties can be achieved.

Keywords: early childhood education, school transition, teacher training, social and emotional programme, cultural orientation

SYMPOSIUM SET D/ 20

IDENTIFYING FACTORS THAT DETERMINE QUALITY IN ECE PROVISION

Individual Papers

CHAIR: JAN GEORGESON

Plymouth University, United Kingdom

Monitoring and assessing progress in early years

HEATHER ELLIOTT(1) AND HEATHER DAVIES(2), (1)York St John University, United Kingdom and (2)Univeristy of Hull, United Kingdom

This study surveys the assessment practice in schools in North-east England, specifically in relation to the requirements of the Early Years Foundation Stage (EYFS) focusing on judgements regarding young children's attitudes and dispositions towards learning. The changing curriculum necessitates a review of judgements, especially in relation to assessment, with a new emphasis in profiling of literacy and mathematics rather than a focus on learning dispositions. EYFS states: "Ongoing assessment is an integral part of the learning and development process" and stipulates that summative judgements be made for each child at age five in each areas of learning and development, together with commentary in relation to learning dispositions. Teacher trainees from two universities undertaking final school experience were involved as research participants in surveying assessment practice in EYFS. Participation in the survey was optional for trainees and their data anonymised. The study provides insight into some assessment practice in the EYFS. In formative assessment, deployment of adults varied and a range of methods was employed. In terms of the purpose of assessment, observations were predominantly shared with practitioners in preference to family members and children themselves. Implications for providers of Initial Teacher Training are identified. Students need to be informed of the diversity of practice they will meet in settings.

Keywords: assessment, learning, dispositions, teacher training, practice

Early childhood teachers' instructional and assessment practices of key social studies concepts: Identifying opportunities to close the knowledge gap

KATHLEEN LORD, ANDREA M. NOEL AND BRIDGETTE SLEVIN

State University of New York - New Paltz, United States

This presentation reports findings of early childhood educators' instructional and assessment practices in the area of conceptual knowledge at the early childhood level. In early childhood, children construct conceptual schemas (Bransford, 1984), these schemas activate during subsequent instruction (Anderson, 1984). Students require a deep understanding of many concepts to support comprehension. We can identify students who will have poor comprehension in the upper grades before kindergarten (Nation et al., 2010, Catts, et al., 2006). Differences in language development can be determined as early as age two (Fernald et al., 2006). Our work is influenced by schema theory (Anderson, 1984), ecological systems framework (Bronfenbrenner & Morris, 2006), and the principles of Developmentally Appropriate Practice (National Association for the Education of Young Children/NAEYC, 2009). We collected data via an online survey created by the authors using Qualtrics. The respondents include preschool teachers (175), childcare providers (39), and administrators (73). This research, approved by our IRB, adheres to the highest ethical standards. Participation was voluntary and anonymous. Only adults participated, they could withdraw at any time. There was no potential for harm. Many respondents teach children of poverty and language learners. They teach citizenship, community, and exploration and address other concepts (human rights, local area/environment, trade/exchange/compromise) less often. Educators shared examples of instruction and assessment, we coded these practices as either incidental or intentional. These findings highlight practices that occur in early childhood settings, mostly in an incidental manner, and support our future study of the role of content/concept knowledge in academic readiness.

Keywords: school readiness, instructional practices, assessment, teachers' perceptions, background knowledge

Teacher's and Parent's perspectives of attributes of learning behaviours of primary school children

MONIKA SHARMA, VARGHESE ABRAHAM AND JUGESH CHHATWAL, Christian Medical College and Hospital, Ludhiana, India

To evaluate and compare teachers and parents perspectives on attributes of academic behaviour of primary school children. Earlier research suggests that parents play an important role in educational attitudes and accent in children. It also highlights the role of teachers in polishing this and helping in early recognition and care of children with problems. It is important to analyse and give appropriate weightage to their perspectives. Various attributes of development and learning behaviours influence how a child learns. When focussing on early intervention for learning problems, feedback received from teachers and parents helps in identifying underlying problems and taking right steps towards interventions. Parents and Teachers of 231 primary school children of a single English speaking school were requested to comment on various domains of academic performances. Their responses were collated and are analysed in this study. Ethical clearance for the study taken from local IRB and consent from both parents and teachers. A comparatively large number of parents (58%) perceived problems with respect to various domains of learning in their children. Fewer teachers (38%) saw problems. While parents found significant children having problems with language, development and social behaviours(27-40%), teachers opined problems in attention, reading, writing and mathematical skills(up to 25%). Feedback from teachers and parents has its own significances as children spent nearly half of their waking hours with both. While parents can help in identifying general developmental or language problems at home, teachers would be better equipped in commenting on core learning skills.

Keywords: parents, teachers, perspectives, learning problems, early detection

SYMPOSIUM SET D/ 21

LITERACY AND DIGITAL TECHNOLOGY

Individual Papers

CHAIR: BERENICE NYLAND
RMIT University, Australia

E-picture book: a new paradigm in education

EDITA ROGULJ and DANIELA ZIVKOVIC, University of Zagreb, Croatia

Investigate the impact of e-picture books in multimedia, interactivity and hypertext. E-picture book allows children an interactive relationship with the text of picture books through various quests, puzzles, and all the rich sound, animation which brings a new dynamic in the process of reading. E-picture is a new form of picture book that allows children to learn about the new medium has known the contents in a different way. It is necessary to develop new skills or skills in children using a computer. Process it is necessary to adopt new knowledge and skills, both in children and teachers. E-picture books belong to e-books which have been theoretically well defined (Zivkovic, D. The Electronic Book, 2005). The pilot study was conducted in six kindergartens in Zagreb (Croatia), among preschool children and their parents. After the pilot study the survey will be conducted. Defining a methodological approach to e-picture book as the educational element for the purpose of improving the educational process. Raising awareness of the positive elements of new media. Positive characteristics of e-picture books are increasingly coming to the fore and it confirms a growing number of their customers worldwide. E-picture book is slowly but surely appearing in all aspects of children's lives in Croatia. Individual affinities is factor in choosing the type of picture books, although younger generations are increasingly turning to the digital world, and so will the e-picture books to be more common choice of a new generation of children, parents and teachers.

Keywords: e-books, preschool children, parents, computer, kindergarden

weRead. Tablet computers in supporting individual emerging literacy skills with 7-year-old children

TUIJA TURUNEN AND HANNA-MAIJA MÄÄTTÄ,
University of Lapland, Finland

This study investigates possibilities and challenges of developing a learning environment with daily use of tablet computers for 7-year-old emergent readers and writers. The study was based on game-based learning, which draws from constructivist learning theory. Activity theory and experiential and situated learning approaches provided the framework in which the computer-assisted pedagogical approach was investigated. This action research case study was executed in one Year 1 class with nineteen 6-8-year-old children during the academic year 2013-2014. The data were gathered as observations, photos, interviews with children and written notes from the teacher and the parents. The study was first discussed with the principal of the school, teacher and the parents, and informed written consents were sought from the adults and children. The pedagogical needs of the children were always the primary concern during the data gathering. The results indicated that establishing a learning environment for emergent literacy learners with tablet computers goes through stages from planning to implementation and entrenchment. This process needs to be negotiated by the teacher, parents and children. The computer-assisted learning environment evokes a dual pedagogical structure with computing skill and academic learning where the emphasis of learning alternates between them. From the academic learning perspective, the daily use of tablet computers supports children's motivation and persistence. The study provides practice-based knowledge of the daily use of tablet computers with young learners and the implications it has for teachers' pedagogical practices and decision making and children's learning.

Keywords: early literacy learning, ICT, tablet computers, game-based learning, case study

eBooks for young children? An analysis of pre-service teachers' beliefs about using eBooks in early childhood education

WEI-YING HSIAO AND HSING-WEN HU, University of Alaska, Anchorage, United States

The purpose of this study was to access the pre-service teachers' beliefs about using eBooks in Early Childhood Education. Previous research described young children were engaging with reading ebooks in early years (Ciampa, 2012). In addition,

the eBook is a fun interactive tool for young children, because it is a three-dimensional information tool with rich imagery, sound, and animation (Kress, 2003). The conceptual framework is based on technology integration and educational reform for educating 21st century learner. The survey research method was used in this study. Participants self-reported their beliefs about using eBooks in early learning environment after reviewing and playing with the ebooks. Descriptive statistic was utilised to analyse Likert scale questions and coding was utilised to analyse open-ended questions. This study was conducted in a normal educational practice. The data collection was using the anonymous questionnaire. These procedures did not damage or harm participants and the confidentiality is protected. Pre-service teachers believed 1. eBooks are a great tool for developing early literacy. 2. eBooks will be used as a teaching tool in the future. 3. The major factor to impact them adopting eBooks in the future classroom was the availability of the technology equipment. Encourage early childhood educators to use both eBooks and traditional books in the classroom for teaching all children in Early Childhood Education.

Keywords: eBooks, pre-service teachers' beliefs, technology integration, early childhood education, technology as a teaching tool

SYMPOSIUM SET D/ 22

EFFECTIVE PROVISION FOR INFANTS AND TODDLERS

Individual Papers

CHAIR: WENDY LEE

Educational Leadership Project, New Zealand

Infants and early childhood educators in research: Photo 'documentation' with infants and mapping practice architectures with educators.

ANDI SALAMON, Charles Sturt University, Australia

The aim of the research is to examine whether, and if so how, early childhood educators' (ECEs') conceptions of infants' capabilities manifest in their practices and the babies' lived experience in education and care (EC) settings. The study builds on the growing body of research about ECEs' practice and infant pedagogy, infants' capabilities in naturalistic settings, infants' lived experiences in EC contexts, and infants as research participants. The study uses the theory of practice architectures (Kemmis & Grootenboer, 2008) to identify what constitutes both ECEs' and infants' practices, and to examine the conditions that enable and constrain them. An ethnographic approach and embedded case study design was used. Participants included five ECEs and 15 children aged 8-15 months. Data were gathered via observation, video footage, photo documentation, and semi structured focus groups. Iterative analysis was undertaken and data will be 'layered' through processes of Rhisoanalysis. The ethical issues particular to the study included issues of power/voice of all participants, voluntary participation, being participant observer, research with babies, and assent. Preliminary analyses reveal that conceptions ECEs hold about infants' capabilities impact on their practices and the lived experiences of babies in various ways. Finer details will emerge after further analysis. Awareness of what enables/constrains ECEs' practice can potentially facilitate effective practices, and/or change constraining practices. Outcomes for optimal pedagogical infant programmes may result. Research with infants will add to the knowledge base mentioned above. With government interest in early years learning this 'evidence' can potentially influence policy decisions regarding infant EC.

Keywords: infants' participation in research, early childhood educators' practice, photo documentation, theory of practice architectures, infant pedagogy

The representation of infants and toddlers in the Early Years Learning Framework: Implications for educators working with infants under 2 years of age

BELINDA DAVIS, Macquarie University, Australia

Australia's first national early childhood curriculum, the Early Years Learning Framework (EYLF) was recently implemented. Little is known, however, about how infant educators put this curriculum framework into practice. This research explores the perspectives and realities of infant educators working with the EYLF. This research builds on growing international interest in infant toddler pedagogy and the challenges of implementing curriculum in this context (e.g. Gooch & Powell,

2013, Degotardi, 2010). This research uses a critical discourse analysis framework to: 1) Explore the language used in the EYLF to refer to children under 2, and 2) Investigates the perspectives of educators about this language. Qualitative discourse analysis was implemented to identify how children under two were referred to in the EYLF. Multiple case study interviews were then conducted with qualified infant educators to elicit their perspectives about this document. The ethical aspects of this study were approved by the Macquarie University Ethics Review Committee (Human Research). Informed signed consent was gathered and pseudonyms were used to ensure privacy and confidentiality. Results revealed sparse references to children under two in the EYLF and tended to portray these infants as passive recipients of experiences. Educators were able to identify with broad discourse about teaching but raised concerns about the omission of infants and their educators in this curriculum document. This analysis will have implications for early childhood teacher preparation programmes and policy by highlighting the complexities involved in implementing a new curriculum.

Keywords: curriculum, educators, infants, Australia, language

Exploring professionals' perceptions of effective provision for two year old children in England

SHIRLEY ALLEN AND ANGELA SCOLLAN, Middlesex University, United Kingdom

The Coalition Government seeks to narrow the gap in children's school readiness by funding places for two year old children from disadvantaged backgrounds in high quality settings. This study aims to explore how Early Childhood professionals conceptualise effective provision for two year olds. This paper draws on the findings from The Effective Provision of Pre-School Education (EPPE) project (Sylva et al., 2004), which established the relationship between high quality provision and beneficial outcomes for children. Evaluation of the pilot programme for two year olds (Smith et al., 2009) supported the view that beneficial outcomes are dependent on quality of provision. Cable and Miller's (2011) concept of the reflective, reflexive and responsive practitioner, who considers different approaches to developing practice, provides a theoretical framework for this study. Professionals' views on dimensions of effective provision for two year old children were collected through questionnaires. An interpretive paradigm was used to explore their responses (Ritchie and Lewis, 2003). Ethical procedures were implemented to ensure participants' consent, confidentiality and right to withdraw (BERA Ethical Guidelines, 2011). Data from this study suggests that the professionals identify complex and multidimensional features of effective provision for two year old children. Initial findings indicate that professionals would benefit from support to analyse and explore their practice within the unique contexts of their settings and reflect on managing the complexities of their role. The study has important implications for the review of a university programme for graduate professionals working with children from birth to five years of age.

Keywords: disadvantage, effective, multidimensional, outcomes, professional

SYMPOSIUM SET D/ 23

OUTDOOR PLAY & LEARNING: INVOLVEMENT & EMPOWERMENT

Self-organised Symposium

CHAIR: NATALIE CANNING

The Open University, United Kingdom

This Symposium brings together the experiences of children in different outdoor play contexts. It explores different perspectives and methodological approaches in supporting children's play and how the outdoor environment contributes to enhancing children's experiences.

The DNA of play and empowerment: thematic analysis of four year old children's outdoor play

NATALIE CANNING, The Open University, United Kingdom

The aim of the research explores the relationship between children's play and their empowerment in different outdoor contexts. The research is part of on-going PhD research. The research is underpinned by sociocultural theory founded on the works of Vygotsky who considered that social interaction between two or more people motivates learning and development. Sociocultural theory also argues that society is socially constructed by the ideas which are generated through cultural trends. 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, child initiated play in different contexts alongside semi-

structured interviews with parents and key practitioners to support a developing 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's perspectives. Children experienced moments of empowerment in play situations as a result of their social interactions and experiences. They demonstrated empowerment or disempowerment through their actions and reactions in different situations and thematic analysis of the data revealed three 'super themes' (participation, ownership and voice) emerging as significant to enabling empowerment in children's play. These themes permeated through the video data and analysis of the interviews with parents and practitioners. The research asks early years practitioners to examine their practice and play environment to support children's empowerment in everyday practice.

Keywords: children's play, empowerment, sociocultural perspective, thematic analysis, early years practice

Places for children: investigating the characteristics of powerful outdoor environments for young children in early childhood programmes – linking schema theory and landscape understandings

JAN WHITE, University of Sheffield, United Kingdom

Investigating the characteristics of powerful outdoor environments for young children in early childhood programmes. This continuing study aims to combine and apply research contributions in Early Childhood and Landscape Architecture/Design in order to create effective pedagogical outdoor spaces and places. We use a conceptual framework that sees the environment as a critical experiential and pedagogical element, where child and environment dialogue in a continuous feedback cycle (ecological paradigm). The presentation will describe analysis of some alignments between child development and learning drawing from schema theory, and landscape understandings drawing from environmental and evolutionary psychology (habitat theory) and body and movement studies. The literature and direct observational film material have been investigated to identify and raise questions regarding environmental characteristics that contribute to making outdoor environments powerful places for young children's development in early childhood programmes. BERA 2004 guidelines were followed regarding informed consent and respectful practice. Findings indicate that schema theory can be further understood with landscape perspectives, and that knowledge of young children's common schematic patterns can be usefully applied to design considerations. Examples of commonly observed schematic enquiries will be given to illustrate this. We will also indicate how schematic interests can orientate children towards using the landscape for the developmental experiences they need. We will highlight the implications of these findings for the design or development of early years spaces, adding to the notion of children's 'gardens' and moving further towards meeting cognitive, psychological and bodily needs to create developmentally appropriate places for well-being, play and development.

Keywords: outdoor play, children's environments, child development, schema theory, pedagogical design

An exploration of depth of involvement experienced by children when play moves outside: Using engagement scales to aid understanding of the nature of play and the effects of environment.

KATHRYN PECKHAM, Childbase Partnership, United Kingdom

Investigating levels of engagement experienced by children when play moves outside and factors influencing them. This presentation incorporates scales developed by Leuven to analyse effects of environment and practitioner involvement on engagement levels of children to consider the nature of effective practice. Referenced by considering Waite (2006), (2009) and (2011). Research was carried out within a conceptual framework considering depth of engagement using the Leuven scale as an indicator of quality experience. Combined with contextual observations and field notes these underpinned and informed reflective analysis of the effect of environment on engagement levels attained and sustained. Complementing thick data was gathered through contextual, naturalistic observations using time sampling and supported through participant interview and reflection. The presentation will illustrate key trends and features through statistical representation, enabling extraction of patterns of behaviour and understanding relationships between variables. BERA 2004 guidelines were followed regarding informed consent and respectful practice. Findings demonstrated that whilst environment has significant effects on levels of engagement, this is not dependent on location alone. Attitudes to resourcing, routine, supervision and the role of the adult were deeply significant and more naturally facilitated through the intrinsic nature of outdoor environments. Through the findings of this study I will highlight the effects of practice on the opportunities offered to children and illustrate the potential improvement of engagement of children by reconsidering our approaches with them. Naturally facilitated within outdoor environments, the key findings can be adapted and applied throughout children's learning experiences enabling an enhancement of practice.

Keywords: arts activities, children's environments, child development, engagement, adult interactions

SYMPOSIUM SET D/ 24

INCORPORATING DIGITAL TECHNOLOGY INTO CHILDREN AND TEACHER'S LIVES.

Individual Papers

CHAIR: MICHAEL REED

University of Worcester, United Kingdom

Incorporating digital technology into the lives of young children

CAROLINE BATH AND JUDITH ENRIQUEZ-GIBSON, Liverpool John Moores University, United Kingdom

In this paper, we discuss the ongoing moral panic in the UK about young children's engagement with digital practices. Our objective is to review relevant literature in order to explore ways in which digital technology can support young children's sense of agency and wellbeing. We suggest that understandings of digital practices are being limited by discourses which tend to configure young children as developing individuals and technology as purely about mind. Thus, children are subject to developmental norms and/or Romantic notions of childhood whilst technology is used only to reinforce cerebral learning. We suggest that a theoretical understanding of embodiment would help to frame young children's involvement in digital practices in a more participative way, conceptualising these practices as a part of an 'intentional arc' (Merleau-Ponty, 1996) rather than as one of enchantment. Therefore, our review which utilises both an embodiment and a democratic perspective considers the issue of children's wellbeing in an age of pervasive digital technology. The review is intrinsically ethical as it aims to promote young children's wellbeing and use philosophical argument to untangle moral dilemmas. We contend that whilst there is an absence of consideration of children as corporeal beings, we are stuck with moral panic and a poor understanding of the impact of digital technology on wellbeing. If we can understand children's corporeality, we can avoid children becoming 'incorporated' into 'long narrow networks' (Latour 1993, 67) of digital practices and support them to incorporate technology into their lives without detriment to their sense of wellbeing.

Keywords: digital technology, embodiment, wellbeing, democracy, moral panic

e-citizenship in kindergarten

MARINA SOUNOGLU, University of Thessaly, Greece

Once children begin to visit the online world, it is necessary to do it safely and responsibly. The e-citizen is a functional point in everyone's life. This research aims to study children's views on the meaning of citizenship and how formed the notion of e-citizenship. Previous researches indicate that the use of ICT in education is a real fact, so the cultivation of e-citizenship is an essential factor in education. The school staff should emphasise the cultivation of digital citizenship and proactively implement a plan for integrating the digital age (Larson, Miller & Ribble, 2010). Ribble (2007, 2012) has also created a method for explaining and teaching the elements of digital citizenship through three concepts: "Respect, education and protection", starting as early as kindergarten. Starting with the concept of respect in ourselves and in others. Students need a clear understanding of what it means to be a digital citizen. The methodology is an experiment with 2 kindergarten classes, the control and the experimental group, in which took place an annual intervention programme which aims to consolidate the best features of the concept of digital citizenship. The children's views are controlled through interviews. After the adoption of the research from the ministry of education parents informed and gave permission for the research. Nurturing and shaping the notion of digital citizen children have better control and autonomy, which gives them guarantees for tomorrow role as citizens. For further analysis we use bigger specimen to analyse and represent results to generalize them.

Keywords: e-citizenship, kindergarten, democracy, participation, children's rights

Integrating information and communication technologies (ICT) into early childhood education (ECE): Challenges for effective implementation

NADA MOHAMMED ABUOUF HAMMED, King Abdul Aziz University, Saudi Arabia

This research aims to investigate what lessons may be learnt from ICT integration approaches in the Saudi Arabian and Scottish ECE sectors. ICT can offer learning opportunities in ECE but Plowman et al. (2010) notes that, "many countries are just at the start of a very challenging road". In Saudi, a literature review of ICT in ECE suggested that there was a "a lack of evidence on the use of ICT in the ECE to enable efficient integration into the pre-school environment" (Hammed, 2014). Calling upon Bronfenbrenner's ecological systems theory (1995) encourages a holistic approach it is employed to consider the hierarchical influences over practitioners' use of ICT at the micro level of the ecosystem. A series of collective case studies were employed: four in Jeddah, Saudi Arabia and two in Scotland. Multiple methods were used as a form of triangulation (questionnaire, interview and observation). All the information was collected on a confidential basis through a reversible process of de-identifying the data. Practitioners in both locations hold a positive perspective on the importance of ICT integration into ECE. However, positive attitudes do not always lead to high-levels of ICT integration. In Saudi, much of the integration is achieved in a teacher-centred manner. The Scottish cases provided examples of child-centred learning that suggest ways of integrating ICT fruitfully into the playroom. Practitioners in both contexts hope for comprehensive improvement of ICT integration, desire for an explicit policy for ICT in ECE and continuous training.

Keywords: ICT integration, Early Childhood Education (ECE), ecological system theory, Scotland, Saudi Arabia

SYMPOSIUM SET D/ 25

CHILDREN'S INTERACTIONS WITH OBJECTS, TECHNOLOGIES AND SPACES

Individual Papers

CHAIR: ELSE CATHRINE MELHUUS

University of Agder, Department of Education, Norway

Materiality through playthings in kindergartens, how human and non-human entities interplay in places for play

ELSE CATHRINE MELHUUS, University of Agder, Department of Education, Norway

A child's meeting with a kindergarten will be a meeting with a range of things. The things invite the children to do something with them. The aim of this presentation is to discover how the things and the place they are put in shape a context, and how children interplay with these things. How are the processes and relationships where material things take part done? This builds on my previous research on outdoor kindergartens. The main theories are materialisation theories as described by Damsholt and Simonsen (2009), and critical theory where materialisation is discussed in a discursive frame. The theoretical framework discusses materials as something present with agency and influence, and how the spacial settings have great importance on bodies' becomings and how the framing regulates their performance. Fieldwork that study the different phenomena as they are done in different settings. How are the meetings with different playthings and bodies done in different places? My power to decide focus, can overrule and over interpret children's doings, making meaning of meaningless encounters. The preliminary findings are that a kindergarten space populated with playthings shape the children as players- where the playthings become essential to how the child experiences him or herself as a kindergarten child. The material worlds are interrelated with children's practices, so the planners and educators have to take the material world that is presented for the children seriously.

Keywords: kindergarten space, materiality, context, discourse, agency

Kindergarten rules and space

LISBETH SKRELAND, University of Agder, Norway

This presentation extracts from my PhD work where I've explored the classroom rules of three different kindergartens, hoping to learn more of the practice of preschool teachers. I've explored the kindergarten-rules that prescribe conduct and interaction in the different rooms in kindergartens. Previous work done in the field of ethics in kindergartens and (schools) are important, also in teacher's professional practice, and children's ethics. The study is a cross- discipline, empirical study inspired by Erving Goffman, Eva Johansson and Zygmunt Bauman. Goffman understands rules as important to social interaction. Bauman gives the opportunity to question rules. Johansson includes norms as a part of children's lives. It is a qualitative study where I've carried out participant observations in 3 different kindergartens. I interviewed preschool teachers, and I have interviewed 4-5 year old children about their thoughts and reflections upon classroom rules. The study was notified to the NSD (Norwegian social data services). Parents and the children were informed, and I don't use their real names. Ethics also include taking children's experiences seriously. This study aims to open up to a needed knowledge about the kindergarten teacher's profession, and also a greater understanding of the lives of the children within the institutions. This work indicates that rules are significant for preschool teachers practice. Rules influence their practice, their priorities and choices. It also influences the lives of the children. The study shows that rules "belong" to an adult world. Children's voices are rarely taken into consideration in the rule-making of kindergartens.

Keywords: classroom-rules, values, professionalism & teachers' role, room, material

Exploring children's creative play with traditional and technological construction resources

LORNA ARNOTT, DEIRDRE GROGAN AND PAULINE DUNCAN, University of Strathclyde, United Kingdom

This paper compares children's creative play with traditional and motorised (technological) construction resources. It draws on evidence from a recent pilot study that explores 3- to 5-year-old children's creativity with technologies in early years centres in Scotland. In doing so it responds to the apparent dearth of empirical knowledge about the link between creativity and children's toys, resources and playroom artefacts. The work is grounded in Contextualism, which explores everyday practices in context. Children's creativity was observed across two early educational settings over a three-month period. Manual and video observations, as well as traditional child-centred methods provided insights into children's creative processes. Ethical approval was granted, informed consent was obtained from parents/guardians and practitioners and assent was inferred from children. Findings demonstrated that different types of construction resources, in our case natural/traditional versus motorised (technological), may shape how children use the resources, what is created, the likelihood of them seeking assistance, and their creative design. Children appeared to need an external stimulus to guide their creative play with motorised construction resource, related to the perceived 'correct' tangible output associated with these resources. Alternatively children using traditional/natural construction resources demonstrated greater instances of imagination, creating a wide range of outputs without any external stimulus required. The importance of deconstruction as a form of creative exploration offered a point of commonality between both kinds of resources. Thus, this paper explores how the affordances of these resources, as part of the learning environment, shaped children's creative processes.

Keywords: technology, creativity, play, environment, toys

SYMPOSIUM SET E
TUESDAY 9TH SEPTEMBER, 2014
12:00 – 13:30

SYMPOSIUM SET E/ 1

LEADERSHIP FOR LEARNING 1: ECECs IN NORWAY: ORGANISATIONAL CONTEXTS FOR LEARNING

Self-organised Symposium

CHAIR: YNGVE SKJÆVELAND

Queen Maud University College, Norway

Lack of research on leadership in Early Childhood Education and Care institutions (ECECs) has been realised in Norway (Guldbrandsen, Johansson & Nilsen, 2002), with few exceptions (Gotvassli, 1990, Børhaug & Lotsberg, 2010). Little attention has been directed to the relation between leadership and how to organise learning for children (cf. Lillemyr, 2007). In a study, leadership for learning is examined in a strategic, random sample of ECECs in Norway, public and private ones. Theoretically, a combination of organisational theory (Bolman & Deal, 2008, Schein, 2010, Helgøy & Aars, 2008), and motivation theory (Deci & Ryan, 2000) were chosen. Main research question is: Will the development to become a learning organisation also imply ECECs will provide an inspiring and challenging learning environment for children? A variety of methods are applied. In the first symposium, the concept of learning organisations in Norwegian ECECs is examined, illuminated by a variety of data.

The implementation of ECECs as learning organisations in Norway in a political context

YNGVE SKJÆVELAND, Queen Maud University College, Norway

In 2006 the framework plan for Early Childhood Education and Care institutions (ECECs) in Norway introduced the requirement that ECECs should develop as learning organisations. This coincided with the transfer of ECEC from the Ministry of Children and Family Affairs to the Ministry of Education and Research, in order to ensure coherence and continuity in the education of children and young people. It was connected to a stronger political interest and a new political rhetoric connected to ECEC, and to a heavier emphasis on ECECs as learning arenas for children. Despite the clear political requirements, recent research (Gotvassli 2014) has shown that the directors have a rather diffuse understanding of what it means for ECECs to be learning organisations. Hence, it is interesting to analyse how educational authorities have communicated this requirement on the ECECs, as well as the content of the governmental agencies' concept of learning organisations, and to what extent this has been connected to the development of ECEC as learning arenas for children. There has been conducted little research in this area on Theories of Learning Organisations. Analysis of selected policy documents, using a hermeneutical approach combined with discourse analytic method. Based on basic research ethics obligations, verifiable documentation, impartial discussion of political issues. Until recently, Educational authorities have to a very little degree defined or elaborated the requirement that ECECs should develop as learning organisations. If the ECECs should develop as learning organisations, this requirement needs to be defined and explained, theoretically and in practice.

Keywords: learning organisations, leadership, governmental guidance, ECEC policy, Norway

Directors' work with children's learning in ECECs as learning organisations

KJELL AAGE GOTVASSLI, Nord-Trøndelag University College, Norway

In this paper I will present some results from a national survey about how directors react on the political signals that ECECs should organise learning for children, in relation to the perspective of developing ECECs as learning Organisations. Recently, a lack of research on leadership in Early Childhood Education and Care institutions (ECECs) has been realised in Norway (Guldbrandsen, Johansson & Nilsen, 2002). Little attention has been directed to the relation between leadership and how ECECs organise learning for children (cf. Lillemyr, 2007). In a research study, leadership for learning is examined in a strategic, random sample of ECECs in Norway, public and private ones. Theoretically, a combination of organisational theory (Bolman & Deal, 2008, Schein, 2010, Helga & Aars, 2008), and theory of intrinsic motivation (Deci & Ryan, 2000) were chosen. In the discussion I will theoretically lean on three viewpoints of organisational learning, the structural perspective

(Pedler, 1991), the social & cultural perspective and learning as in perspective of emotions and intuitions (Elkjær, 2005). Data is collected from a survey based on a statistical representative sample of 1311 directors from public and private ECECs and ECEC institution owners in Norway. Important with anonymity of informants (both survey and interviews), and balanced presentations of politically controversial issues. In what way do directors react on the political signals that ECECs should organise learning for children, in relation to the perspective of developing ECECs as learning organisations. Improved knowledge of directors' ways to organise learning for children in ECECs.

Keywords: children's learning, learning organisation, organisational development, directors' work in ECECs, reaction on political signals

Professionalism in ECEC institutions

KJETIL BØRHAUG, University of Bergen, Norway

Norwegian ECEC centres have suffered historically from a lack of interest and support from local governments and others who ran centres. This allowed for a development of substantial professional autonomy at the centre level. As the ECEC sector expands and gain political significance, both national and local governments develop a broader interest in ECEC. Also many non-governmental owners of ECEC centres engage more extensively in their centres and the actual services they offer. This represent a changing context for the role pre-school teachers should have and could alter the professional autonomy they have had until recently. In a street level bureaucracy perspective (Mikael Lipsky 1980), it could be assumed that this development would increase the pressure on centre managers and reduce their autonomy. On the other hand, in a governance network perspective we would assume that owner engagement in centre affairs would allow for mutual adjustments, coordination, negotiation and cooperation. Which would also represent a changing context for professionalism, but in a different way. There is little research on what role owners of several ECEC centres play in terms of the educational quality of ECEC. Organisational theory, public policy making, street level bureaucracy. Qualitative data, i.e. interviews with ECEC owner representatives. Anonymity of informants, balanced presentations of politically controversial issues. Owners increasingly intervene in the development of educational contents and profile. Owners ought to consider what is a proper and constructive role for them in relation to ECEC centre directors.

Keywords: professionalism, ECEC, ECEC management, ECEC policy, Norway

SYMPOSIUM SET E/ 2

KINDERGARTEN PRACTICES AS SOCIAL ACTIONS AND REACTIONS

Self-organised Symposium

CHAIR: MAI BRIT HELGESEN

Uit Norges Arktiske Universitet, Norway

The main focus of this symposium is about how social processes shape different practices. It consists of three presentations which try to use different concepts to foster a deeper understanding of some of the more complicated social processes that shape everyday life in kindergarten. The first presentation tries to understand exclusion or bullying as one of many reactions to particular kinds of social insecurity. The second presentation focuses on micro techniques of power used in everyday practices in kindergartens, to regulate and govern both adults and children. The last presentation focuses on how language choices indicate different practices in a kindergarten where both teachers and children are bilingual users of North-Sámi and Norwegian.

Acceptance and exclusion among children

MAI BRIT HELGESEN, Uit Norges Arktiske Universitet, Norway

The aim is to focus on how social processes in children's play can form social exclusion. I am inspired by D.M.Søndergaard's research of bullying in school. I try to use her theory and research to understand group-processes and bullying in Kindergarten. A new definition of bullying is presented. It is based on concepts about social exclusion anxiety, the necessity of belonging, and production of contempt and dignity (Søndergaard 2009). This definition reflects a shift in focus from

individual characteristics of the bully and the victim (Dan Olweus 1992) to social processes that may lead to bullying (Robin May Schott, 2009). The study is based on the social psychological concept of human beings as existentially dependent in social embeddedness. The data is collected through observations. The purpose is to uncover bullying among young children. The researcher as an observer participates in the constructions of the data. She must be aware of this position and reflect on the challenges connected to this position. One of the girls in a group of four is understood as excluded from the play. Many forces seem to work together and contribute to increase insecurity in the group. Conflicts between two of the girls, and also the participation of a teacher in the conflicts seem to form insecurity and exclusion. Studies about exclusion or bullying as a social phenomenon can give us interesting knowledge about complicated social processes in playgroups.

Keywords: arts activities, social exclusion anxiety, play, production of contempt, bullying definition

Language practices in a Sámi kindergarten in Norway

CAROLA KLEEMANN, UiT The Arctic University of Norway, Norway

In this presentation I will explore language practices in a Sámi kindergarten in Norway. My aim is to contribute to a wider understanding of bilingual praxis and what it means to be Sámi and Norwegian. The presentation is based on material from fieldwork in my PhD-project on bilingual role-play. With a sociolinguistic perspective on context and language choice as contextualization cue, I want to show how the Sámi kindergarten is an arena for several language practices. Language choice as contextualization comes from John J. Gumperz, further explicated by Peter Auer. My material consists of naturally occurring conversation transcribed and analysed inspired by Conversation Analysis (Sacks). Acknowledgement and co-determination is important in research with children of an ethnic minority. Officially the Sámi kindergarten is an arena for Sámi language. Adults and children are proficient in both North Sámi and Norwegian and created a bilingual kindergarten: 1) The adults spoke only Sámi to the children, children Sámi to adults, reflecting the official aim of the institution. 2) Adults used Norwegian with parents with poor or no command of Sámi, and gave messages like time and dates to Sámi-speaking parents in Norwegian, reflecting the pragmatic aim of communication: the message must be understood. 3) Children playing together used both, North Sámi and Norwegian: all the linguistic resources available to achieve the goal to stay in play. The main implication for practice is to reflect on how different language practices within an institution are shaped by place, participants and the aim of the situation.

Keywords: bilingualism, role play, contextualization, kindergarten practices, code-switching

Governing the bodies in kindergarten through micro techniques of power

GØRIL FIGENSCHOU, UiT The Arctic University of Norway, Norway

This presentation focuses on micro-techniques of power operative in everyday practices in kindergartens, to regulate and govern both adults and children. By illuminating these power relations, my research intends to increase knowledge about what happens in different kinds of 'meetings' in kindergartens. The research is based on a part of my PhD- project. Taking a post-structuralism approach, specifically using Michel Foucault's concept of 'governmentality', I look into different 'meetings' between adults, between children, and between adults and children that take place during the day in a kindergarten. My material consists of video observations from everyday situations, and interviews of the employed adults, transcribed and analysed inspired by Discourse analysis and Critical analysis. There is a clear ethical dimension to my work, since such techniques of power can also be employed to govern people and, more specifically, to regulate behaviour. My analyses make visible how power relations are regulated by different power techniques that govern behaviour in a group. I find that both adults and children make use of micro techniques of power when interacting with others. Also I point out that while some can create a lot of space for themselves in kindergarten context, others have fewer possibilities to do so. The main implication for practice is to base it on a richer knowledge of techniques used by people interacting with each other. Such knowledge can be important for analysing social processes within a group.

Keywords: Michel Foucault, governmentality, power relations, kindergarten, micro – techniques

SYMPOSIUM SET E/ 3

OUTDOOR PLAY AND LEARNING: NATURE AND SUSTAINABILITY

Self-organised Symposium

CHAIR: EVA ÄRLEMALM-HAGSÉR
Mälardalen University, Sweden

This symposium organised within the EECERA SIG group Outdoor play and learning has focus on children's play and learning opportunities and encounters with nature and the outdoor environment, as well as ways of engaging young children with their environment and sustainability issues.

Children's self-induced play outdoor and in nature

MERETE LUND FASTING, University of Agder, Norway

The aim of the research was to learn more about the core of the children's self-induced play. I will enlighten the importance of the self-induced play and the exciting playgrounds outdoors. The children's perspective will be central in the presentation of the phenomenon. Photos will be used in the presentation. My work is based on a phenomenological hermeneutical approach with a focus on the lived experience. Gadamer focuses on the immersive and self-forgetful perspectives in play and play as fundamental of human existence. I have observed and talked with children and I have played with the children. The study was notified to Norwegian social data services. The children and their parents submitted to my work by accepting my presence and participating observation. They also accepted me using pictures of the children in my PhD and in conferences. Each child was given a fake name. Ethics also includes taking children's experiences seriously. The results of my work show that fantasy and movement is central elements of children's self-induced play outdoors and in natural surroundings. Children protect themselves against rationality and sense in play. They love to be enchanted. Children need and want exciting and dynamic playgrounds, they can use them in different ways. In play you can forget time and place, in play you can be immersed, explore and be caught up. Dynamic playgrounds outdoor and places in nature must be available. Children should be limited in their digital play and stimulated to play self-induced and spend time outdoors.

Keywords: Self-induced play, dynamic playgrounds, outdoor, caught up, explore

Encounters in the outdoor environment – understandings and practices from the Swedish preschool

EVA ÄRLEMALM-HAGSÉR, Mälardalen University, Sweden

This survey explores Swedish preschool staff's understandings of sustainability but also the relationship between their conceptual understanding and actual practices in early childhood contexts. These results will be used as a basis to develop future knowledge about sustainability in Swedish preschools. This research in the field of early childhood education for sustainability (ECEFS) is part in an international comparative study of education for sustainability at early childhood level (Australia, Japan, Korea, Singapore, Norway and Sweden). ECEFS as a research field is relatively new and this international study is designed to develop a broad base of knowledge on the subject. This study has a sociocultural perspective on learning as well as a critical theoretical approach e.g. ecofeministic perspective on the interconnectedness between human and nature. The survey, an online questionnaire, was distributed during the spring of 2013 to 187 representative preschools in different municipalities all over Sweden. Ethical issues were taken into consideration according to the guidelines of the Swedish Research Council (2011) - information was given to the selected preschool's about the aims, design, methods, confidentiality, handling and use of data, and their participation was confirmed by a consent within the questionnaire. The participants had also the right to withdraw their participation at any time. The findings of this survey are currently being analysed and preliminary findings will be analysed and reported at the EECERA conference 2014. This study has implications for the research fields environment education and early childhood education for sustainability, for teachers in early childhood education and student teachers.

Keywords: Early Childhood Education, education for Sustainability, ecofeminism, outdoor play and learning, quantitative study

Connecting young children with nature: An assessment of early childhood centres

KRISTI LEKIES, Ohio State University, United States

This study examines opportunities for children in early childhood centres to interact with nature. Of interest are playground features, time outdoors, gardens, animals, field trips, and indoor activities, along with barriers such as teachers' dislike of nature, lack of appropriate clothing, fears of injury, financial considerations, and learning priorities. The literature has indicated benefits to children's engagement with nature, including increased attention spans, physical activity, stress reduction, and adult environmentalism. It is unknown to what extent young children in centres have opportunities interact with nature. The study is based on the concept of affordances (Gibson, Heft, Kytta) which are physical, emotional, social, and cultural opportunities individuals perceive in their environment. The study focuses on opportunities to interact with and develop relationships with nature. A written survey is being sent to a random sample of 500 child care centre directors in a Midwestern State in the United States in spring 2014. The Ohio State University Institutional Review Board determined the study to be exempt from review (#2013E0281) in June 2013. Participants are informed that the survey is voluntary, they can refuse to answer any questions, and answers are confidential. Data collection will be completed in Spring 2014. Comparisons will be made by location and programme characteristics. Implications include raising awareness of new learning possibilities. The results will be used to help improve the quality of programmes and present new ideas for engaging children with nature.

Keywords: outdoor play and learning, learning environment, outdoor environment, children and nature, nature-based activities

SYMPOSIUM SET E/ 4

INNOVATIONS USING VIDEO REFLECTION AND PARENT-PRACTITIONER RESEARCH TO IMPROVE PRACTICE IN ECE

Self-organised Symposium

CHAIR: KATE HAYWARD

Pen Green Research Base, United Kingdom

This symposium includes the presentation of three papers which look at the provision for two-year-old children in a large nursery school in England. The first focuses on the relationships between young children who share a common home language and the development of friendships in the nursery. The second examines decision-making by two-year-olds and how this can be better understood via a multi-modal analysis. The third documents the effectiveness of a national project being carried out with practitioners in the private sector in the UK in terms of its impact on their practice with disadvantaged two-year-olds and their families.

Talking friends: a case study on children's common home language and friendships in a UK nursery school

KATE HAYWARD AND LEANNE JOHNSTON, Pen Green Research, Development and Training Base, United Kingdom

Talking friends: a case study involving children, parents and practitioners investigating the relationship between a shared common home language and friendship development in 3-4 year olds in an English nursery. The study draws on previous work at Pen Green on working with parents to research children's learning using video observations (Whalley, 2007) and a recent study in which workers, parents and researchers reflected on how adults support and encourage children to learn through collaboration and develop 'negotiation capital' or 'social glue' (Hayward, 2011). The study draws on the work of Vygotsky (1978) regarding social learning, Singer (de Haan and Singer, 2010) and the concept of 'Togetherness', Trevarthen (2002) and the notion of 'Companionship' and Whalley et al (2007) in relation to the use of video and working with parents. Interpretivist, case study methodology was employed in which data was produced by children, parents, practitioners and a researcher using video observations at home and at nursery, recorded interviews, and reflective accounts. An ethical contract was negotiated with all participants considering possible power imbalances between workers and parents. A different shared common home language offers opportunities for friendships and an additional level of complexity to social learning in an English nursery. Adults can support the learning more effectively through closer observations of interactions and non-verbal communication. Efforts by parents and practitioners to speak the same language, by whatever means and on different levels, can enhance social learning and reduce parental anxieties often articulated as 'Has she got a friend?'

Keywords: social learning, language, parents, video, case study

Working more effectively with disadvantaged two-year-olds and their families: the impacts of a national research, facilitation and support project.

ANDREA LAYZELL AND MICHELLE MCCABE, Pen Green Research, development and training base, United Kingdom

To consider the effectiveness of project engagement with practitioners who are working in the private sector, and the factors that determine or influence success in impacting on their practice with disadvantaged two year olds and their families. Pen Green praxeology study about engagement of practitioners in adult learning (EECERA 2012), C4EO report on work to improve quality of provision (2012), Blanden's on disadvantage linked to outcomes and 'bucking the trend' (2006) The evaluation of early two year old pilots across England. The study will draw on the work of Schon (1983) and what enables reflection-in-action in private nursery settings where opportunities for pedagogical reflection and dialogue are often limited. Video reflection is explored using polyvocal ethnography (Tobin et 1989). This research is located in an interpretive paradigm, qualitative methods used include interviews, semi-structured interviews, review of course evaluation and reflective accounts. An ethical contract was negotiated with all participants with consideration given to potential power imbalances between managers, supervisors, the Associate Trainer and practitioners. The Being Two Project focuses on: engaging parents, pedagogic reflection and dialogue, using more rigorous and systematic assessment data, integrated working with other agencies, improving outcomes for disadvantaged two year olds. The research considers the effectiveness of work with private and voluntary sector early years practitioners at the mid-term of the project. The research will inform the final phase of the project and future work in this growing area of provision and future links between Children's Centres and ECE provision in their reach areas.

Keywords: two-year-olds, practitioners, professional development, rigorous data, systematic data

Understanding decision-making in two year-olds through parents, practitioner and researcher co-constructing multimodal interaction analysis

PENNY LAWRENCE AND HANNAH HOWE, Pen Green Research, Development and Training Base, United Kingdom

To understand decision-making in two year-olds through parents, practitioner and researcher co-constructing multimodal interaction analysis. This is the second year of work on 'Being in Relation'. The first year, focussing on the methodological approach, was presented at EECERA in 2013. The territory of free-will/intentionality is disputed in both neuroscience and philosophy. We focus on where the children's attention is using multimodal interaction analysis derived from social semiotics. This approach acknowledges that meaning-making occurs in social interaction using many modes such as gaze and gesture as well as speech. We also consider gestures as McNeil theorised them, as thoughts not merely as an accompaniment to verbal communication. We consider whether decisions do not necessarily start with intentions before an act but can be made in action. The video analysis is open and then detailed allowing for meaning making in flow and fixed moments. The interpretations are evaluated in dialogue between the research team: parents, practitioner and researcher. The children are becoming and may not consent to the digital images of themselves in the future, therefore consent is sought on a continual basis. Parental involvement also enhances the consideration of the children's perspective in the conduct of the research. We are developing understanding of children's decisions in child initiated experiences in naturalistic settings rather than laboratories under adult direction and pass/fail criteria. The research can contribute to increased literacy in understanding non-verbal interactions and the development of professional judgement in interpreting decision making and meaning -making.

Keywords: decisions, two-year-olds, co-constructed, interpretation, multimodal interaction analysis

SYMPOSIUM SET E/ 5

INCLUSIVE SERVICES FOR DIVERSE PARENTS: PERSPECTIVES OF PARENTS, PROFESSIONALS AND PROVISIONS

Self-organised Symposium

CHAIR: MICHEL VANDENBROECK

Ghent University, Belgium

ECEC services wish to be accessible and meaningful for a diverse group of families. However, reality shows that certain families benefit less from the universal provisions. An inclusive practice appears not to be self-evident, for example parents living in poverty are underrepresented in public ECEC services. In this transnational symposium, we will listen to the perspectives of these parents living in poverty on the accessibility and use of services offering care and education to young children. In addition, perspectives of professionals working with minority families will be discussed. Further, assuming the contemporary contexts of diversity and the universal approach of ECEC, we focus on the role of ECEC services in facilitating encounters between families with very diverse backgrounds.

What parents in families living in poverty say about the care and education of very young children?

FLORENCE PIRARD, Liège University, Belgium

Understanding how parents living in poverty view ECEC services. The conclusions of scientific research indicate that it is the children of families living in poverty that benefit most of using educational services and quality care (Leseman, 2009). However, these families are underrepresented in public childcare services. Qualitative and comprehensive approach of educational process. A survey collected information about the expectations and experience of parents of children ages 0-6 years, Belgian and foreign-born, regarding the services, structures and initiatives for young children: perinatal services, ONE child consultation, childcare services for children aged 0-3 years, preschool and school age child care. This study that covered 44 living in poverty in Brussels-Wallonia Federation. Integrating the parents' perspectives in the research. This study reveals aspects of primary and secondary accessibility (Humlet, Laevers, 2013) while the former concern access *strico* sensu, the latter reveals conditions to ensure that each family also feels welcomed. The study further sheds some light on the view of the families on the concept of co-education. In addition, we will present some methodological issues, such as the difficulties to include fathers in the study, both directly and indirectly (through the mothers). In contrast with this, mothers were very eager to express their opinions, when listened to. Implications for the professionalisation of the workforce.

Keywords: parents' expectation, poverty, accessibility, coeducation, professionalisation

Welcoming migrant parents in ECEC services in professionals' perspectives

MARIACRISTINA PICCHIO (1), SUSANNA MAYER (1) AND LAURA CONTINI (2), (1) Institute of Cognitive Sciences and Technologies, National Research Council of Italy, Italy; (2) Municipality of Pistoia, Department of Education and Culture, Italy

The study explores ECEC professionals' perspectives on migrant parents and their attitudes toward the services as well as the difficulties professionals perceived in the communication with them. In Italian ECEC services, establishing good relationships with parents and promoting their involvement have always been considered important components of the professional practice (Bove 2007). As in several cities in Northern-Central Italy, in municipal ECEC services of Pistoia specific strategies for welcoming parents were developed (Mastio & Rayna 2013). In the last decade, the increasing number of children from migrant families in ECEC services has induced ECEC professionals to rethink practices addressed to parents and to question which place diversity has in ECEC services (Mantovani & Zaninelli 2007). Professionals' discussions during 8 meetings inscribed within an in-service training initiative were analysed. This initiative, aimed at improving welcoming practices of migrant families in the system of municipal ECEC provision of Pistoia, involved pedagogical coordinators and teachers of 3 nido and 12 scuola dell'infanzia in documenting, analysing and discussing practices, and planning their improvement. The study was conducted within a participatory framework in which a close partnership between researchers and professionals was implemented. Results showed that sharing opportunities of reflection on practice (Lazzari et al. 2013) helped professionals to interpret migrant parent's behaviours and attitudes in a new light and to acknowledge parents' needs. The importance of developing coherent procedures of welcoming parents in the whole municipal system of ECEC provision was highlighted.

Keywords: migrant parents, welcoming procedures, professionals' perspectives, reflectivity, continuing professional development

ECEC and informal social support in contexts of diversity

NAOMI GEENS, Ghent University, Belgium

In our presentation we attempt to unravel and discuss the possible role(s) of early childhood education and care in generating social support. We refer to social dimensions of social support rather than pressuring parents' individual responsibilities and we focus on a wide diversity of parents of young children, not framed as 'at risk', reflecting the contemporary contexts of diversity in which these practices unfold. We depart from an anti-essentialist approach to diversity and heterogeneity, captured by social issues such as diverse norms and values, diverse family compositions, lifestyles and situations, diverse biographical, socio-economic and ethnic backgrounds of children and parents. We discuss a qualitative study (six discussion groups with 33 parents) considering parents' perspectives and experiences of informal social support in Centres for Children and Parents (as innovative practices in the field of ECEC) in two cities in Belgium. We consider parents' perspectives and experiences of informal social support in a qualitative way, giving voice to diverse interpretations of social support. An anti-essentialist approach to diversity may be productive for the promotion of social cohesion, offering the opportunity of a confrontation between private and public concerns. However facilitation by ECEC professionals may be required to make social encounters between diverse families possible and experienced as supportive. According to the parents, these professionals can foster equity, reciprocity, agency and processes of social cohesion. Possible roles of ECEC professionals are discussed in order to support practice development in the provision of social support for a diversity of children and parents.

Keywords: informal social support, diversity, ECEC professionals, social cohesion, encounters

SYMPOSIUM SET E/ 6

HOW TO EDUCATE UNIQUE CHILDREN IN DIVERSE EARLY LEARNING ENVIRONMENTS

Self-organised Symposium

CHAIR: NINA SAJANIEMI

University of Helsinki, Finland

This symposium is focusing on children's uniqueness in diverse learning environments. The power of learning and development stems from engagement and being with others. Our framework is integrative and systemic, there is no isolated area in development. We suppose that balanced stress regulation is in the core of learning and that sensitive pedagogy is the key in promoting optimal learning. We have three presentations in this symposium. The first one considers toddler's stress regulation and its impacts on cognitive and language development. The second one is about children with special education needs. The last presentation taps on teacher's group sensitivity and factors related to that.

Stress and cognitive development in toddlers at day care

NINA SAJANIEMI, University of Helsinki, Finland

Stress regulation is based on reciprocal activation of sympathetic adrenomedullary (SAM) and hypothalamus-pituitary-adrenal (HPA) systems. The levels of stress hormone cortisol in some children increase in day care. Other stress indicator, sAA has been studied less in children. Chronic stress cause harmful consequences for development. Studies focusing on stress and cognitive development in young children samples are rare. Our study is among the first ones investigating toddler's cortisol and amylase ratio and their association to children's cognitive and language skills. Early special education research project "Children's stress regulation and learning". Stress and its relations with development. Framework in integrative developmental sciences. Development is considered as an ongoing interactive process. We investigated 56 toddlers. Cortisol and amylase levels were measured. Cognitive and language abilities were assessed with BSID. Cortisol/sAA and sAA/cortisol ratios were calculated. Pearson's correlation was used in analysing the associations. Personal id code is given, data is handled with this code. Analyses and publications are prepared in a manner in which no individual can be identified. Approval of ethical committee in University of Helsinki. Cortisol levels in day care were higher than the cortisol

levels at home. There were no difference in sAA levels in home and day care. High cognitive and language scores were significantly related with high cortisol levels in day care. Children with better cognitive and receptive language skills might be apt to detect challenging situations, understand cause and effect -relationships and raise cortisol levels more readily. It is important to protect children from stress.

Keywords: stress responses, toddler, cognitive development, language development, day care

Children's play behaviour and social competence in integrated special day care groups

ALISA ALIJOKI, EIRA SUHONEN AND MARI NISLIN, University of Helsinki, Finland

In this study, we examined children's social-communication and play behaviour in the context of Finnish early childhood special education. Study is part of the LASSO-research at University of Helsinki. Play is the main activity in ECE. During social play children need to make initiatives and response to initiatives of other children. These abilities can be conceptualized as a concept of social-communication, which includes social interaction, behaviour regulation and joint attention. We collected data in 2012-2013 and it consists of assessments of play behaviour (Preschool Play Behaviour Scale) and social communication (VARSU) conducted by early special teachers. Children (N=219) were divided into groups, with (SEN) (N=91) and without special (N=122) needs. Differences were examined by t-test and analysis of variance. The theoretical model was tested using the structural equation model techniques. Anonymity of the participants was guaranteed by the use of unidentifying codes in analysis. University of Helsinki provided the ethical approval. There were statistically significant differences between children with and without SEN in both social communication competence and social play ($p < .01$). There were gender differences in social communication and play behaviour, however, when the effect of gender was covariate, the difference was not significant. Structural equation model confirmed that special needs of a child had a direct effect (-.21) to social competence, and an indirect effect (.14) to social play. Social competence should be considered when supporting children's learning to learn in social play, as play offers possibilities to develop relationships with peers and enrich children's social skills.

Keywords: play, social communication, peer relations, ECE, special educational needs

Educators' reflections on the pedagogical work in integrated special day care groups

MARI NISLIN, EIRA SUHONEN, HENRI PESONEN, AND NINA SAJANIEMI, University of Helsinki, Finland

This study examines the elements of the pedagogical work in integrated special day care groups and how the educators define the factors that determine the high quality pedagogical work. Study is part of the doctoral thesis focusing on educators' occupational well-being in integrated special day care groups. The aim of the educators' work is to secure children's opportunities for participation, learning, and well-being. The concept of pedagogical sensitivity is in the core of pedagogical work. Pedagogical sensitivity is defined as a child-responsive pedagogy, where educators recognise children's intentions and individuality, along with enriching their activity by encouraging them to function in the upper limits of current abilities. Additionally, pedagogical sensitivity means sensitivity towards the group dynamics, and it focuses on group-level interactions where both children and educators respond to each other's initiatives in group settings. Participants are educators (N=4) in one integrated special day care groups in the Helsinki Metropolitan area in Finland. We video recorded educators' work in different everyday situations. We qualitatively analysed children's and educators' involvement levels. Then we watched videotapes with the educators and used stimulated re-call method in order to gain information about educators' situational pedagogical intentions and actions. To protect participants, anonymous codes were utilised in the analysis. University of Helsinki Ethical committee provided ethical approvals. Currently we are analysing the data and the results will be published in summer 2014. Results could be utilised in developing the pedagogical work in integrated special day care groups that enhance both educators' and children's well-being.

Keywords: early childhood special education, pedagogical work, systemic sensitivity, interaction, group sensitivity

SYMPOSIUM SET E/ 7

HOW TO BECOME PROFESSIONAL? VIEWS ON REFLECTION, PROFESSIONAL JUDGEMENT AND PARTICIPANT OBSERVATION

Self-organised Symposium

CHAIR: ANNA RIGMOR MOXNES

Buskerud and Vestfold University College, Norway

In this symposium we explore the complexity of kindergarten teachers' professional practise and their professional development from education to work site. These presentations will focus on different parts of the qualification process: on student teachers in early childhood education, on newly qualified teachers and on experienced teachers and researchers. What kind of approaches and professional tools can be useful and important in kindergarten teachers' professional practice? How might this support their professional development? We want to discuss these perspectives as possible strategies to strengthen professionalism among kindergarten teachers, and as alternatives to new liberalistic approaches.

The conditions of reflection in early childhood teacher education

ANNA RIGMOR MOXNES, Buskerud and Vestfold University College, Norway

The background for this paper is a PH.D. Project which aims to question the conditions for reflection as a cultural tool in kindergarten teacher education. Part of a PH.D project in process. This project builds on socio-cultural learning theories (Säljö 2001) and theories connected to reflection (Søndenå, 2004, 2007, 2009). The purpose is to identify what tools for reflection student teachers is provided with as a basis for their future professionalism. Today's professionalism requires high levels of professional judgement and accountability, which includes the ability to make decisions and to be held responsible for decisions taken (Grimen & Molander, 2010, Molander, 2013, Solbrekke, 2007). Theoretical inquiry with excerpts from group interviews with student teachers in kindergarten-teacher education is the background for this paper. Ethical considerations according to demands of anonymity and approval to use information from sources will be followed through the presentation and in the paper. Institutional and national ethical procedures regulating research in Norway (NSD) is followed. Reflection seems to be blurred as a phenomenon. In the Norwegian Qualification Framework (NQF) there are explicit aims concerning the concept. This highlights the reason to discuss the content of reflection and makes explicit ways reflection interplays with students learning processes. The discussions focus on how higher education institutions provide student teachers with tools for reflection and why it important to question the conditions for reflection in education. The student teachers' abilities to develop their theoretical reflections act as an important tool for their future roles as professional teachers.

Keywords: reflection, professionalism, accountability, critical awareness, education

Professional judgement in the pedagogical work of kindergarten teachers

LIV TORUNN EIK, Buskerud and Vestfold University College, Norway

A main aim is to explore kindergarten teachers' exercise of professional judgment related to their responsibility and possibilities for mutual competence construction. The presentation is based on my newly finished PhD study on further professional qualification processes of newly qualified kindergarten teachers (Eik, 2014) and an ongoing study on professional judgment related to work with vulnerable children. The theoretical framework is socio-cultural learning theory (Vygotsky 1978, Säljö, 2001) and theories connected to the key concepts profession (Molander & Terum 2008), competence (Eraut 2004), culture (Riksaasen 1999) and language (Vygotsky 1962). My Ph.D. study has a qualitative and an ethnographic approach and focuses on the experiences of six newly qualified kindergarten teachers. Main methods are observations and interviews several times during their first professional year. The new study is based on interviews. The project is approved by National Ethics Committee (NESH). Ethical perspectives are taken care of throughout the whole project with anonymity of the empirical material and confidentiality for the informants. Main findings from my study are that the new kindergarten teachers showed professional judgement in their pedagogical work with children in kindergarten. However, they found it difficult to describe and analyse their decisions and actions and to discuss them with their colleagues. Professional judgement is seen as an important and a demanding part of professional practice. Decisions and actions based on professional judgement have to be articulated and discussed with colleagues in order to share profession accountability and to create possibilities for mutual competence constructions.

Keywords: professional judgement, pedagogical work, responsibility, professional language, competence construction

Participant observation as an approach to working with children, space and materiality

SOLVEIG NORDTØMME, Buskerud and Vestfold University College, Norway

The point of departure of this paper is a Ph.D. project which aims to explore knowledge about the importance of space and materiality, and how space and materiality in kindergarten enables children to interact in play and meaning making. The fieldwork, based on participant observation in kindergarten, emphasises the embodied researcher as well as teacher, in trying to see what children might know and experience. This approach inspires a methodological discussion on how phenomenology according to Merleau-Ponty (1962), and sensory ethnography according to Pink (2009), can clarify and emphasise participant observation as a helpful approach to the work of the researcher as well as of the experienced kindergarten teacher. The presentation is based on my ongoing PhD study. The Project draws on phenomenology (Merleau-Ponty, 1962), and perspectives on situated learning (Lave & Wenger, 1991). The study is a micro-ethnographic study inspired by classic ethnography (Hammersley & Atkinson, 2007), sensory ethnography (Pink, 2009) and lived observation (Løkken, 2013). Ethical considerations according to demands of anonymity and approval follow Norwegian standards. Parents and staff have approved with written informed consent. The findings indicate that the value of 'being there' participating in different situations, gives the researcher as well as the kindergarten teacher a possible access to understanding the life-worlds of the children. This study will contribute to revitalise the knowledge of participant observation in ECE as an alternative choice to assessment and mapping of children. The study will contribute to expanding the knowledge on how space and materiality interplay with children.

Keywords: participant observation, phenomenology, embodiment, materiality, space

SYMPOSIUM SET E/ 8

HOW DO 'WE' SUPPORT 'THEIR' PLAY? AN EXPLORATION OF ADULT APPROACHES TO SUPPORTING CHILDREN'S PLAY

Self-organised Symposium

CHAIR: MANDY ANDREWS

Plymouth University, United Kingdom

The special role of play in children's learning and development is today acknowledged by all educators but the parallel requirements of free play and giving active support to playing are met in different ways in practice according to culture and experience. In line with this year's theme of 'Us, Them and Me' this symposium highlights something of the relationship between the adults and children in control of their own play cultures and experiences. Can the adult practitioner become a part of the 'Us' of children's social play, or should they forever be mere onlookers into that aspect of children's culture and developmental activity? These papers, from England and Hungary explore children's play from different perspectives. Two of the papers specifically explore the practitioner's role in facilitating play and especially 'Free Play'. The third explores the relationship between spontaneous play and a child's psychological and developmental needs.

Them and Us - Practitioner Understandings of Play

MANDY ANDREWS, Plymouth University, United Kingdom,

This research articulates practitioners' espoused understanding of play and their play practices 'in action' to further improve understanding of the term. Often practitioners espouse a play based approach, but 'play' holds so many meanings. Practitioner articulation of play understanding and practice raises awareness of the nature of play and refines both the term and adult role. Previous research has identified children's play has a number of different definitions. Many ECEC settings in England claim to offer a 'play based approach'. Practice understanding of a 'play based approach' still needs further refinement (Rogers, 2011) and exploration to identify, articulate and capture the range of approaches currently called 'play'

(McInnes et al., 2011). If play is the cultural activity of childhood, observation of play is ethnographic. The adult role in play is explored and articulated through appreciative inquiry. This is a qualitative study. Creative focus groups and observation of practice articulate play in theory and practice in a small sample of Early Years settings in England. All participants are informed in advance of the research tools and purpose. Written consent is sought for participation in workshops and observations, there is no coercion. All data is password protected, kept securely. Anonymity is preserved. Participants comment on final paper. Plymouth University ethical procedures are followed. Play is a value laden word informed both by childhood and practitioner experiences. Although troubled from time to time it is often unarticulated in practice. Articulation provides insight. An insight into articulated adult play understandings and practices inform future action.

Keywords: play, playful, adult role, espoused theory, articulation of concept

Is play free? Let the child play freely!

EVA KOVACSNE BAKOSI, University of Debrecen Faculty of Child and Adult Education, Hungary

Investigation into kindergarten teachers' behaviours affecting free play. Elaborate pedagogical recommendations. Play has been a priority research theme at the Faculty for 40 years, with special attention to pedagogy of play (free play, play and learning, teacher's role in play). The main theoretical foundation of kindergarten teachers' behaviour affecting play is provided by the features of the game and children's needs in the game. The key concept of our research is free play. The research is based on concept of play as form. We investigated into the different categories of the impacts on play written interview method. As methods, we used list making, parallel analysis of action and reaction, brainstorming, and data analysis, too. The questionnaires collected were anonymous. The references are made in compliance with the requirements of professional ethics. The concept of the research and the execution of the research plan is our own work. Due to differences in concepts of learning, freedom of play in children's game and independence are limited. Respect of freedom in children's unconstructed play requires enlargement of educational tools. This research helps to better understand kindergarten teachers' in-game behaviour. Pedagogical recommendations contribute to the enlargement of methodological tools of the pedagogy of play. Freedom of play and children's independence will be better and better enforced in free play.

Keywords: free play, kindergarten teacher, idea of the play, method, spontaneous

The relationship between spontaneous play and play needs

SÁNDOR PÁLFI AND MOLNÁR BALÁZS, Faculty of Child and Adult Education, University of Debrecen, Hungary

Our main aim is to get to know the characteristics of children's spontaneous play which imply play needs and provide assistance to the reflective work of kindergarten teachers. The research of play dates back to more than forty years in our Institution. In our previous researches we have examined the main play needs of children, and now we continue this earlier work. In our research we have focused the adaptation of Canning and Reed's reflective pedagogy approach (2010) and Howard and Wood's integrated pedagogical model for play (2010). Our main method was structured observation of children's spontaneous play. We followed the rights of children and their families during observing children. The survey was carried out with permission from all participants. During the observation, we examined the play concepts of children, equipment, use of space and the interpersonal connections. The results of the examination can be transformed into adequate pedagogical methods, thereby we can strengthen play support activities of kindergarten teachers against the governing role interpretation.

Keywords: free play, play needs, reflective pedagogy of play, early childhood, child observation

SYMPOSIUM SET E/ 9

GRAPHICAL SYMBOLS AS CONTENT IN EARLY CHILDHOOD EDUCATION

Self-organised Symposium

CHAIR: MARIA MAGNUSSON
Linnaeus University, Sweden

The process of changing the preschool curricula is a prominently discussed topic in the Nordic countries. The issue at hand is how different content should be handled in preschool education. This symposium is an initiative to discuss what it means to learn about specific content such as graphical symbols. The symposium will address: (1) research on a macro level with focus on the lack of knowledge about teacher-children interaction as well as about the learning process, (2) research on a micro level with specific focus on scrutinising in detail how children develop symbolic skills and how their learning can be further educational supported, (3) invented spelling as a potential content in preschool curricula directed to supporting children's transition from using logo graphic to using alphabetic writing, and (4) how to become a reader – preschool teachers develop systematic empirical experience of repeated reading and provide children's early reading.

Sign of knowledge. The process of learning graphical symbols

MARIA MAGNUSSON, Linnaeus University, Sweden

The topic of this research is to generate knowledge about children's understanding of graphical symbols and how one can support themes in this. Knowledge of this kind is an example of what we could call a 'preschool-content' and that could contribute to a didactic knowledge of Swedish preschool. Relation to previous works is 1) children's interactions with signs 2) teacher-child interaction and 3) the learning process. The research has 1) a focus on a content of children's learning, 2) a certain way of understanding learning, and 3) a certain way of bringing about and studying children's learning in different aspects of the world around them. The basis of the theoretical orientation is a variation theory (Marton & Booth, 1997). Two empirical studies are reported. The first is about two children in the age span of 4-5 years. The second empirical study is orchestrated in a preschool centre with two teachers and twelve children. Both studies are based on video data. Importance of always being sensitive to when the child shows signs that she/he is tired or does not want to participate more, and then turn the video camera off. The findings are that a particular pattern of variation entitled, contrast is functional in children's development of symbolic understanding. In additional meta-communication is argued to be important to gain to the child's understanding but also to the child's development as such. Three principles can be summarized in terms of: taking the learner's perspective, emphasising contrasts and meta-communicating.

Keywords: graphical symbols, learning, children, conceptual development, variation theory

On the relationship between theories of literacy, the learning child and research outcomes

ANDERS ARNQVIST, Karlstad University, Sweden

The aim of the research was to examine the underlying methodologies of early childhood literacy research conducted in Sweden by PhD students during the last 20 years. Bloom and Katz (2012) has investigated early childhood literacy research, using the concept of chronotope from Bakhtin and how methodology grammars seem to underlie how research is conducted in early childhood literacy. Definitions of literacy, the child and the location of literacy influence methodologies and results. Applying different definitions of literacy, of the child and the location of literacy the underlying methodological grammars are investigated. The underlying framework states a close link with certain value systems, definitions of literacy and location of the child and literacy practice. The reported research uses a text analytical approach, using concepts from literary theory and especially from Bakhtin's concept of chronotope. The texts are analysed according to the interwoven links of time and space. The investigation is based on already published texts. In my paper I refer to these texts and use them as examples of different categories that the survey generates. The analyses of the texts follow a generally accepted model for referring to sources in scientific texts. The results showed clear links between the definition of literacy, the nature of the child and where literacy was located. Results also showed a clear shift in how these links were manifested in reports during the investigated time period. The results implicate a need for a broader range of methodologies used when carrying out literacy research.

Keywords: early childhood literacy, methodology, preschool, literary theory, research policy

Longitudinal pattern of invented spelling development and its relationship to children's linguistic foundations in preschool
HILDE HOFSLUNDSSENGEN (1) AND BENTE ERIKSEN HAGTVET (2), (1) Sogn og Fjordane University College, Norway; (2) University of Oslo, Norway

We wanted 1) to investigate if the effect of the Invented Spelling training interacted with the children's base line emergent literacy skills, and 2) to describe both typical and atypical profiles of spelling development. Within the emergent literacy tradition we focus on how children's preschool language skills relate to later literacy development. Children's language and literacy development, elaborating on research by Martins et al (2013), Ouellette and Sénéchal (2008), and Whithurst and Lonigan (1998). We made use of a mixed methods methodology. 105 preschool children (mean age 5.7 years) from 12 preschools participated in a ten-week long intervention programme. The preschools were randomly assigned to the Invented Spelling training group and the control group. Individual children's literacy skills were measured pre-intervention and post-intervention, and with two follow-up tests during 1st grade. Patterns of spelling development were studied qualitatively. The study was approved by Norwegian Social Science Data Services. Prior to participation, informed consent was sought from the parents and the preschool teachers. The results showed a more rapid spelling development in the intervention group than the control group, with significant, positive effects on both spelling and reading. On the follow-up tests the significant effect of the invented spelling training were maintained. Analyses showed no interaction effects between the intervention and the children's linguistic foundations. These results show the potentiality of invented spelling in supporting children's emergent literacy during the transition from logographic to alphabetic reading. Invented spelling can be used within playful manners to enhance the children's emergent literacy skills.

Keywords: emergent literacy, invented spelling, preschool, children, curriculum

SYMPOSIUM SET E/ 10

EXAMINING PRESCHOOL AND HOME THROUGH SOCIAL INTERACTION II

Self-organised Symposium

CHAIR: POLLY BJÖRK-WILLÉN

Department of social and welfare studies, Sweden

Children's learning and socialisation take place unnoticed most of the time in every day settings at home and in preschool. A way to get sight of and learn from mundane activities is to make detailed analysis of how children, educators and parents accomplish everyday business through social interaction. All authors in the two symposia about examining preschool and home through social interaction joint a participant oriented view on interactional conduct. The analyses of the various presentations contribute to a wider understanding of the often unseen details that are the building blocks for learning and socialisation.

Newly arrived children's communicative tools: A study on children's interaction in Swedish preschool context

ELLINOR SKAREMYR, Karlstad University, Sweden

The overall aim of the study is to explore children's social interaction in preschool and to investigate what kind of communicative tools newly arrived children are practicing in interaction. The social interactions of newly arrived children in a Swedish preschool context has not been explored significantly and the increase of children with a different native language than Swedish in Swedish preschools is the motivation for this study. The study takes its starting point in a sociocultural perspective on learning, and is informed by Vygotsky's (1896-1934) original thoughts on development, that is learning taking place in interaction between people in a sociocultural context. With an ethnographical approach combined with use of interaction analysis, a number of children's interactions were observed and analysed. During five months two newly arrived children were observed during their daily child-to-child interactions. The preschool teachers and parents were asked for written consent prior to the study and children's consent sought during observation. The study has been approved by the Swedish Central Ethical Review Board. The result shows how bodily tools are salient in the beginning of the study. The newly arrived children also practice communicative tools like shadowing, mixed language, invented language and their voice. At the end of the study children's talk in Swedish is salient. However, the children in their interaction still practice shadowing,

their voice, meta-communication and surrounding structures. The study contributes with knowledge about how newly arrived children use various ways of approaching a new language (Swedish) and a new cultural context.

Keywords: newly arrived children, communicative tools, preschool, interaction analysis, ethnography

Play formulations in children's planning of peer group activities

JAKOB CROMDAL, Section for Educational Practice, Sweden

The present paper explores children's own practices of formulating play. A critical perspective on the adults notions about children's play. Critical accounts of sociological work on adult-child interactions, as well as analyses of children's games, appeared already in the early works in ethnomethodology (e.g., Mackay, 1975, Sacks, 1992, Speier, 1971). Analyses of the sequential and categorical organisation of planning activities. Data were collected with the parties' informed consent. We examine how children plan, negotiate or otherwise talk about upcoming activities. Prospective activity formulations may include a variety of phrases, such as "to be with Peter", "to go war", or "to play pizza restaurant". The analysis builds on a collection of play formulations drawn from several corpora of children's activities in school and preschool, examining how such formulations are built and received in the joint planning of future events. Through analyses of the sequential and categorical organisation of planning activities, the paper yields insight into how children themselves exploit the notion of play as a resource in their organisation of peer group events. The findings address some conceptual issues in child studies, highlighting children's agency and the social order of the peer group.

Keywords: preschoolers, play formulations, ethnomethodology, children's agency, play

Transformation of children's language use in Swedish preschool halls

POLLY BJÖRK-WILLÉN, Department of Social and Welfare studies, Sweden

The present paper highlights the everyday talk in Swedish preschool halls among parents, children and preschool teachers. The data draw from a project that aims to study and analyse the daily talk and interaction between parents and teachers in a Swedish preschool setting, where most of the families have another language background than Swedish, and where most of the teachers are monolingual Swedish speakers (Björk-Willén, 2013). The present study relates to other studies that analyse institutional talk. The theoretical framework of the study is influenced by ethnomethodological work on social actions which means that the focus in particular is on participants' methods of accomplishing and making sense of social activities (Garfinkel, 1967). The participant's talk and social interaction has been video recorded at two preschools during the time when the parents leave and bring home their children. The video transcriptions are informed by conversation analysis and work on talk-in-interaction (Jefferson, 1984). The educators, parents and children were informed, and asked to participate, in the study. The analyses show how the parent's language choice and code-switching balanced the need of communicating in Swedish and in supporting the child's language acquisition in the mother tongue. In particular the present paper highlights how the hall at the preschools at hand work as language transit halls where the children's talk is interactively transformed from their mother tongue into Swedish and vice versa. Detailed analyses of bilingual parents and children's language use can contribute to a deeper understanding of (monolingual) preschool teacher's work with bilingual families.

Keywords: social interaction, preschool, language use, code-switching, transformation

SYMPOSIUM SET E/ 11

MULTIMEDIA IN PRESCHOOL

Individual Papers

CHAIR: JANE O'CONNOR

Birmingham City University, United Kingdom

Multimedia in preschool: An additional opportunity towards equal opportunities in education

GREET DECIN, KHLeuven, Department of Teacher Training, Belgium

How can multimedia literacy of preschool children be stimulated? Do children exhibit a higher level of wellbeing, involvement, active language skills, while exploring the world using audio-visual materials? Do preschool children with externalizing/internalizing behaviour benefit from the ability to use multimedia to discover the(ir) world? In relation to previous work, Mazarese et al. (2011) and Decin et al. (2012)) examine how audiovisual material can be introduced in preschool. The dominance of language literacy has disappeared, the society becomes multimedia literate. Education needs to adapt to this changing environment. In line to Bottelberghs (2010), the project focuses on the development of talents by using multimedia. Preschool children are selected using TRF/SLCB. Holistic video analysis is used to score different competences during activities using a quantitative observation method. A cross-case intervention design is used to distinguish the impact of audio-visual material versus the presence of an extra teacher. Participants and parents were informed and briefed before, during and afterwards. The videos were gathered using a fixed camera in the classroom. There were normal class activities without interaction between researchers and children. EECERA research practice guidelines were followed. On average the creativity of young children profits from an audio-visual input; the involvement and wellbeing of young children with externalizing behaviour benefit from audio-visual input; the wellbeing of young children with internalizing behaviour benefits from additional teacher support. To promote the use of audio-visual materials in preschool, more financial resources are needed. Further training of preschool teachers is important so they can correctly stimulate the multimedia literacy of children.

Keywords: preschool, multimedia literacy, extra needs, competences, audio-visual material

Technobabies: very young children's use of touchscreen technology

JANE O'CONNOR, Birmingham City University, United Kingdom

The Technobabies project aims to explore the use of touchscreen technology such as smartphones and ipads by children aged 0-2. This paper reports the initial findings from the first phase of the research which took the form of an on-line questionnaire. This research builds on previous studies into young children and technology, but looks at a younger age group and new touchscreen technology. The theoretical framework for the study is derived from Bronfenbrenner's theory of social ecology and also from Bourdieu's concepts of social and cultural capital, here translated into thinking about children's 'technological capital'. The on-line questionnaire was circulated around various parenting networks and was also 'snowballed' internationally by parents onto other parents via social media and personal email. Ethical considerations around anonymity and confidentiality have been adhered to and explained to questionnaire respondents. The main findings for this study are not yet available but will be presented at the conference in relation to the four research questions: 1. In what ways do 0-2 year olds use touch screen technology? 2. What social and familial factors influence 0-2 year olds' use of touch screens? 3. What do parents/carers perceive as the benefits of their 0-2 year olds using touch screens? Any concerns? 4. What guidance would parents/carers find useful in relation to their 0-2 year olds using touchscreens? By understanding how cultural and social factors influence parental attitudes and behaviour towards enabling their very young children to use touchscreens important questions can be raised about the increasing use of touchscreens in ECE.

Keywords: touchscreens, technology, learning, social, play

How to select developmentally appropriate iPad applications and computer programs for young children?

WEI-YING HSIAO, University of Alaska Anchorage, United States

The purpose of this study is to analyse iPad applications and computer programs that are developmentally appropriate for young children. Previous work in this area includes: More, C. M. & Travers, J. C. (2013). What's App with That? Selecting Educational Apps for Young Children with Disabilities; Beschoner, B & Hutchison, A. (2013). iPads as a Literacy Teaching Tool in Early Childhood. *International Journal of Education in Mathematics, Science and Technology*, 1(1), 16-24. The NAEYC and the Fred Rogers Centre technology position statement. "Technology and interactive media are tools that can promote effective learning and development when they are used intentionally by early childhood educators, within the framework of developmentally appropriate practice (NAEYC 2009a), to support learning goals established for individual children." (p. 3). More than 100 free iPad applications and free computer programmes are analysed with a rubric based on 4 categories: instructive, manipulable, constructive, and interactive media. This study was conducted in a normal educational practice. The procedure was not damage or harm participants and the confidentiality is protected. DAP and DIP iPad applications and computer programmes for using in the Early Childhood Education. Using technology as a teaching tool to enhance young children's learning outcomes.

Keywords: iPad, technology and young children, DAP and technology, technology and learning, free apps and programmes

SYMPOSIUM SET E/ 12

DIGITAL CHALLENGES: GAMING, LEADERSHIP

Individual Papers

CHAIR: ROSIE WALKER

University of Worcester, United Kingdom

Online Play Spaces - Demonisation of technology in the early years?

MICHELLE ROGERS, University of Worcester, United Kingdom

This research focuses on the need for children to use online gaming technology and for educators to accept rather than regard engagement with online technology detrimentally. The research collated the views of early years practitioners in private, voluntary and statutory setting and also collected pictorial representatives of children's learning environments. The perspectives of children were sought on their view of what they learnt from online gaming technology and if children considered these skills as transferable. This work is the initial research conducted for PhD. Theoretical frameworks for this study recognise the constructs of Palfrey and Glasser (2008) and Csikszentmihalyi (1996). A socioconstructivist perspective was taken in the design and consideration of the research and data. In seeking the voice of the children appropriate ethical considerations have been considered, permissions sort from the author's university, and permissions gained from the settings, students and the children and families who participated. Children from as young as three recognised the influence and impact online gaming technology had on their learning, were able to identify the possibilities of transferring to other aspects of their learning and development. Early Years practitioners recognised their skills gap, level of understanding regarding gaming platforms and levels of confidence in engaging with technology generally. The implications of this research has ensured that early years practitioners are beginning to question their level of engagement with technology. Some report that as a result of the research they have begun to challenge planning and the way they use online technology within the EYFS.

Keywords: play, learning, technology, gaming, online engagement

“Tracing leadership” How does the head of the kindergarten influence change and development, in processes of introducing iPads in three Norwegian kindergartens?

TOVE LAFTON, Oslo and Akershus University College of Applied Sciences, Norway

This paper discusses how actions of leadership from the head of the kindergarten may influence processes of professional development in early childhood education. The discussion is related to research regarding various organisational affiliations of leadership, and how the network initiates actions from the participants. Inspired by Actor Network Theory (Latour 2006, Fenwick and Edwards 2011) I assume that leadership is materialised through action (Law 1988). By analysing reflective talks and tracing how the management of the kindergarten is presented as actors, Actor Network Theory is applied to discuss how processes of leadership and management function as actors in the network of professional development. Based on an ethnographic inspired fieldwork in three Norwegian kindergartens, I as a researcher have participated in reflective talks with Early Childhood Practitioners. The participants have given informed consent, and the study is approved by the Norwegian Social Science Data Services. By introducing touchscreens as tools in the teaching practice the practitioners have initiated change. Preliminary findings indicate that actions performed by the head of the kindergarten are significant regarding how digital tools are positioned. ANT establish traces and identify how the head of the kindergarten function as a "heterogeneous engineer", even if he/she is not directly involved. Heterogeneous engineer points towards an actor who exerts sufficient authority to define the challenge in ways the other actors will accept. The discussion will be a contribution to how different organisational models, intended to ensure "efficient" management of nursery work, function when put to work in early childhood education.

Keywords: leadership, professional development, digital tools, actor network theory, reflective talks

SYMPOSIUM SET E/ 13

DEVELOPING KNOWLEDGE IN SCIENCE AND MATHS

Individual Papers

CHAIR: JANE MURRAY

The University of Northampton, United Kingdom

Do we trust the process? Learning in preschool

KARIN ALNERVIK AND MONICA NILSSON, Högskolan För Lärande Och Kommunikation i Jönköping, Sweden

The aim is to develop knowledge about young children's learning of academic concepts as embodied actions and through imagination. In the Swedish preschool curriculum academic subjects such as math and science has been emphasised and the teachers are required to document, what is formulated, as the child's 'changed knowing'. There are tendencies that changed knowing is interpreted within two discourses: Goalrational learning versus goalrelational learning. In the former, learning academic subjects becomes a cognitive endeavour similar to teaching older children. In goal relational approaches curriculum goals are interpreted as tools in exploratory processes. We take a sociocultural perspective and apply Wartofsky's idea of bodily representations and concepts. The empirical data is teachers' pedagogical documentation in terms of photo images, dialogues between children-children and children-pedagogues and the pedagogues reflections. Interaction and conversation analysis based on the conceptual framework. The pedagogical documentation has been approved for research analysis. We had follow the Swedish ethical rules and guidelines for research in the humanities and social sciences. The result shows that in projects where preschool curriculum goals as, for example math and science, are considered as 'tools' and where children are enabled to engage with their whole body and through imagination, scientific concepts become tools in their exploration. An implication is the significance in preschool of taking children's interest and engagement with their whole body as well as imagination as necessary components in learning processes.

Keywords: goalrational, goalrelational, imagination, exploratory learning, bodily expressions

The use of ICT in kindergarten for teaching subtraction based on realistic mathematics education

NICHOLAS ZARANIS, University of Crete, Greece

The purpose of this study is to investigate if information and communications technology (ICT) helps improve kindergarten students' basic mathematical achievement regarding subtraction. A growing body of literature provides increasing evidence of the effectiveness of using computer technologies across a variety of school subjects (Clements, 2002). The RME teaching theory has five main characteristics of understanding mathematical concepts: a) introducing a problem, b) identifying the main objects, c) using appropriate social interaction, d) encouraging the process of reinvention, and e) focusing on the connections and aspects of mathematics. The present study was a quasi-experimental design with one experimental and one control groups. A common framework of ethical principles was adopted across the teaching intervention. Ethical principles relating to basic individual safety requirements were met with regard to information, informed consent, confidentiality and the use of data. We found that the students who were taught with educational intervention based on computers had a significant improvement on their general mathematical achievement in comparison to those taught using the traditional teaching method. Mathematics for preschool-aged children has emerged as a serious area of study and academic research. Our research is of general interest to the EECERA community, particularly those scholars interested in elementary math teaching.

Keywords: ICT, realistic mathematics education, education, subtraction, kindergarten

Teaching Evaporation in preschool education: do teachers implement contemporary recommendations?

PARASKEVI KAVALARI, DOMNA-MIKA KAKANA AND VASILIA CHRISTIDOU, University of Thessaly, Greece

The purpose is to reveal whether the didactical approach of evaporation in preschool classrooms is in agreement with the contemporary curriculum and science education recommendations and to what extent it is influenced by teachers' theoretical background. Previous research shows teachers' difficulty in changing their practices, remaining attached to familiar teaching methods and techniques, resulting to a significant inconsistency between the official curriculum and the

applied curriculum. Attention is being paid to the need for curriculum reform which influences teaching practice and teachers' views. At the level of curriculum implementation, it is in teachers' hands to 'put the pieces together'. The experience, background, personal theory of every teacher effect the way they will interpret and implement educational policies. In preschool science education, the didactic transposition of the cognitive object is teacher's exclusive responsibility. Data were collected through 5 in-classroom observations. NVivo10 was used for the content analysis which was based in both present and emergent categories. Data are not faced as simple variables, they are rather examined flexibly, through an interpretive perspective in order to compose a more complete image. Observations were done with the full consent of the participants. Teachers seem affected by traditional pedagogy, even if they have been trained to use contemporary pedagogical and didactical methods. The main 'issue' is located mostly in the experimental process which is far from the contemporary science teaching methods. In order to reach the 'expert' teacher, there is a need to cultivate their ability to analyse and reflect on teaching and learning.

Keywords: early education, evaporation, curriculum implementation, teachers' strategies, teachers' background

SYMPOSIUM SET E/ 14

PROFESSIONAL IDENTITIES

Individual Papers

CHAIR: BOB PERRY

Charles Sturt University, Australia

Kindergarten student teachers' ideas of becoming preschool teacher profession

ANNELI NIIKKO AND RIITTA KORHONEN, The University of Eastern Finland, Finland, The University of Turku, Finland

The aim of the study is to investigate kindergarten student teachers ideas of the key features of the preschool teacher profession. Study questions are related to students' set of values, principles and basic tasks. The research has access to investigations which are represented by Campbell (2010), Tirri, (2012), Dalli & Urban (2013). Theoretical and conceptual framework consists of the consideration of these issues and conceptions. The study is a qualitative case study research and consists of 15 Finnish kindergarten student teachers of the final year. Data are collected with open ended questions and analysis method is content analysis. Research complies with ethical principles (Kuula 2006). Data collection is in progress. Analyses will be performed in the spring and the results are ready in the summer. The findings are valuable in developing both pre-service and in-service kindergarten teacher education and in responding to professional challenges in early childhood education field.

Keywords: kindergarten student teachers, early childhood education, professional ethic, pedagogy, kindergarten teacher education

Two support staff work life stories: listening to understand

INÊS CÂMARA, Aga Khan Foundation, Portugal

This paper presents the live stories of two support staff workers, conducted in Olivais Sul Children Centre (that is managed by Aga Khan Foundation in partnership with Childhood Association). Larrosa, 2002. Theoretical family of participatory pedagogies, specifically Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2013), a rights based approach. At the paradigmatic level this is a qualitative study (Lincoln & Guba, 2000) conducted through life stories (Ferraroti, 1979). The live stories of two support staff workers from ethnic minorities were collected and content analysed and where then interpreted from the point of view of the influence that their work has had on their life trajectories. Anonymity of the actors involved as well as informed consent are guaranteed. It was observed that the work (especially with children) may have greater influence on the choices of personal life. In the same way, the life trajectories turn out to be very significant in the way these people carry out their professional activity in the centre. Some critical incidents are presented to highlight the interactivity of life and professional trajectories. The study has implications for support staff worker development and team development.

Keywords: participatory pedagogies, quality, pedagogy, participation, assistant development

The development of teachers' professional identity: the role of their pre-service and in-service education.

VASSILIS TSAFOS AND ALEXANDRA ANDROUSSOU, National and Kapodistrian University of Athens, Greece

We developed a research programme investigating the professional identity of teachers of preschool education. Our aim was to investigate parameters that affect not only the creation but also the reform of professional identity and to highlight potential differences in professional identities (Day, 1993). Contemporary approaches of professional identity -developed since the 80s- raise issues related primarily to participatory processes, reflection, autonomy and emancipation. Teacher's professional identity is gradually developed through an ongoing process of three interrelated and complementary steps: a) pre-service teacher education, b) vocational integration and c) the exercise of professional duties and in-service training. We interviewed 30 teachers regarding their professional identity. We have chosen three categories of teachers based on three criteria: a) their studies, and b) their in-service education, as a key parameter of teachers. All participating teachers were informed about the aims of Research and voluntarily participated in the study. Tentative findings showed that professional experience is more important than their studies in the construction of their Professional development. Professional development is related both to their professional experience and the dominant beliefs about early childhood education.

Keywords: professional identity, teacher education, teachers, professionalism, in service education, change

SYMPOSIUM SET E/ 15

EARTHQUAKES, MAGNETISM AND BUOYANCY: EXPLORING ECE SCIENCE

Individual Papers

CHAIR: DORTE LE COQ

Randers Kommune, Denmark

Young children's ideas about earthquakes: shaping a learning environment in Kindergarten

MARIA-ELENI CHACHLIOUTAKI AND MARIA KAMPEZA, University of Patras, Department of Educational Sciences and Early Childhood Education, Greece

We explore preschoolers' ideas about earthquakes in an attempt to get access to children's perspectives in order to develop their understanding. Complement previous work on children's ideas in science with a focus on the voices of preschoolers. Although earthquake is not explicitly included in the topics that the early childhood curriculum in Greece suggest, since it demands a lot of abstract thinking on the part of the children, many practitioners find it quite interesting to engage in relevant activities since earthquakes happen quite often in Greece. Nevertheless, they often provide a lot of information without building upon children's ideas for shaping a learning environment. According to the sociocultural perspective, any teaching intervention should take seriously into account the ideas of the children it addresses providing them with a variety of means of expression and communication. We conducted individual, semi-structured interviews with preschoolers (age 4.5-5.5) from a public kindergarten in Patras, Greece. The teaching intervention placed emphasis on sharing meanings and consisted of activities that involved group discussions, elaboration of a model of the earth, watching video, role-play. Children participated voluntarily and data were coded in favour of confidentiality. Earthquake education from the early years may help in shaping the knowledge of children on the issue, facilitate the expression of emotions (anxiety, fear, etc.) and inform on the appropriate actions in order to avoid serious injuries. Practitioners should integrate various means of representation and communication used by children such as drawings, gestures, role-play as useful tools for eliciting children's thinking.

Keywords: early childhood, children's ideas, earthquakes, drawings, communication

Learning about buoyancy or learning about. what.? Conducting science sessions in a Swedish preschool practice

JONNA LARSSON, IPKL, University of Gothenburg, Sweden

The aim of the research is to problematise challenges and opportunities when working with buoyancy in a Swedish preschool setting. The focus of analysis is on teacher's implementation and children's interactions in two different sessions, both focusing on buoyancy in relation to self-made boats. The study relates to previous research about emergent science in preschool. The theoretical perspective rests on a cultural historical perspective on development and learning. Children's participation and interaction are viewed as central for their possibilities to learn (Rogoff, 2003, Vygotsky, 1999). The study is a case study where data derives out of a thematic work in a preschool context. The method for data production is observations with a mobile camera made by a non-participant observer. The ethical considerations as outlined by the Swedish Research Council have been implemented. Written parental consent, opportunities for further information and special attention according to the young age of the participating children were important. Children themselves were also given possibilities to abstain from participation. The preliminary results indicate that the two different sessions were aiming towards similar focus but show diverse ways of implementation. Children are also given different opportunities to collaborate and support each other when exploring their boats ability to float. Children expressed central aspects about floating and sinking even if teachers' conceptual focus about buoyancy as a phenomenon seemed to be weak. For practice, this highlights the importance children's collaboration, of teacher's knowledge and ability to implement curricular goals, and the importance of enhancing children's emerging scientific knowledge.

Keywords: preschool, thematic work, emergent science, buoyancy, learning

Teaching magnetism to preschool children with and without use of ICT. ICT use is not a panacea

MICHAIL KALOGIANNAKIS, University of Crete - Department of Preschool Education, Greece

The main purpose of this research is the development and evaluation of an educational intervention for teaching magnetism to preschool-aged children, with and without using ICT. From an early age, children play with magnets without making systematic observations. Most often they perform random operations, which have never been organised conceptually. Most children at preschool age cannot distinguish between objects/materials that are or are not attracted by magnets, they have difficulties making sense of magnetic attraction and associate it either with some kind of 'glue' possibly existing behind the magnet, or with the magnet's 'magical' qualities (Barrow, 1987, Ravanis, 1994). In two classes, we implemented the teaching of magnetism with the use of ICT (Experimental Group, EG) and in another two classes without the help of ICT (Control Group, CG). A common framework of ethical principles was adopted across the teaching intervention. Ethical principles relating to basic individual safety requirements were met with regard to information, informed consent, confidentiality and the use of data. We conclude that after the teaching intervention, the performance of children in the EG presented no significant statistical difference in relation to the performance of children in the CG. Therefore, we argue that the EG and CG are equal after the teaching intervention. Science for preschool-aged children has emerged as a serious area of study and academic research. Children enjoy observing and thinking about nature. Our research is of general interest to the EECERA community, particularly those scholars interested in elementary science teaching.

Keywords: Early Childhood Education, science, magnetism, teaching intervention, ICT

SYMPOSIUM SET E/ 16

SCIENTIFIC INQUIRY: INTERNATIONAL AND HISTORICAL PERSPECTIVES

Individual Papers

CHAIR: ALMA FLEET

Institute of Early Childhood, Macquarie University

Promoting scientific inquiry through cross-age peer-tutoring learning environments

HILDEGARD URBAN-WOLDRON, University College for Teacher Education Lower Austria, Austria

The current study is part of a larger project and aims at empowering primary school students by making them responsible for pre-school students' learning through cross-age tutoring experiences within the context of magnets. At the core of inquiry-based science is direct exploration of phenomena and materials. For instance, magnets are open-ended toys and can help children develop a variety of skills. Several studies have suggested that students who are tutored (tutees) benefit academically from the procedure. However, the focus of the current study is on exploring whether tutoring might be also beneficial to the tutor. Experimental peer tutees were 8 kindergarten-groups of four- to six-years olds, tutors 8 whole primary school classes of seven- to nine-year olds. In sum, 382 children participated in the study. The primary school students were trained and prepared for cross-age tutoring using science inquiry by 24 pre-service primary school teachers. The microteaching sessions as well as the tutoring sessions were videotaped and evaluated by qualitative content analysis. Additionally, the attitudes of all the tutees, tutors and their teachers towards their experiences were explored by semi-structured interviews. The rights, privacy, dignity, and sensitivities of the research populations and also the integrity of the institutions within which the research occurred were respected. The findings suggest that cross-age peer-tutoring offers an effective strategy to promote scientific inquiry, with both cognitive and effective benefits for both tutors and tutees. The findings provide a basis for recommending cross-age peer-tutoring as one method of individualising education.

Keywords: playing and learning with magnets, early childhood classroom, cross-age peer-tutoring, learning environment, scientific inquiry

The play with physics experiments in the kindergarten and the preschool teacher students' reflections concerning these

MERETE ØKLAND SORTLAND, Stord/Haugesund University College, Norway

There are two aims with this paper, first to explore how children describe and explain physics experiment and secondly students' experiences by doing these kinds of experiments in the kindergarten. Little has been done in Nordic countries concerning kindergarten-children's understanding of physics phenomena. The Nordplus network NatGrep is one of the first projects in this direction. An abstract from this project is sent to EECERA. The theoretical background consists of Vygotsky's (1934/1999) theory concerning language-development, how to pass on scientific knowledge in the kindergarten (Gustavsson and Pramling, 2013) and the children's participation and potential for the unexpected (Bae, 2012). The results are collected by my own students. They got a written task which they tried in their kindergarten practice. Their findings concerning floating and sinking were documented by book of record and were handed in together with their reflections as a report. Participating institutions and persons are anonymized. Rules concerning photographing are followed. The main finding is firstly that children are fond of these kinds of experiments. Secondly is that children make their own explanations of what is happening and they use words as floating, sinking and force, and thirdly that children remember the experiments after some time became a reward to the students as coming preschool teachers. Implications of these findings are that physics experiments stimulate both play and learning for the children and should be used more in Nordic kindergartens, and also the possibility for preschool teacher students to make such kind of experiences.

Keywords: physics-experiment, language, play, students' reflections, children's' explanations

Research Trends in Early Childhood Science Education in the Last Decade: An International Perspective

ZIŞAN GÜNER ALPASLAN and JALE ÇAKIROĞLU, Middle East Technical University, Turkey

This systematic review study examines the research trends in early childhood science education from 2000 to 2013 through content analysis of the research articles in the most important journals of early childhood education and science education. Early exposure to science is very important since it ideally answers children's questions about the world and also contributes to their healthy development and learning (Fleer & Robbins, 2003, French, 2004). In spite of its significance, Appleton (2007) draws attention to the lack of research studies in early childhood science education. A total of 141 papers were analysed in terms of the nationality of the authors, research design and topic. The journal selection was based on some criteria such as journals in Social Sciences Citation Index and with high impact factor. Inter-rater reliability was calculated for the research design and topics. All of the related components of the selected articles were exactly reflected. The results indicate that English speaking countries contributed to a majority of the publications as compared to other countries. Substantial percentage of the articles were empirical, while other kind of papers like review papers were rare. Moreover, the

researchers generally preferred qualitative methodologies. The most frequently investigated research topics were about the students' conceptual understandings and learning, and science teaching strategies. Moreover, some topics such as environmental education and teacher education have been received attention for five years. In the lights of the findings, the researchers could have a chance to contribute to the international research field to fill the gap.

Keywords: early childhood, science education, systematic review, international, research trends

SYMPOSIUM SET E/ 17

ECE AND HEALTHY DIET

Individual Papers

CHAIR: ESTELLE MARTIN

University of East London, United Kingdom

Healthy diet patterns in preschool children: the effect of the educational programme

ANGELIKI PAPANGELI, Mediterranean College, Greece

The study explored if an educational programme taught in a preschool setting can affect children's view of a healthy diet. Children and parents are concerned about health, nutrition, taste and dietary habits (McCullough et al, 2004). In Ross's study (1995) children were able to express a preference for greasy foods even though they understood that they were unhealthy. Childhood nutrition has been studied through the perspective of genetics, diet, environmental factors and eating habits. Food and nutrition are regarded as being of fundamental importance to public health. Settings should be redesigned in a way to encourage children to choose healthy food (McCullough et al, 2004). Forty children (4-5years-olds and 5-6years-olds) from two different early years settings participated, one used an educational programme regarding healthy diet whereas in the other one children were not been introduced to any type of health programme. Children were given 20 food pictures and they were asked to categorise them as healthy/unhealthy. Before data collection, permission from the head of both early years settings was obtained, as well as informed consent from the parents and assent from the children. After completion of the study, all children were debriefed by the researcher who explained what was considered the healthy food selection and why. The ANOVA showed $F(1,3)=10,932$, $p<0,05$ (Sig=0,02), indicating that the presence of an educational programme affected children's view of a healthy diet. Children from the age of 4 showed understanding of what is considered healthy, plus the educational programme of the setting facilitated their selection.

Keywords: healthy diet, educational programme, nutritional choices, food selection, teacher's role

Nutritional Habits of Preschoolers

ELVAN ŞAHİN ZETEROĞLU, Uludağ University, Turkey

The aim of the research is to determine the importance that preschoolers and their parents place on the matter of nutrition. Good or bad methods that parents use and the matters where they may need help will be investigated in this study. Nutrition is very important for development of children in preschool period. Therefore, it is our responsibility to get children gain healthy nutritional habits and make them eat well. Parents and preschool education institutions must place importance on this subject. Nutritional habits gained in preschool period continue in adulthood stage. The study took place in randomly selected two preschools, one of which is affiliated to a private elementary school while the other is affiliated to a public school. Study group is formed of mothers from before mentioned schools and their children Sample group consists of 72 people, 5-6 year old children, 36 of whom are girls and 36 of whom are boys and their mothers. The survey form prepared by the researcher was submitted to mothers through teachers. They were asked to answer all questions. The data achieved from this study will be interpreted and evaluated. The findings will be interpreted.

Keywords: preschool, nutrition, nutritional habits, children, family

SYMPOSIUM SET E/ 18

TEACHERS' DECISION-MAKING, INVOLVEMENT AND PARTICIPATION

Individual Papers

CHAIR: ANNE GREVE

Oslo and Akershus University College of Applied Science, Norway

Teacher directed practice: Legitimated, marginalised and silenced

ANNA KILDERRY, Deakin University, Australia

This paper draws from a study where an examination into how discourse positions and affects early childhood teacher decision making (TDM) was conducted. The study focused on what influences early childhood teachers' curricular decision making and how dominant discourses position early childhood teaching in an Australian preschool context. There are a lack of studies which focus on the influences on teacher curriculum decision making in early childhood contexts. Most studies focus on the influences on one curriculum area or approach. Critical theory (Adorno, 1973, Gramsci, 1971, Marcuse, 1964) was the underpinning framework used for the study as it enabled taken-for-granted understandings to be uncovered within early childhood policies and teacher interviews. Critical discourse analysis (CDA) (Fairclough, 2001) was used to uncover discourse in operation, illustrating how discourse is legitimated, marginalised, and silenced in curricular practices. Appropriate ethical conduct was maintained throughout the entire process of the study. At the forefront guiding my ethical conduct as researcher was my responsibility to the participants in the study. The study found that developmentally appropriate practice (DAP) was a dominant discourse influencing teacher decision making and was the preferred curricular practice. Whereas teacher directed practice, a practice where teachers direct children's learning and actively teach children particular skills and knowledge, was at times marginalised and silenced. The findings have implications for early childhood teacher decision making at the practice, research, and policy levels. Findings show that the dominance of the DAP discourse informing teacher decision making potentially limits other ways of thinking and practising.

Keywords: early childhood education, curriculum, pedagogy, critical theory, critical discourse analysis

Teachers' participation in children's dramatic play in Norwegian kindergartens

ANNE GREVE AND KNUT OLAV KRISTENSEN, Oslo and Akershus University College of Applied Science, Norway

The aim is to investigate how dramatic play in small groups of children and one teacher may increase the quality of dramatic play and the teacher's understanding of dramatic play culture. The paper presents an ongoing project. The project is based upon Guss' (2003) understanding of aesthetical competences. Dramatic play is seen as a collective aesthetical production, where children exchange dramatic ideas in order to create dramatic stories. The project is developed together with teachers in Norwegian kindergartens with a design inspired by action research. Teachers organise play groups (2-4 children), and discuss their experiences with the researchers at monthly meetings. The project is not subject for notification to Data Protection Official for Research. The participants in the projects have received an information letter that includes an inquiry regarding participation and information about the project before giving their consent. The results reveal that there are challenges with regard to the organisation of the play groups due to the number of children and obligatory activities that occupy the day schedule. The results also show that when the teachers succeed in organising play groups with few children, the teachers seem to learn to know the children in a different way by getting close to each child. Although most teachers agree upon dramatic play as an important activity for children, the time for children's dramatic play in the ECEC seems to be decreasing due to a growing emphasis on literacy and numeracy skills.

Keywords: dramatic play, Nordic ECEC, aesthetical production, aesthetical competences, action research

Teachers' involvement in children's free play: a phenomenological study

SELDA ARAS, TED University, Turkey

It is aimed to investigate perceptions and implementations of early childhood teachers on free play and their involvement in children's free play. Research questions are: What are the perceptions and implementations of teachers on free play?; How do teachers involve in their students' free play?; What decisions do teachers make in their involvement of students' free

play? Recent studies focused on that although there is an increase on the amount of teacher involvement, the quality of this involvement should be clearly examined. Lev Vygotsky, examined play as an opportunity providing a context for socially assisted learning, a key role in abstract thinking, and a tool promoting development and learning. This phenomenological study used interview and observation. 4 early childhood teachers participated through maximum variation sampling. Teachers, after having been interviewed and observed, were interviewed again by watching the video recordings of the free play times with the researcher. The data were analysed through content analysis. Pilot study, peer review, recoder, and thick descriptions were used for the trustworthiness and credibility. Teachers respect for the children's play. However, they get involved in when children have problems and need for help. They use free play time to complete their daily plans and take attendance. Play is a special and universal concept that is fully developmentally appropriate. The contributions of play are common for each and every child with different backgrounds. So, it is expected to get attention on quality of teacher involvement in play, increase awareness on play and its importance on learning and development.

Keywords: early childhood teachers, play, involvement, perceptions of teachers, implementations of teachers

SYMPOSIUM SET E/ 19

CHALLENGING BEHAVIOUR IN ECE

Individual Papers

CHAIR: JAN PEETERS

VBJK, Belgium

A child with challenging behaviour in kindergarten: Parents' narratives of their child.

ERJA RAUTAMIES, University of Jyväskylä, Finland

This paper presents findings of my ongoing PhD research investigating the experiences of the educational partnership between teachers and parents who find that their child behaves challengingly. There is research on parental involvement, participation and collaborative partnership (Forsberg 2007, Knopf & Swick 2007), however, narrative research of educational partnership in challenging situations is scarce. When analysing the narratives of the parents different story types were found. In this presentation the aim was to study what kind of position and status the children were given in these different story types. It requires special sensitivity to carry out narrative research, both to do the interviews and to analyse the stories. The anonymity of the participants was guaranteed. It was also possible for the parents to refuse participating in the research. The data consists of interviews with 20 parents. The parents were asked to narrate of their child and the child's relationships in kindergarten. The children with challenging behaviour were described to have problematic and negative status and position in kindergarten especially in parents' regressive story types. In progressive story types, on the other hand, the parents' narratives of the child and the descriptions of the relationships with teachers were mostly positive. We use narratives to give meanings to our experiences for ourselves and for the world (Elliott 2005). As educators it is important to know what kind of narratives the parents have of their child in a kindergarten. This is especially important for teachers when they build educational partnerships with parents.

Keywords: child, challenging behaviour, kindergarten, narrative, parents

Korean early childhood educators' social and emotional strategies to address challenging Behaviours based on factor analysis of Teaching Pyramid Observation Tool (TPOT).

JUNG DAE-HYUN and HEO KAY, ChongShin Univ., Korea (South)

The purpose of the proposal is to explore Korean early childhood educators' social and emotional strategies to address challenging behaviours using Teaching Pyramid Observation Tool (TPOT). Teaching Pyramid Observation Tool (TPOT, Hemmeter, Fox, & Snyder, 2009) is a rating scale to assess early childhood teachers' social and emotional teaching strategies. Challenging behaviour appears to be a concern of early childhood educators not just in the United States but in other countries as well. A social ecological framework, mediated by social learning principles (Bronfenbrenner, 1979), will serve as an overarching guide for the research. Participants were early childhood teachers from preschool and day care

centres across Korea. Various methods were used to collect the questionnaires including regular mail, email, and direct contacts from social and emotional workshops. Ethical considerations were conducted: Recruitment letters were explained that the study was completely voluntary and the results would be only used for research purpose. All data were coded and labelled with identification numbers, standard practices for maintaining confidentiality were employed. Results include the structure of the tool and cultural aspects of social and emotional strategies. This study contributes to a greater understanding of differences in ways that early educators from different countries and cultures view children's challenging behaviours. Cultural adaptation of behavioural measures has been receiving an increasing amount of attention internationally. Well developed social and emotional strategies based on the evidenced based practices would be a possible solution to support early childhood educator.

Keywords: Teaching Pyramid Observation Tool, social and emotional strategies, challenging behaviours, intervention, social and emotional development

Does participation in child care affect problem behaviour in primary school?

MASA VIDMAR, Educational Research Institute, Slovenia

The aim of the study was to examine associations between time spent in child care and teachers' reports of internalising and externalising behaviour in first and second grade. We examined if the association changed as a function of maternal education. Researchers have typically found that participation in child care relates to higher externalising problems (e.g., Belsky, 1988, for an exception see Zachrisson et al., 2013). Internalising behaviour has been examined less. Much of the child care research originates from a small number of countries, typically with different child care system than in Slovenia. System in Slovenia is in a centre-based single-phased setting, with regulated quality standards, subsidised service and high participation rates. Such a context may have a different impact on children's behavioural problems. A sample of 328 children was followed in first and second grade. One third of the children had never participated in child care programme, 35% were enrolled in child care continuously for three years, and 31% for five years. Children's teachers assessed their internalising and externalising behaviour. Mothers reported on their own education. This study involves personal data about children. Parental consent was obtained, data security measures were followed, and anonymity of data was protected. Structural equation models showed that longer participation in child care was related to more externalising and less internalising problems, but the effect sizes were small. The moderating effect of maternal education was examined. Our findings suggest a reconsideration of claims that early child care may pose a developmental risk.

Keywords: public child care, internalising behaviour, externalising behaviour, longitudinal study, centre-based child care

SYMPOSIUM SET E/ 20

STRATEGIES FOR CHALLENGING BEHAVIOUR

Individual Papers

CHAIR: LORNA ARNOTT

University of Strathclyde, United Kingdom

“Punishment and reward” vs quality in adult-child relationship? A study of pedagogical leaders' supportive behaviour practices in kindergarten.

INGRID MIDTEIDE LØKKEN (1) and MARIANNE TORVE MARTINSEN (2), (1) Buskerud and Vestfold University College, Norway, (2) Telemark University College, Norway

How is "punishment and reward" expressed in kindergarten teachers' practices with children who have challenging behaviour? This study is part of research project BONDS carried out by the Norwegian centre for child behaviour development, and the University College of Buskerud and Vestfold. The quality of relationships between adults and children is crucial to children's development and learning in kindergarten. In activities in everyday settings and interactions that quality is reflected, also called process quality. Through good care experiences, children develop confidence in themselves and others, as well as stimulate their ability to create good relationships with others. Studies points out significant variations

in the interaction between staff and children. In 117 of the 133 kindergartens (response rate: 87%), the pedagogical leaders of departments in the institution have completed questionnaires that were developed on basis of a review of theoretical and empirical contributions and professional experience and considerations. The questionnaire for the pedagogical leaders addresses seven dimensions, and behavioural supporting practices is one of them. Ethical considerations are taken care of through institutional ethical procedures regulating research in Norway (NSD). We want to present the main results from this study concerning the pedagogical leaders' supportive behaviour practices. One of the preliminary findings tells us that 49% of the pedagogical leaders use "time-out" as a method when children shows challenging behaviour. Quality in adult-child relationships are a key factor in child development and it's a central component for kindergarten teacher's professional practice.

Keywords: arts activities, pedagogical leaders, behaviour practices, quality, quantitative research

Exclusion within Inclusive Settings and Inclusion within Exclusive Settings: From a Study of Young African-American Boys Considered At-Risk of Having ADHD

KYUNGHWA LEE AND JAEHEE KWON, University of Georgia, United States

This paper aims to challenge the simple binary discourse on inclusion and exclusion in early childhood education. Attention Deficit/Hyperactivity Disorder (ADHD) is the most commonly diagnosed childhood disorder in the United States (NIH, 1998). Boyle et al. (2011) revealed that poor Black children, compared with their affluent White peers, have shown a higher increase of ADHD in the past decade. Researchers have been also concerned about the disproportionate placement of racial minority students in special education (Harry & Anderson, 1994). This paper is based on the scholarship addressing "the racialization of disabilities" (Artiles, 2011). We draw on Foucault (1975) to examine discipline and classification targeted at poor minority boys. We also utilise critical disability studies (Artiles, 2003, Gabel, 2005) to explore socio-cultural constructions of disabilities. This paper is based on a longitudinal ethnography of four African-American boys. We collected 205 hours of video-recordings and 15 hours of audio-recorded teacher interviews in these children's Prekindergarten and Kindergarten classrooms from Spring 2012 until Summer 2013. Decisions about special education placements rarely consider a child's desire. This paper poses questions, including 'a preschooler too young to decide which setting is most conducive to his learning and development'? The placement in an inclusive classroom did not guarantee a child's acceptance by his teachers' and peers. We discuss practices contributing to the inclusion and exclusion of the participating children. We discuss implications for policies and practices designed to ensure equal opportunities for the education of young children from economically disadvantaged and racial minority backgrounds.

Keywords: inclusion, exclusion, ADHD, critical disability studies, equality

Investigate the strategies that preschool and primary school teachers use in order to prevent aggressive behaviours in classes

MERAL TANER DERMAN, Uludag University Education Faculty, Turkey

The aim of this research is to investigate the aggression types observed in class environment in preschool and primary schools and the strategies that teachers use in order to prevent aggressive behaviours in classes by variables like gender, seniority etc. Aggressive behaviour in children is expected to continue until adulthood stage and can cause antisocial behaviours, low occupational status, alcohol use and crime (Keltikangas-Järvinen, 2001), difficulties in communicating with peers, rejection by peers, academic failure, withdrawal from school and even dropout (Tekinsav-Sütcü 2006). Offensive and disturbing behaviour against other living beings or objects is defined as aggression (Boxer & Tisak, 2005), and it includes all behaviours that intend physical or psychological harm to others (Kargı & Erden, 2006). Frequency/percentage and chi square test were used while analysing the data. A questionnaire prepared by the researcher was used in the study. Before starting, teachers were requested to participate in the study. The aim of the research was explained. It was specified that study is based on volunteering and their names will not be. As a result of analyses, both primary school and preschool teachers stated that they immediately responded and used 'Apologizing, negotiating, conciliation' strategy when there was an aggressive behaviour in the class. Preschool teachers stated that they use 'Communicating with parents' strategy the most (67%) in order to prevent aggression in general, while primary school teachers stated that they prefer 'Giving empathy education' (81,8%). In-service training about education programmes and new strategies for preventing aggression should be given to teachers.

Keywords: aggressiveness, strategies, preschool teachers, primary school teachers, prevent aggressive behaviours

SYMPOSIUM SET E/ 21

EECERA ETHICAL CODE FOR EARLY CHILDHOOD RESEARCHERS

Individual Papers

CHAIR: CHRIS PASCAL
CREC, UK

EECERA ethical code for early childhood researchers

CHRIS PASCAL (1), TONY BERTRAM (1), JULIA FORMOSINHO (2), MARGY WHALLEY (3), COLLETTE GRAY (4), (1) CREC, United Kingdom; (2) Childhood Association and Portuguese Catholic University, Portugal; (3) Pen Green Research, Development and Training Base, United Kingdom; (4) Stranmillis University, United Kingdom

This year the conference will include a special symposium introducing the new EECERA Ethical Framework. The five collaborators on the framework (Chris Pascal, Tony Bertram, Julia Formosinho and Collette Gray and Margy Whalley) will present the draft guidelines, then each will lead a break out group for discussion on the topic. You will have the opportunity to discuss and provide feedback on the guidelines with fellow delegates at the conference.

The EECERA ethical code is intended as a guiding framework for all those involved in early childhood research and the publication and dissemination of its results. The ethical principles and guidelines have been developed by a working group of EECERA Trustees through a collaborative process with, amongst others, the involvement of the Coordinating Editor of the International Journal of Early Years Education, and also with due respect and full acknowledgement of existing ethical guidelines including those developed by: The British Educational Research Association; The Scottish Educational Research Association; The American Educational Research Association

We hope that it will support early childhood researchers in their research design decisions and ensure that research is conducted which safeguards the well being of all involved, particularly the very young and vulnerable, and also generates the highest standards of scholarship and research practice.

The EECERA Ethical Code sets out the expectations of ethical conduct expected of early childhood researchers. It is intended that all research conducted by EECERA members, or published and disseminated through EECERA platforms, including its journal, books and conference, will be evaluated according to its adherence to this code.

Keywords: Ethical guidance, ethical principles, research practice, publication, guidelines

SYMPOSIUM SET E/ 22

PUBLIC/ PRIVATE FUNDING AND CHILDCARE MARKETS

Individual Papers

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

Needs-based funding of preschools by city districts: 'targeted within universal'?

NINA HOGREBE, Westfälische Wilhelms-Universität, Germany

The study investigates whether regional data from official statistics can finance preschools according to their need. I employ data on different needs-indicators on both levels in one municipality and analyse their correlation. Research on education finance shows that the attribution of area characteristics to settings can lead to biases especially if the settings draw their clientele from overlapping catchment areas and choice mechanism reinforce residential segregation (Smith). As children's educational needs differ, needs-based funding can support an adequate education for all children in universal education

systems (Ross & Levacic, 1999). Data on city districts (e.g. unemployment rates, proportion of migrants) are provided by municipal official statistics of a medium-sized city in Germany (about 300.000 residents). Information on the preschools' ethnic and social composition (e.g. migration background, language difficulties, special education needs) is taken from the same municipality's school entry examination (2004-2011). Correlation analyses are used to detect the coherence between both datasets. Concerns that individual settings might be identified were overcome by anonymising all settings and districts. The analyses reveal small to medium correlations between the social composition of city districts and their respective settings. Besides validity problems, segregation processes lead to preschool compositions that are either privileged or disadvantaged compared to the district they are located in. Characteristics of districts and their respective preschool settings do not match sufficiently for regional data to be an adequate needs indicator. The financing of early childhood education requires data on setting or individual level to be target-oriented.

Keywords: needs indicators, needs-based funding, social composition, regional data, targeted within universal

Comparing parents beliefs about Private and Funded Child Care (CC)

MARINA FUERTES, Centro de Psicologia da Universidade do Porto, Portugal

Comparing parent's beliefs concerning Private vs Funded CC (funded through general taxation) aims, quality, curriculum and impact on child development. Previous research indicates that Portuguese parents have little know about CC (e.g., aims, curriculum) and about their or children rights. Moreover, they have very low stands of quality and rarely are involved in decision making. Quality early education and care is related to several factors such as lower children ratio per adult and per classroom, quality of teachers' training, curriculum, positive parent-providers relationships. Participants were 201 mothers and 49 fathers (N=250) of their 12 to 32 months (M_age=22.8) children (112 girls, 152 first-born, 100 attended Funded CC). Parents scored their agreement on a Likert scale with 25 sentences. Appropriate ethical considerations have been met including demands for confidentiality, consent and information. For Parents of funded CC believe that CC profit their children socialisation and tolerance (acceptance for diversity) whereas parents from private CC believed that their children CC promote child development and well-being. Parents from private schools expect more than others: parents good facilities, safety, hygiene, better curriculums, pedagogic activities and lower children ratio per class. In both cases, parents value an honest and open relationship with caregivers, and value teachers' practices and training. Parents' gender, education and children status affected the results. All CC aims to attend Children rights and needs. Therefore, parents must be informed and involved in order to help raising the CC quality. This study also provided insights for parents-caregivers relationships.

Keywords: child care, quality, funded and non-funded programmes, family-school relationship, children rights

US Head Start Teachers Challenge the Status Quo of "Best Practice"

MARY JANE MORAN, The University of Tennessee, United States

Research objectives included the design of a longitudinal, situated professional development model, incorporation of visual literacies in teacher critical reflective practice, by creating contexts for inquiry to support the development of agentic teachers. Communities of practice that situate teacher development depend upon the deep study of authentic, everyday teacher/child experiences. The integration of new considerations about children's competencies, role of the environment, continuity of experience, and teacher inquiry contributed to change in ways of knowing and teaching that challenged institutionalized, top-down, outside-in definitions of "best practice". Key tenets of socio-cultural theory in which learning occurs through participation in joint activities, discourse and meditational tools (cycles of text, talk, tape) contributed to the emergence of new questions, classroom and home-visiting practice. Teachers challenged the dominant discourse of the teacher as the primary "holder of knowledge". A community or practice model was employed across a 3-year period. Teachers analysed practice via analyses of video tapes, blog entries, and deconstructive talk. Narratives from focus groups, interviews, and teacher portfolios were analysed and comprised using constant comparative method, open/axial coding, schema analysis framed by grounded theory. University Institutional Review Board approved this study. Teachers began to challenge long-held beliefs about classroom rules and regulations, traditional use of classroom space, rigid daily schedules, and top-down, teacher directed curricula and assessments. Change in contexts for learning emerge from participatory

models in which teachers' have the space, find the voice, and make calculated collective changes that can be incorporated alongside long-held practices, routines, regulations, and expectations.

Keywords: a pedagogy of collaborative inquiry, situated professional development, agentic teachers, challenging dominant discourses, teacher leaders

SYMPOSIUM SET E/ 23

PLAY AND NARRATIVES

Individual Papers

CHAIR: BABS ANDERSON

Liverpool Hope University, United Kingdom

An ethnographic account of children's engagement in play

BABS ANDERSON AND ALEX OWEN, Liverpool Hope University, United Kingdom

This research project aims to contribute to an informed understanding of children's lived experiences in an early childhood setting. Using the seminal work of Parten (1932) and Broadhead (2004), which theorise a developmental trajectory of young children's social relationships in play, it problematises these as giving insufficient attention to the children's own intentions. Using an educational ethnographic approach, the research took place over one academic year. The methods of data collection of participant observation and interviews were selected so as to examine the children's experiences and strategic choices of engagement in freely-chosen play episodes. Ethical issues of insider/ outsider status were taken into account as were the ethics of differential power relationships between children, practitioner participants and the researcher. The findings indicate that the children have a repertoire of engagement types in play that they are able to intentionally utilise, ranging from a passive engagement to a convergent engagement. The level of skill at which they are able to use these varies greatly between individuals. The passive engagement situation occurs where a child processes the play opportunity at a remove, so that they are able to learn from this without actively partaking. Whilst they have little control, this does not mean this is without value. Convergent engagement occurs where two or more children are able to actively collaborate and share the development of intention and ownership of the play activity. Practitioners can use this to enhance their understanding of the strategies young children employ in play and support their development.

Keywords: arts activities, education, ethnography, engagement, intentions

Australian children talking about play

DESLEY JONES (1), SUSAN DANBY (2), (1) Ballymore Kindergarten and Preschool, Australia; (2) Queensland University of Technology, Australia

There is both a growing interest in the place of play in early childhood education and a denigration of the role of play in favour of more teacher-structured and formal activities. This paper presents a case study of preschool teachers and researchers partnering to investigate young children's play in Australia. The views of parents and teachers on play in early childhood educational settings have been reported in research, however, studies that focus on children's views of play are fewer. Children have their own construction of what play and learning is. This paper explores the topic of play from a child's standpoint (Mayall, 2002), with children as competent participants, rather than a presumed definition of play or a theorised, univers. Enacting a teacher-as-researcher approach, each teacher video recorded children's play episodes in their own classrooms. They then played back excerpts of the video recordings to small groups of children who reflected on these. Each video playback session was video recorded and transcribed. Children and parents have given written permission to participate in the research and were free to withdraw at any time. This project follows procedures outlined by QUT Research Ethics for human research with QUT Ethical Approval : 1200000705. Analysis provides insights for educators, parents and researchers of what counts as 'play' for children. Findings have implications for developing curriculum and pedagogy in early years education settings.

Keywords: arts activities, narrative-analysis, teachers-as-researchers, children's-perspectives, curriculum

Go and play says the green light! Promoting children's sense of belonging through narrative practices in day care centre

ELINA VIJAMAA AND JAANA JUUTINEN, University of Oulu, Finland

The aim of this paper is to study the children's sense of belonging in the day care centre. We explore it through one example, traffic lights, and narrative practices created around them. The previous studies show that children confront exclusion and bullying in day care centres. There is still slightly knowledge about how exclusion and belonging are constructed in children's daily life. We focus on narrative practices as the promoters of belonging. Belonging is assumed to be a crucial part of wellbeing of an individual. Our question is: Why do narrative practices intertwined to traffic lights seem to produce the sense of belonging in one day care group? According to Gubrium and Holstein (2008) narrative practices consist of what, how, where and when narratives are shaped. We also want to add the material environment as a part of the practices. Our research material consists of multiform narrative episodes produced by children (3-5 years), practitioners and researchers. Research ethics in our study is based on relational moral. The preliminary findings of our study point out three meaningful aspects for producing the sense of belonging within the day care group: 1. Children and practitioners throw themselves in to a mutual and playful narrative process. 2. The participants construct shared meanings concerning the traffic lights. 3. The adults express sensitiveness towards children's initiatives. Our study suggests expanding the consciousness about the role of the narrative practices promoting the sense of belonging in the day care centres.

Keywords: adult, belonging, child, narrative, narrative practice

SYMPOSIUM SET E/ 24

PROMOTING PHYSICAL ACTIVITY IN ECEC

Individual Papers

CHAIR: SÍLVIA BLANCH

Universitat Autònoma de Barcelona, Spain

Effects of systematic physical activity promotion in preschools and parental behaviour on children's health resources

ELENA STERDT, Magdeburg-Stendal University of Applied Sciences, Germany

The study analysed to what extent different conditions, structures and behavioural models in preschool and family "children's central social microsystems" can lead to differences in children's health resources. Physical activity (PA) is essential to the healthy development of children, preventive interventions should be initiated as early as possible in the preschool years. The study is based on social ecological models of health: Bronfenbrenner's social ecological model, WHO's biopsychosocial model of health and Bandura's social cognitive theory. Using a mixed methods approach, contrast analyses of 'preschools with systematic PA programmes' versus 'preschools without PA programmes' were conducted to assess the extent to which systematic PA promotion affects children's PA and social behaviour. The effects of parental behaviour on children's PA were likewise assessed. Data were collected via parent questionnaires and child interviews. A qualitative focused ethnographic study was performed to obtain deeper insight into the quantitative survey data. Written informed consent was obtained from teachers, parents and children. 417 children were interviewed at 46 preschools with systematic PA programmes respectively without PA programmes. The integration of the data showed differences in the design and quality of programmes to promote children's PA. It seems that in preschools with a systematic PA programme the PA and peer interactions of children are more intense. Data triangulation revealed a strong influence of parental behaviour. It can be assumed that interventions that include preschool teachers and parents may produce strong effects such as changes in healthy active living habits in preschoolers.

Keywords: early childhood education, physical activity, social behaviour, preschool children, mixed methods design

How does the environment and adult's involvement affect Physical Activity Play?

HEID OSNES AND HILDE NANCY SKAUG, Oslo and Akershus University College of Applied Sciences, Norway

The aim of the research is to reveal how environments restrain or promote children's Physical Activity Play in kindergartens. As far as we know there are few research works about Physical Activity Play in Kindergartens (Oliver et al 2007). We define

Physical Activity Play/PAP, as a playful context combined with a dimension of physical vigour (Pellegrini and Smith 1998). In this study we have an apprehension that play and learning is the same. Our view on children is that they learn, develop. During this study, preschool teacher students have gathered the data in kindergartens. For three years they have observed children in PAP in three different environments in the kindergarten. The students used a Moment to Moment Observation form. This form is modified after 'The Observational System-Preschool / OSRAC' (McIver et al 2009). We have received permission to collect data from the Norwegian Social Science Data Services and from the parents of the children observed. We found most PAP while children were in nature. Indoors and at the playground PAP became less visible. We also found that adults were little involved with PAP at the playground and indoors. We want to question the concept of free play and how the playgrounds are designed as a mean for PAP.

Keywords: physical activity play (PAP), playground, intensity in physical activity play, adults` involvement, free play

Examination of Physical Properties of Learning Centres in Early Childhood Education Institutions

ŞEKER PERIHAN TUĞBA (1), FATMA ALİSİNANOĞLU (2), BAŞKAL RANA(2), ERDEM SERAP(2) AND KARAHALILOĞLU GÖZDE (2) , (1) Uşak University, Turkey; (2) Gazi University, Turkey

Physical environment and quality in early childhood education institutions is so important and specific. This research has been performed for examination of quality and physical properties of learning centres in kindergartens and preschools of Ankara Province, Cankaya Town in 2012-2013 education year. The research is sample of the screening research design because of the research aims. Physical environment and quality are affective in early childhood learning activities and process. Learning centres is a new concept because of the last developments of the Preschool Programme of the Education Ministry. Learning centre was called as corner before. The study population is 48-60 months children who are attend an independent National Education Ministry nursery schools of Ankara, Cankaya and pre-school teachers of these children. Physical Properties Checklist was used in the study which was developed by the researchers. 123 clauses were evaluated by the professionals. Content validity index of 114 of these clauses computed as 1.00. Physical Properties Checklist was used in the study which was developed by the researchers. 10 preschool education academicians have commented the checklist. The results show that some differences between experienced and new preschool teachers' classrooms. From the results it can be said that, experienced preschool teachers' information about learning centres is significantly incomplete and new preschool teachers' information about the teaching techniques is correct but in practice their information are insufficient. The final pilot study is in process.

Keywords: learning centre, quality, preschool, kindergarten, physical environment

SYMPOSIUM SET E/ 25

DEALING WITH SENSITIVE TOPICS IN ECE

Individual Papers

CHAIR: MAELIS KARLSSON LOHMANDER

University of Gothenburg, Department of Education, Communication and Learning, Sweden

Sex education in early childhood: A study to examine the socio-cultural and Islamic perspective towards its importance in the Kingdom of Saudi Arabia

AMAL BANUNNAH, University of Sheffield, the United Kingdom and University of Umm Al-Qura, the Kingdom of Saudi Arabia

This paper investigates socio-cultural perspective towards the importance of provision sex education for children in the Kingdom of Saudi Arabia (KSA). In the KSA people have concerned about the potential influence that the international media is having on children, in particular in relation to the sexual content (Chandra et al, 2007). Saudi culture being pulled by both internal and external influences i. The research will be interpreted and presented from a sociocultural theory perspective. Data will be collected by a questionnaire, and interview. This research will interpret and describe social world experiences of the participants towards the significance of the sensitive topic of sex education in early childhood in the KSA. Ethical approval was obtained from the University of Sheffield and the Ministry of Education in Saudi Arabia prior to the start of the

study. Participation in the study would be kept completely confidential. 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. This study will be of considerable interest to individuals who are involved in the care of children, and should provide some ideas to assist researchers in the field of education in creating future research.

Keywords: sex education, young children, early years curriculum, Islamic perspective, sociocultural context

A cognitive approach on how children construct and understand the concept of death as a scientific knowledge

GHADA ZAMKA, University of Hull, United Kingdom

This study focuses on how children construct their knowledge to understand the concept of death (CD) scientifically. The investigation particularly is amended toward children's astronomical knowledge by shed the light on the schema of their reasoning. Among several types of perspectives of investigating how children understand the CD, cognitive perspective is the angle of investigation of this study and participating in the field. Based on the theory of Piaget, children's mature understanding of the CD is not before age of 10. However, later studies started to focus on the biological aspect. Up to date an ambiguity is remained in the field, in showing if children understand the CD or not. Time affects people life and causes death inevitably. It is a factor children usually interact with it during their daily life. This interaction appears in the day and night activities, which motivates them to recognise phenomena in the sky. This builds their knowledge of astronomy. As they are able to build their knowledge of astronomy they probably are able to build their knowledge of the CD based on the factor of time. This study is qualitative. The tools are too common stories. Due to the sensitivity of talking to young children about the CD, it is concerned in the tool of investigation. Children have a schema of thinking includes scientific and non-scientific knowledge. Based on their knowledge of astronomy they cognitively are able to understand all sub-concepts. Astronomical knowledge is a field should be involved in educational intervention.

Keywords: irreversibility, inevitability, universality, non-functionality, knowledge of astronomy

Child protection – was further vocational training helpful to qualify kindergarten teachers?

SANDRA FRISCH AND FRANZISKA JASCHINSKY, Martin Luther University Halle-Wittenberg, Germany

The study investigated how further vocational training enables kindergarten teachers for their task of child protection. The research project 'KidS - Kinderschutz und Kindergarten' and some corresponding results were presented at the EECERA conferences 2010, 2011, 2012 and 2013. Children have a right to be protected and in Germany kindergarten teachers are legally obliged to ensure child protection since 2012. There are many different professional training programmes aiming to enable them to guarantee child protection. The project 'KidS' investigates the effects of such trainings for kindergarten teachers on their pedagogical action. The results of structured guideline interviews with experts in the field of child protection and the research literature show the current state of research. An overview of the advanced vocational trainings shows their differences - quantitatively and qualitatively. In main focus of the research are the results of the structured guideline interviews with the kindergarten teachers responsible for child protection. Using the documentary method (Bohnsack) their transfer of training contents into practice is reconstructed. The findings of the research help to ensure the rights of children to be protected. Participants were guaranteed anonymity in the research. The research literature, the results of the expert interviews and the overview of the vocational trainings are presented and discussed. The results of the kindergarten teacher interviews show, that the common further vocational trainings do not enable kindergarten teachers enough to do child protection in a professional way. Another concept of further vocational trainings has to be developed.

Keywords: child protection, children's rights, further vocational training, professionalism, prevention

SYMPOSIUM SET F
TUESDAY 9TH SEPTEMBER, 2014
14:30 – 16:00

SYMPOSIUM SET F/ 1

GENDER AND PROFESSIONAL DEVELOPMENT IN ECEC

Self-organised Symposium

CHAIR: KARI EMILSEN

Queen Maud University College of Early Childhood Education, Norway

This symposium continues debate on the role of gender for professional development in the ECEC work force. Although political goals have promoted strategic initiatives towards a more gender balanced work force, the proportion of male ECEC workers remains low worldwide. The symposium presents recent research focusing on different aspects of professional development from a gender perspective. It has been claimed that the professionalisation of the ECEC work force in the last decades is still widely based on female constructions of the work (Vandenbroeck & Peeters, 2008). Nevertheless there is only a little empirical support for the notion that professionalism of ECEC workers is linked to their sex/gender. The results of the symposium open up new ways for a more gender-balanced development of professionalism in the early years. The symposium is organised by the EECERA Special Interest Group Gender Balance (first of two symposia).

Male Early Childhood Teachers' stories about their challenges their first year in the profession

LEIF ASKLAND, Oslo and Akershus University College of Applied Sciences, Norway

The paper present stories of four male Early Childhood teachers during supervision sessions over their first year as teachers. I am occupied to make men's kindergarten practices in kindergarten transparent to respond to the stereotyping that dichotomised research practises tend to enhance. The work also aims to describe tools for supporting newly qualified teachers in their first year. The research builds upon projects of research on gender equity and men in Norway, including Askland, L. (20012): Male Kindergarten Teacher Assistants Perspectives of Caring. Gender and systemic theory. The work is based in an autoethnographic approach to research. The content has been produced in a mentoring context, not primarily for research. The work is partly descriptive and partly interpretations by using frames and concepts from theory on empowerment and self management. It was clarified with the participants in beforehand that my notes might be used in my own research. The men's stories cover a big canvas of kindergarten teacher responsibilities. They are challenged and supported by experience teacher assistants, they also get locked in rules and regulations that contradict their own approach to children and they tell about support and frustrations in the culture of the institutions. How can concepts of self management and empowerment support the mentoring of newly qualified teachers for handling challenges and enhance professional qualities in their relations to children and colleagues? Findings highlight gender aspects of professional development and can be used to develop mentoring practises.

Keywords: male early childhood teachers, mentoring newly qualified teachers, early childhood education, autoethnography, gender

The child care centre as a workplace both for women and men

BERNHARD KOCH, University of Innsbruck, Austria

This paper presents interim results of a project funded by the Austrian Science Foundation (2012 - 2015) on 'Strategies to increase the number of men in ECEC'. Aims: Developing an intervention programme to increase male representation, accompanying analysis of political, administrative and 'interpersonal' negotiations. Evaluating how the intervention programme affects attitudes and the proportion of men. The study is a follow-up study to the FWF-funded research project 'Elementar - Men in Early Childhood Education and Care' (2008-2010). The theoretical and conceptual framework is based on gender as a social construct, child care work as "women's work" and child care centres as "gendered institutions". The parties' attitudes and behaviour are measured at the beginning and at the end of the project (face to face interviews, questionnaires, focus-groups). These groups are involved: young men prior to their career choice, workers in training

institutions, managers and co-workers of child care centres and policy makers. Child care centres with a gender-mixed workforce are analysed with regard to concept, recruitment and attitudes. The ethical principles include the categories harm, autonomy, privacy, reciprocity, equity. Gender politics in Austria do not appear to be at the point to promote men in educational occupations. Participating institutions did not seem to be able to start with changing the culture of care in vocational training or in child care centres. Nevertheless some findings point to 'best practice examples'. Implications for policy suggest the need for a commitment to develop a collaborative and systemic approach to gender politics in ECEC.

Keywords: men, women, child care worker, policy, workplace

Comparing female and male ECE workers in a standardised pedagogical situation. Final Results of the German "Tandem-Study"

HOLGER BRANDES, MARKUS ANDRÄ, WENKE RÖSELER AND PETRA SCHNEIDER-ANDRICH, Evangelische Hochschule Dresden, Germany

The German "Tandem study" (2010-2014), supported by the German Ministry of Family Affairs, Senior Citizens, Women and Youth, pursues the objective of investigating and comparing the behaviour of male and female ECE workers. The study is related to previous research by Cameron (2006), Owen (2003), Rohrmann (2008, 2009). "Doing gender": West & Zimmermann (1987), developmental psychology: Maccoby (1998), Grossmann (2004), Lamb (1997), Tamis-LeMonda (2004). Male teachers in ECE: Cameron (2006), Harris & Barnes (2011), Owen (2003), Farquhar (2006). The tandem study is based on a combined methods design. ECE workers are videotaped in a standardized everyday-like pedagogical situation with multiple materials, in interaction with, in each case, one child from their group. These sequences were rated by a trained rating group and thus transformed into quantitatively comparable data. Comparisons are carried out on several dimensions of pedagogical behaviour. Moreover, the use of materials and the resulting products were analysed. The involved children, parents, and ECE-workers gave their agreement to be filmed. On respect to professional standards there are no differences between female and male ECE workers. An influence of gender only becomes apparent regarding which activities, themes and materials professionals incline, and which interests and inclinations of girls and boys they take up. Moreover, workers interact different with boys and girls. Differences are most obvious in gender-homogenous constellations. The results support initiatives for a more gender-balanced work force but point out that links between gender and pedagogic quality should be more examined in practice as well as in research.

Keywords: men in early childhood education, behaviour against boys and girls, gender balance in ECE, adult-child-relation, experimental research

SYMPOSIUM SET F/ 2

FAMILY DAY CARE IN GERMANY - NECESSARY STEPS TOWARDS QUALITY AND CONTINUITY

Self-organised Symposium

CHAIR: NINA WEIMANN-SANDIG
German Youth Institute, Germany

The symposium reflects the present situation of Family Day Care in Germany, which plays an increasingly important role within the German Child Care System. Although the legal entitlement for children aged one to three years led to a quantitative enhancement of places in Family Day Care there was no re-thinking of a qualitative improvement. The presentations will reflect this need towards more quality and continuity in different ways. Lucia Schuegger (DJI) explains the long way towards mandatory trainings for Childminders. Dr. Gabriel Schoyerer (DJI) examines the quality of Family Day Care, which has - from a formal point of view - the same duties and functions as centre-based child care: early promotion and education of children. Finally Dr. Nina Weimann-Sandig (DJI) focuses on the need of an increasing number of employed Childminders (in Germany most of them are self-employed) but also discusses possible obstacles towards a professionalization of Childminders.

Childminding and public welfare – A slippery road between early education and social work

GABRIEL SCHOYERER, German Youth Institute, Germany

Childminders offer a significant proportion of childcare places and have the same duties and functions as centre-based child care. A decisive step towards more professionalisation is seen in a professional infrastructure provided by local authorities. Therefore professionals both qualified in early education and social work are deemed particularly necessary. Schoyerer, Pabst (2014, in print): *Wie entwickelt sich die Kindertagespflege in Deutschland*. Weinheim Kerl-Wienecke/Schoyerer/Schuhegger (2013): *Kompetenzprofil Kindertagespflege in den ersten drei Lebensjahren*, Berlin Schoyerer (2012): *Fachberatung in de. Concepts dealing with educational quality, professionalisation and infrastructure*. The whole paper is mainly based on recent data from empirical studies of the German Youth Institute (references see above). Due to massive legal changes within the last years FDC has become a major part of the German public welfare and education system. It must face the same quality standards as all other forms of child care, which leads to new and unknown challenges both in the systems of education and social welfare. In my paper I first want to give an overview of the duties and functions of FDC in Germany. Secondly I will focus on relevant research on quality from both children's and parent's points of view and will, thirdly, try to point out the importance of a professional infrastructure for the overall complex of educational quality. In my conclusion I want to draw the attention to the need for a better interlinking of early education and social work as a key action for better quality in FDC.

Keywords: family day care, educational quality, early education, social work, context quality

Childminders as Employees – the gap between social security and the development of a profession

NINA WEIMANN-SANDIG, German Youth Institute, Germany

Family Day Care has become an increasing part of family policy in Germany and is now subjected to essential restructurings: private and also public institutions are encouraged to employ Childminders as regular employees. Before most Childminders in Germany acted as self-employed. Our study examines the changes by focusing on working conditions, qualification and professionalisation. Pabst, Christopher/Schoyerer, Gabriel (2013): *Wissenschaftliche Begleitung des Aktionsprogrammms Kindertagespflege - unveröffentlichter Evaluationsbericht für das Bundesministerium für Familie, Senioren, Frauen und Jugend*, Berlin. Pabst, Christopher/Schoyerer, Gabriel (2013): *Wie entwickelt sich die Kindertagespflege? - Empirische Befunde und Analysen*, DJI-Online-Thema 03/2013. Weimann-Sandig, Nina (2013): *Drohende Altersarmut von Frauen - welche Jahrgänge besonders betroffen sind*. In: *IAB-Forum*, Nr. 1, S. 104-109. the dilemma of professionalisation within the field of childminding. The paper is based on recent empirical studies of the German Youth Institute from the period of 2008 to today. In Germany Employing Childminders is based on a compulsory alignment with collective agreement scales for childminders. It must face the same quality standards as all other forms of institutional child care, which leads to new and unknown challenges e.g. in the field of qualification, payment, care quality and scope of care. The presentation underlines the positive effects of the employment of Childminders by examining the social security system in Germany. Nevertheless it outlines the problems for the development of Childminding as an own profession, that could arise from growing numbers of employed childminders. In my conclusion I will develop recommendations towards a better balance between professional and social needs of Childminders.

Keywords: childminders in Germany, family day care in Germany, profession development, social security system, competent family day care system

Basic training of childminders redesigned - first steps to pave the way towards recognition of competences in vocational education

LUCIA SCHUHEGGER, German Youth Institute, Germany

Demands on quality of basic training for childminders are rising and the German Qualification Framework (DQR) provides new opportunities on compatible and creditable training measures. Therefore a redesigned curriculum is currently being developed. It provides an extended scope and is compatible with DQR and vocational education. *Weiterbildungsinitiative Frühpädagogische Fachkräfte* (2011): *"Kinder in den ersten drei Lebensjahren"* developed a DQR compatible competence profile for educational staff. The new training is based on this profile. *Annen* (2012): *"Anerkennung von Kompetenzen"* examines methods in Europe concerning accreditation of prior learning aimed at possible solutions for the DQR. Theories and Concepts concerning competence-oriented adult learning and vertical permeability in the vocational education system.

See the other fields. Implementation will result in higher requirements for the permission as a childminder. On the other hand policy tends to refuse higher financial compensation and social security for childminders. Therefore, together with the responsible Federal Ministry, a publication for state and local politicians is prepared demanding substantial political adjustments. I will firstly give an overview on the overall concept of the curriculum. Secondly, the competence profile it is based on will be introduced. This ensures the compatibility with the competence model of the DQR and specified contents of vocational education. Thirdly, I will show how the competence-oriented methodology and didactics are designed. In conclusion desiderata will be formulated. Especially the level of competences resulting from the training and validation and accreditation of the learning outcomes require research. Implementation calls for efforts in terms of policies and accompanying research.

Keywords: arts activities, family day care in Germany, curriculum basic training, vertical permeability, competence oriented adult learning

SYMPOSIUM SET F/ 3

DIGITAL KNOWLEDGE OF ECE TEACHERS AND PARENTS

Individual Papers

CHAIR: MICHELLE ROGERS

University of Worcester, United Kingdom

The difficulty of coordinating perspectives in young children's activities with tablet computers in preschool education

MALIN NILSEN, Institution of education, communication and learning, University of Gothenburg, Sweden

This paper discusses, on the basis of empirical research, the use of tablet computers in preschool. The aim of the study is to examine what kind of activities evolve and how children and teachers participate in these activities. Generally, discussions regarding new technologies establish their supposed effects on children's learning (Selwyn, 2009, 2012). The point of departure for this study is to investigate empirically how the technology is used, and critically discuss what conditions for learning are created. The theoretical framework for the study consists of sociocultural theory (Vygotsky, Wertsch, Rogoff). The concept of mediation is used to create an understanding of what kind of activities evolve when children use tablets in institutional environments. Video observations have been made of 29 children (aged 1 to 5 years) from two separate classrooms, in one preschool. Interaction analysis is used as an analytical framework. The study is conducted in accordance with the ethical guidelines of the Swedish Research Council, which includes that all participation being voluntary and all participants having signed an informed consent to be part of the study. The results show that children and teachers often are uncoordinated in perspective when using the tablet computers. The teachers are set on using the tablet as a didactical tool in teaching, but the children mainly regard the technology as a tool for gaming and playing. The study has significance for an informed discussion of the use of tablets in early childhood settings, including the role of the teacher in technology-mediated activities.

Keywords: tablet computer, preschool, sociocultural perspective, mediation, interaction analysis

Digital literacy - the knowledge and wisdom in pre-school teacher education

MARGRETHE JERNES, Department for pre-school teacher education, Norway

In Norwegian curricula little is expressed on how the pre-school teacher education should work with the topic of digital literacy (Ministry of education, 2012). This paper examines the professional practitioners' reflections on digital literacy in kindergartens and the implications this may have for professional education. The paper is grounded in my previous work 'Interaction in digital context in kindergarten' (Jernes, 2013). Here, being focused on both the child and the technology seems to be important for quality in the digital context. Plowman and Stephen (2007) are central for my work. Pragmatism has been used as an approach (Biesta, 2010, Dewey, 1996). In the light of theory of categorical building (Klafki, 2005) and educational connoisseurship and criticism (Eisner, 1985), the issue of digital literacy and critical reflection will be discussed. Semi-interviews (Kvale, 1997) were made, which gave qualitative data material, and is analysed according to grounded theory (Corbin & Strauss, 2008), on the phenomenological foundation (van Manen, 1990). The declaration of consent is given. Also

the issue of confidentiality and information about how results are intended to be presented has been oriented on (NESH, 2010). A professional competence oriented towards kindergarten, seems to involve basic didactic knowledge and critical reflection, which also include some sort of digital competence. In the presentation and in the journal paper, this will be discussed and outlined. There are many opportunities, but also pitfalls related to technology. One might ask what kind of knowledge related to digital literacy to ensure quality in the kindergarten, professionals should have.

Keywords: higher education, professionalism, didactics, reflection, digital literacy

Digital Story Tellers - The issues of social networking for children

MICHELLE ROGERS, University of Worcester, United Kingdom

This research focuses upon the need for adults to recognise the importance of digital online social story telling of children. The research collated views of Early Years Practitioners, children and parents regarding the issues of social networking, in doing so highlighted the need for parents and educators to understand the implications for this and be able to facilitate a way which meets the social and emotional needs of children. This research leads on from the work of De Souza and Dick (2009) and Livingstone and Brake (2010). An appreciative inquiry approach has been adopted for this research, rather than consider the negative impact on social networks for children, which has been widely acknowledged. The approach considers the work of McNiff and Whitehead (2009) to support this. A positive perspective was taken in the design and construction of this research. In seeking the perspectives of children, early years professionals and parents all ethical considerations and permissions have been sort, in accordance with BERA (2011). Children as young as five have presence in social networks this may be independently, or via secondary networks of siblings or parents. Little acknowledgement is given to 'backdoor' social networks which are predominately platforms used for gaming technologies. Implication for this and the way which social networking is currently being used, how it could be used gives rise to question and challenge the curriculum for children in the 21st century and to consider how safeguards and awareness can become an embedded part of an early years curriculum.

Keywords: social networks, digital story tellers, gaming technologies, social and emotional development, digital safeguards

SYMPOSIUM SET F/ 4

EXAMINING PRESCHOOL AND HOME THROUGH SOCIAL INTERACTION

Self-organised Symposium

CHAIR: POLLY BJÖRK-WILLÉN

Linköping University, ISV, Sweden

Children's learning and socialisation take most of the time place unnoticed in every day settings at home and in preschool. A way to get sight of and learn from mundane activities is to make detailed analysis of how children, educators and parents accomplish everyday business through social interaction. All authors in the two symposia about examining preschool and home through social interaction joint a participant oriented view on interactional conduct. The analyses of the various presentations contribute to a wider understanding of the often unseen details that are the building blocks for learning and socialisation.

The Educational Practice of Preschool in Interaction

SARA DALGREN, Institution of social and welfare studies, Sweden

The interaction between preschool teachers and children is an essential part of the learning environment in preschool. The overarching aim of the study is therefore to elucidate how educational practice is being accomplished in the interaction between a couple of preschool teachers and children in preschool. The study relates to previous research, in the ECEC-field, about interaction in preschool. The study's theoretical and analytical framework draws on Ethnomethodology and Conversation Analysis (CA). Put simply, Ethnomethodology can be understood as the study of members' methods in social interaction, and in CA, detailed and sequential micro-analyses of talk-in-interaction are being conducted. The method of the study could be defined as a video-based study. Interactions between two preschool teachers and children, in two different

Swedish preschools, have been videotaped. Ethical considerations are taken into account in relation to Swedish rules and has been conducted continuously and cautiously. Preschool teachers, parents and children have given freely "informed consent" to participate in the study. The study has been approved by the Central Ethical Review Board. The main findings of the study provide knowledge about details of the interaction of preschool teachers and children. More specifically it is shown how question-answer-sequences can serve as useful interactional and educational resources for the participants in the interaction. Implications for practice are that the study highlight and deepen our understanding of a fundamental condition for education in preschool, namely the interaction between preschool teachers and children.

Keywords: educational practice, preschool, ethnomethodology, conversation analysis, questions-answer-sequences

Multimodal interaction: How social and material modes participate and contribute to interaction between children and an interactive board in preschool.

SARA HVIT, Jon Koping University, Sweden

This study aims to form knowledge about interaction between children and technology. Children today grow up surrounded by a multimodal textual landscape where technology is a natural part of the environments where they play and interact. Different forms of technology have affordances, social and material, that influence interaction and meaning making. This challenges a traditional way of understanding children's language and literacy development (Marsh, 2003, Marsh and Singleton, 2009, Flewitt, 2008). In Swedish preschools, where 89% of all children aged two years participate (National Agency for Education, 2013), the new technology becomes an educational challenge particularly from a literacy perspective. The study is theoretically placed in the interface between New Literacy Studies, which regard literacy as a social practice, and studies with a multimodal approach to children's meaning making. Based on video recordings from a toddler group using a smartboard in a Swedish preschool, The interaction is studied in detail with a special interest in the characteristics of the participants, including materiality, and its contributions to the interaction. The project is approved by the Swedish ethical review board. Parents have given informed consent. Ethical considerations have also been taken during the videorecordings. The results show how interaction relates to children's organisation of material and bodily resources. However, materiality related to technological functions and visual fields organises itself and contributes with actions that surprise the children. The study contributes to the discussion of young children's meaning making in connection with technology.

Keywords: multimodality, literacy, preschool, toddlers, smartboard

The social organisation of family practices with digital technologies

SUSAN DANBY, Queensland University of technology, Australia

The aim is to explicate the everyday social practices of one family's engagement with computers, laptops, smart phones and tablets, to provide richer understandings of contexts and situated meanings of these activities, and to illustrate social dimensions of interactions. Young children's use of digital technology is influenced by parental roles (Plowman, McPake & Stephen, 2008, Stephen, McPake & Plowman, 2010). Children engage in complex interactions with digital technology in the home (Davidson, 2009, 2010, Marsh, 2010). The study draws on theoretical work of ethnomethodology and conversation analysis, and the theoretical premise of the competence of young children, as conceptual tools to understand everyday family practices. Within the sociology of childhood paradigm, and ethnomethodology and conversation analysis methodologies, methods involve video recordings of one family's engagement with digital technology over 9 months, with 30 hours of video-recorded interactions among family members, and ethnographic interviews with family members. The study demonstrates ethical principles of researching with young children, and has university ethical approval and consent from participants. The case study shows siblings, aged from 5-13 years, using digital technologies to engage in shared play online, with older siblings helping younger siblings to access and participate in online games, and parents contributing to their children's digital activities. The findings provide insights into everyday practices of family life, and meanings of activities involving digital technologies that go beyond the affordances of the technology alone. The findings contribute empirical evidence to addressing broader concerns about the role of technologies in everyday social life.

Keywords: digital technology, young children, home, family, social interaction

SYMPOSIUM SET F/ 5

EXAMINATION OF CONCEPTS OF SCHOOL READINESS AMONG PARENTS AND EDUCATORS.

Self-organised Symposium

CHAIR: NÓIRÍN HAYES

Dublin Institute of Technology, Ireland

The aim of this research study was to explore concepts of school readiness as they are understood by early years educators and managers, primary school principals, junior infant teachers and parents. The research also examined participants' perspectives on school-starting age and the motivation for choice of school-entry age among parents in Ireland. The views of children availing of the free pre-school year (FPSY) scheme in relation to starting school were also elicited. The study was situated within an ecological framework and examined how school readiness is understood and how it relates to societal culture, history and values. A range of valuable findings emerged from the research, which have the potential to inform policy, practice, training and research in the future. The implications of the research findings from parents and early years educators will be presented at this symposium and recommendations made with reference to policy, practice, training and research.

Findings of a national research study exploring the concepts of school readiness

DEIRDRE BREATNACH, Mary Immaculate College, Ireland

This presentation reports upon the findings arising from a nationally distributed questionnaire to schools and pre-school settings, as well as interviews with parents and educators. It further reports on findings from a sample of child conferences. The findings indicate that in Ireland, school readiness is located at the intersection of the maturationist and the environmentalist view. This session examines the interplay of factors, i.e., school starting age, curriculum, class sizes and professional development that determine school readiness in Ireland, and their influence on what children are experiencing. This study builds upon previous research both nationally and internationally. The findings from this study concur with PACEY (2013) and Moloney (2011) in relation to the schoolification of pre-school. The study draws upon four theoretical approaches identified by Dockett and Perry (2002): the maturationist, environmentalist, socio-cultural and the interactionist views of school readiness. The paradigm, methodology and methods will be presented in the first presentation of this symposium. Ethical considerations are discussed in presentation one of this symposium. Ireland adopts a maturationist - environmentalist approach to school readiness. The predominant focus is upon the acquisition of a body of skills and knowledge all of which are seen to provide children with a 'good start' to education. There is evidence of the schoolification of pre-school and a need to refocus attention upon developmental and child-led criteria when preparing children for school. The implications for policy and practice will be discussed in the final presentation in this symposium.

Keywords: School readiness, parental concerns, knowledge, skills, curriculum

School Readiness in the Irish Context

PATSY STAFFORD, National University of Ireland, Ireland

This presentation will report on school readiness in the Irish context in particular and will locate it within international literature. In 2010, the Irish government introduced a free preschool year [FPSY] for all three to four year old children in advance of their entry to primary school. The Department of Children and Youth Affairs (DCYA, 2013) indicates an almost universal uptake of this service with 97% of eligible children availing the scheme in 2011/2012. This presentation presents the context to explore parents' and educators' concepts of what and how children should be learning prior to school entry and the reality of practice within early childhood settings in Ireland. This presentation will then lead into the paradigm, methodology and methods of this study and set the scene for the following two presentations. This study builds upon both national and international research on school readiness. This study draws upon the four theoretical approaches identified by Dockett & Perry (2002). This study used a mixed methodology (both quantitative and qualitative) approach to examine concepts of school readiness in Ireland. Ethical clearance was granted by the Research Ethics Committees of the participant institutions. The main findings will be presented and discussed in the following presentations. The key messages and implications for policy and practice in Ireland will be presented and discussed in the following presentations.

Keywords: school readiness, school starting age, curriculum continuity, Aistear, school readiness indicators

Examination of concepts of school readiness among parents and educators-conclusions

SIOBHAN KEEGAN, Dublin Institute of technology, Ireland

The final presentation of the symposium summarises the research findings and distils the key messages and implications for policy and practice in Ireland. The research conclusions have implications in relation to Aistear (NCCA, 2009), the Irish national early childhood curriculum framework. Conclusions will be discussed with reference to the preceding symposium presentations. The conclusions were informed by the multiple perspectives offered by the research design and encompass the views of parents, early years educators and primary school teachers. Ethical clearance was granted by the Research Ethics Committees of the participant institutions. As the first comprehensive study undertaken in Ireland to examine understandings of school readiness from multiple perspectives, a range of school readiness indicators have been identified. Among the many recommendations to emerge from the study are the need for an informed national discussion about school readiness, the need to redirect the focus of school readiness towards developmental and child-led criteria, to raise awareness of school readiness indicators among parents, educators and the wider society, to use Aistear (NCCA, 2009) as unifying mechanism across pre-school and primary school and to initiate a phased- reduction of infant class sizes to a maximum of twenty pupils per class.

Keywords: school readiness, ECEC curricula, curriculum continuity, school starting age, Aistear

SYMPOSIUM SET F/ 6

EVALUATION OF THE EARLY CHILDHOOD EDUCATION IN GREECE: RESULTS FROM THE PILOT STUDY OF THALES EARLY-Q PROJECT.

Self-organised Symposium

CHAIR: EVRIDIKI ZACHOPOULOU

Alexander Technological Educational Institute of Thessaloniki, Greece

This project is implemented through the framework of the Operational Programme “Education and Lifelong Learning” and co-financed from the European Union (European Social Fund) and from national sources the “Thales Early-Q” is a European Union co-funded project for the evaluation of the quality of Early Childhood Education (ECE) in Greece. The project commenced in January 2012 and will last till September 2015. The purpose of this symposium is to present the results from the pilot study of the “Early-Q” project. The first paper discusses the results from the evaluation of the quality of ECE environments with the Early Childhood Environment Rating Scale – Revised. The second paper focuses on the evaluation of the ECE environments with the Early Childhood Environment Rating Scale – Extension. The third paper presents the results regarding the evaluation of the levels of physical activities in ECE environments based on the “movement-play” scale.

Quality in Greek early childhood education classrooms

ELIANA BHERING (1), MICHAEL GLÜER (2), PANAYOTA Y. MANTZICOPOULOS (3), (1) Fundação Carlos Chagas, Brazil; (2) University of Bielefeld, Germany; (3) Purdue University, United States

The main aim of this presentation is to present the results of large pilot results concerning Greek ECE quality. The study has been inspired by international research using the same instrument. The majority of the studies have indicated that quality is an important aspect for schooling success and plays an important role in the process of planning and organising rich and relevant educational environments for young children. This study is fundamentally based on the belief that developmentally appropriate practices (DAP) can have a powerful impact on children's education and lead to schooling success during and after pre-school. The instrument used was ECERS-R which consists of 7 subscales: Space and Furnishings; Personal Care Routines; Language-Reasoning; Activities; Interaction; Programme Structure; Parents and Staff. 20 trained assessors evaluated 143 early childhood classrooms from 12 different prefectures. Schools visited were all informed about the study and of the data collection and analysis procedures as well as guaranteed that their identity would be kept anonymous. The results have shown that, generally speaking, the Greek centres visited reached level of quality that ranged from minimal to excellent, but the majority of them seemed to present good quality as an overall rate. This study is expected to influence

Greek ECE policies and practices since it is a national study. In addition, it is important to highlight that this is the first ECE quality study in Greece and therefore it is also expected to trigger more discussion on the topic around the country and in the European context.

Keywords: Greek ECE, ECE environment assessment, ECE quality, ECERS-R, ECE practices

Evaluating the quality of Greek early childhood education environments with the Early Childhood Environment Rating Scale – Extension (ECERS-E): Results from the pilot study of the “EarlyQ” project

ATHANASIOS GREGORIADIS (1), VASILIS GRAMMATIKOPOULOS (2), AND NIKOLAOS TZAVIDIS (3), (1) Aristotle University, Greece; (2) University of Crete, Greece; (3) University of Southampton, United Kingdom

The aim of the current study was to present results from the pilot study of the EarlyQ project using the Early Childhood Environment Rating Scales -Extension (ECERS-E) (Sylva, et al., 2010). This study is a part of the EARLY-Q project that attempts to evaluate the quality of Greek early childhood education environments for the first time. The ERS scales are used for the evaluation of the quality of early childhood education environments. This study presents results from the pilot study of EarlyQ where the Early Childhood Environment Rating Scales -Extension (ECERS-E) is being used. The scale was translated in Greek and 20 assessors implemented it in 90 classrooms observations as part of their initial training for the use of the environment scales (ECERS-R, & -E). The project has an official licence from the Ministry of Education. Also, all educators and parents were informed about the project and consent forms were signed for the participation of their children. The project followed the ERC ethics guidelines for research in early childhood education classrooms. At this stage (the pilot study), the results supported the applicability of the ECERS-E in the Greek educational settings. Yet, the main study is expected to provide more clear evidence for the validity of the scale and for its distinction from relative items of the ECERS-R. When the main study is completed, the project is expected to have representative data about the quality of the Greek early childhood education environments for the first time.

Keywords: Environment Rating Scales, Evaluation, Early Childhood Education, ECERS-E, Early Q project

Using “Movement-Play” scale in early childhood education in Greece

EVRIDIKI ZACHOPOULOU (1), OLGA KOULI (2), NIKOS TSIGILIS (3), (1) Alexander Technological Educational Institute of Thessaloniki, Greece; (2) Democritus University of Thrace, Greece; (3) Aristotle University of Thessaloniki, Greece

The current study's aim was to present the preliminary results from the pilot study of THALES EARLY-Q project using the 'Movement-Play' scale. PE, through movement and play, contributes a great extent to children's overall development and is part of a high-quality ECE environment (Bailey et al., 2009, Eldar & Ayvazo, 2009). Movement and play are considered as very important aspects of early childhood education. In Greece, a very high percentage of the children's population is obese. Among the scales that have been used for the evaluation of early childhood environments is the 'Movement-Play' scale (Archer, & Siraj-Blatchford, 2012). The scale consists three sub-scales: 'Space & resources', 'Adults engaging in movement with children', and 'Planning for movement-play from observations of children'. The authors used the back translation technique to implement the scale in the Greek ECE settings. 20 assessors observed and evaluated 90 classrooms all over Greece using the 'Movement-Play' scale. All participating classrooms had a written consent from the directors of the ECE centres. The results revealed that the 'Movement-Play' scale is a promising tool for capturing the quality provision and practice of movement experiences in the Greek ECE. Further confirmation in the main study of this project is needed to be drawn firm conclusions about the validity of the scale. Thus, incorporating measures for the level of physical activity of early childhood children is an important element for the evaluation of the quality in ECE centres.

Keywords: movement-play scale, early childhood education, evaluation, observation, movement experiences

SYMPOSIUM SET F/ 7

ECEC SETTINGS AS AN ARENA FOR STAFF DEVELOPMENT: SECURING QUALITY

Self-organised Symposium

CHAIR: MARIT GRANHOLT

Oslo and Akershus University College of Applied Sciences, Norway

The aim of this paper is to report on research that is in progress where the ambition is to identify the training and qualifications that are necessary so as to ensure that the Norwegian early childhood workforce is truly professional. In Norway, universal ECEC that is affordable and accessible is very nearly a reality. This puts pressure on the demand for qualified staff. Consequently, there has been an increasing interest in new models of qualification so as to professionalise carers and practitioners. This symposium explores learning potentials inherent in a work-based early childhood teacher education programme from three different perspectives: students who are training to be teachers, kindergarten leaders and the perspectives drawn from a collaboration between early childhood teacher education (ECTE) and ECEC settings. It is part of a wider project exploring "Teachers' professional qualification", and its starting point is the work-based programme of ECTE at OAUC, Oslo.

ECEC settings as a learning environment in ECTE

KAREN MARIE EID KAARBY, Oslo and Akershus University College of Applied Sciences, Norway

The aim of this paper is to examine factors that influence students' conceptions and understandings of their workplace as a learning environment. In a recent study we have investigated the relationship between learning, roles and the workplace (Kaarby & Lindboe 2014). In this study we focus on the relationship between fundamental ideas underlying work based learning and policies and practices in education. The data is discussed within a theoretical framework drawn from the field of work-based learning (Gibbs 2013, Eraut 2010, Raelin 2008, & Wenger 1998). Drawing on qualitative data including focus groups, observations and questionnaires the paper identifies some of the salient characteristics in relation to professionalism and work-based learning. Ethical considerations included respecting all of the participants. Participation was voluntary and the data has been anonymised. The findings suggest that students relate theory to their practice. They are also reflective, where they are attuned to both their own practice plus that of the kindergarten. Students also participate in the life of the kindergarten, taking on different roles and thereby become a member of a community of practice. They also develop a community of practice with their fellow students. The research identifies characteristics that promote learning whilst also identifying elements that restrain learning within the workplace.

Keywords: Work based ECET programmes, learning, theory and practice, reflection, learning environments

ECEC as a 'learning arena' for students: developing a teacher identity

ANNE FURU, MARIT GRANHOLT AND KAREN MARIE EID KAARBY

Oslo and Akershus University College of Applied Sciences, Norway

The aim of this paper is to illustrate how kindergartens within a Norwegian context can become a 'learning environment' for students when making the transition from university student to teacher. Particularly, the paper marks out why coherence and collaboration is essential for these students as they move into a community of practice (Lave and Wenger, 1991) within ECE settings. We also illustrate how the students own knowledge is respected and actively sought by kindergarten leaders. We argue that without a corridor of communication between the leaders of ECEC settings and tutors from the University of College the student experience whilst on work experience would be deeply impoverished. Drawing on qualitative data, including case study, semi structured interviews, focus group interviews, questionnaire and individual interviews, the study illustrates the complexities that surround coherent collaboration. In particular the paper illustrates the ways in which students have to negotiate structures and systems in order to feel that they are members of the school community. The ethical considerations of this research project are located around respect for individuals. Undertaking research that is concerned with transitions is always quite fraught and needs degrees of sensitivity so that all the research participants feel that they can trust those who are collecting their accounts. The findings from the research will contribute to a research knowledge base concerning transitions. In all the paper details some of the intricacies - when moving from student identity to becoming teacher.

Keywords: ECEC as a 'learning arena', from university student to teacher, transitions, collaboration, coherence

What characterises students' learning when in the environment of a kindergarten?

MARIT GRANHOLT, KAREN MARIE EID KAARBY AND ANNE FURU, Oslo and Akershus University College of Applied Sciences, Norway

The aim of the research is to examine what factors characterise students' learning when in the environment of a Norwegian kindergarten. The research is part of a study that seeks to contribute its findings to our knowledge and understanding of teacher professionalism in a broad sense as well as more specific findings that traces individual's experiences as they make the transition from student to teacher (Teachers' Professional Development). The research is located within a framework that is sensitive to issues concerning structural and conceptual coherence (Grossmann et.al.2008, Hammerness 2006) and management in learning organisations (Wadel 2008). This qualitative research includes semi-structured interviews undertaken with the leaders of two kindergartens situated in Oslo, Norway. Ethical considerations included respecting the confidentiality of the leaders so as to allow them a safe space in which to share their accounts concerning leadership, mentoring and teacher professionalism. The leaders see possibilities to connect the students' learning processes with those of the other staff. In this way the leaders make a conscious decision to develop the kindergartens as constructive arenas for students' learning. The paper highlights how the leaders mentor the students but, importantly, they also draw on the students own knowledge, expertise and wisdom. This paper argues that the quality and overall effectiveness of this work place experience is highly dependent on the leadership style of the managers of the kindergarten who have responsibility for the students whilst on work placement. It also depends on the levels of collaboration between the kindergartens and the university.

Keywords: ECEC as a "learning arena", coherence, collaboration, learning organisation, leadership style

SYMPOSIUM SET F/ 8

EARLY CHILDHOOD SCIENCE EDUCATION, RESEARCH METHODOLOGY AND FINDINGS OF FIELDWORKS

Self-organised Symposium

CHAIR: MICHAEL KALOGIANNAKIS

University of Crete, Greece

In recent years Early Childhood Science Education has received increased attention. Research has reported on problems related to how science in preschool is taught, and a discussion of the need for new epistemological perspectives has emerged. The purpose of this symposium is twofold; firstly it is presenting new results revealing how European preschool practices meet reinforced science learning goals. Secondly it is aiming to initiate a discussion about how different research methods or foci can supply us with varying information of science preschool practices. Three studies are presented. The first explores the diversity of science activities performed in Swedish preschools using qualitative and quantitative data. The second monitors and contrasts two ways of analysing preschool teacher's perceptions of science for preschool. The third presents research methodology and findings of fieldwork conducted in early years settings across nine countries in Europe within the EU/FP7-funded project Creative Little Scientists.

The diversity of Science activities in Swedish preschools

BODIL SUNDBERG (1) AND CHRISTINA OTTANDER (2), (1) Örebro University, School of Science and Technology, Sweden, (2) Umeå University, Sweden

Research aims are to explore a) the diversity of science activities performed in Swedish preschool and b) how cultural factors affect the shaping of these. Previous research has reported on problems connected to science teaching in preschools (Garbett 2003). A discussion of the need for new epistemological views has thus been initiated (Siraj-Blatchford 2001). Still, there is a lack of studies describing the. Activity Theory (AT) is used (Engeström 1987). AT is based on a sociocultural perspective where practices are viewed as situated within historical and cultural contexts. Observation data from 10 different preschool groups provided cases where tools, subjects, objects and outcomes of a particular activity could be described. Answers of 757 questionnaires, distributed to preschool teachers, informed on the diversity of science activities

at Swedish preschools. Ethical principles relating to basic individual protection requirements were met with regard to information, informed consent, confidentiality and use of data. A great creativity of preschools' science activity themes was displayed. Observations however showed that the striving to merge science activities with social learning and the child's perspective causes the science learning object to become fragmented and elusive. In the light of our results, we argue for a continued debate about how science activities can be created in order to both address an educate preschool culture and meet quality science teaching goals. The results also show the benefits of combining quantitative and qualitative methods when describing practices.

Keywords: preschool, science, community of practice, activity theory, questionnaires

Enabling creativity in early years science and mathematics education

ESME GLAUERT (1) AND FANI STYLIANIDOU (2), (1) Institute of Education, University of London, United Kingdom, (2) Ellinogermaniki Agogi, Greece

This paper presents and discusses research methodology and findings of fieldwork conducted in 71 early years settings across nine countries in Europe within the EU/FP7-funded project Creative Little Scientists, which aimed to reveal the potential for creativity and the role of inquiry in early science and mathematics education. The project reflected the focus of recent European education policy (EC, 2012). It was informed by research evidence of young children's capabilities in science (Duschl, 2007), arguments about the importance of science in early childhood education (Eshach & Fried, 2005) and debate about the nature of creativity and inquiry in science and mathematics education (Kind & Kind, 2007). Fieldwork drew on concepts and synergies identified in the project's Conceptual Framework (CREATIVE LITTLE SCIENTISTS, 2012a) as operationalised in the List of Mapping and Comparison Factors (CREATIVE LITTLE SCIENTISTS, 2012b), and used the methodology. Research took place within the interpretive paradigm, exploring pedagogy in terms of both 'pedagogic framing' and 'pedagogic interactions' (Siraj Blatchford et al, 2002) and the perspectives of both children and practitioners. Data analysis enabled comparisons among the intended (by policy, teachers' conceptualisations), the implemented and the experienced (by children) curriculum. A common framework of ethical principles was adopted across the project including the importance of building partnerships with participants. Findings provided considerable evidence of the potential for creativity in early years science and mathematics education and suggested areas for further development. Recommendations were proposed for policy, teacher education and future research.

Keywords: science, creativity, inquiry, curriculum, pedagogy

Analysing preschool teachers' talk about science activities: focusing perceptions of science for preschool from two different analytical perspectives

KARIN DUE (1), BRITT TELLGREN (2) AND SOFIE ARELJUNG (3), (1) Department of Science and Mathematics, Sweden, (2) Örebro University, Sweden, (3) Umeå University, Sweden

To advance the understanding of preschool teacher's perceptions of science for preschool and to gain knowledge about how different methods of analysis can contribute to such an understanding. Previous research has highlighted a) teachers' epistemological beliefs and prevailing learning cultures as important for shaping preschool science (Fleer, 2010, Sundberg & Ottander, 2013) and b) how different analytical perspectives can render results on different levels (cf. Andersson & Gullberg, 2012). A methodological meta-analysis of two analytical approaches, (a) and (b). Analysis of interviews with staff from ten preschools, based on (a) feminist critique of science, challenging traditions of organising knowledge in mutually exclusive dualisms, such as objective-subjective. (b) themes emerging from the data. Requirements concerning information, informed consent, confidentiality and usage of data were carefully met, both orally and in writing, by informing the preschool staff, children and guardians on the purpose of the study and their rights to refrain from. Results concerning (a) philosophy of science, challenging ideas of what science (in preschool) could be (b) perceptions of science for preschool, both as description of variation and on and individual level as tensions and consensus. The methodological discussion will concern how analyses of texts with the same informants talking about the same topic can render results on different levels, and how these analyses can complement each other. (a) Contribute to the ongoing discussion about what science in preschool can be, and (b) give concrete examples of the different types of knowledge that can be gained when using different types of analytical approaches.

Keywords: arts activities, perceptions of science in preschool, methodology, feminist critique of science, preschool teachers

SYMPOSIUM SET F/ 9

EARLY CHILDHOOD EDUCATION: THE RIGHT TO CITIZENSHIP PRACTICES...

Self-organised Symposium

CHAIR: MARISTELA ANGOTTI

Faculdade de Ciências E Letras, UNESP, Brazil

This symposium aims to review research projects and provide services to the community in order to identify whether the constitutionally established democratic processes are promoting social participation practices that ensure quality and implementation of the rights to education for children under six years in Brazil and Spain. Going through the inconsistencies in the speeches and pedagogical practices that compromise children's development during the Early Childhood Education, their right to play, to move, exposing them to the condition of vulnerability that make explicit the need for family care programmes. Show that our democratic participatory practices are not fruitful in ensuring articulated social project that provides quality early childhood education and the implementation of children's rights.

Keywords: Early childhood education, educational rights, pedagogical practices, institutional practices, care programmes families

From utopia to reality, the right to citizenship practices: Early childhood education

MARISTELA ANGOTTI, Faculdade de Ciências E Letras, UNESP, Brazil

The question to be answered is based on legislation, analysing whether the appropriate early childhood teaching practices are given the rights and ensuring the full development of children. Do our democratic processes ensure the participation of parents and society in pursuit of a quality education? This paper analyses research and community serving projects in order to identify if democratic procedures established by law are promoting participatory practices that can ensure quality and implementation of constitutional rights to education for children in Brazil. Angoti, M. (org). Early childhood education: for what, to whom and why. Campinas/BR: Alínea, 2006. Early Childhood Education: the right condition to the condition of service quality. Campinas/BR: Alínea, 2009. Analysis will be based on the theoretical basis of the epistemology of practice and the role of the person in training. The material presented is the result of a qualitative research approach that sought the voices of teachers from kindergarten to analyse its training, difficulties, interpersonal relationships, as well as educational and institutional practices established which can provide the comprehensive development of children under six years. Production and popularisation of knowledge about children, their rights and child development as a means of preparing citizens for the protection of dynamic and fairer social pact. It appears in discourse incongruities of serious professionals towards implementing right, concepts, pedagogical principles deriving from legislation in their didactic and institutional pedagogic practices. Contributions to a review of training and teaching practice in Early Childhood Education to ensure children's rights.

Keywords: Early childhood education, educational rights, pedagogical practices, institutional practices, teacher training

Progress in the promotion of family support to protect the rights of children

MARIA ANTONIA RIERA JAUME AND MARIA FERRER RIBOT, University of Balearic Islands, Spain

This presentation presents research reviewing different support programmes for families and, specifically, analysis of a programme dedicated to support for families at risk with children under 6 years (which has been in use in the Balearic Islands for 12 years), based on studying the quality of interventions by professionals to protect child welfare and promote quality upbringing for the children. Previous research into the role of professionals in early childhood parent support programmes using a comparative study between Spain and Italy is analysed (Ferrer, M., Riera, M.A. 2007). Spain is working within the Ministry of Health, Social Services and Equality's National Strategic Plan for childhood & adolescence (2006-2013). Following its recommendations, one of its aims is directed at supporting families by moving forward in promoting policies supporting families to fulfil their duties and seeking a standard quality for parent support services (Daly, M. 2007). From a qualitative paradigm, interviews with users and programme professionals, group discussions and observation protocols for analysing the professionals' actions were used. Participants were provided with an informed personal data protection consent. The results show the effectiveness of parental support programmes with at-risk families and, furthermore, the

importance placed on the performances of the professionals along with the need for tools to stimulate assessment of, and reflection on, their interventions. We need to provide support, such as child protection and prevention measures, particularly in the first six years. It also finds the need to continue to look for quality standards in parental support services.

Keywords: child rights, parent support programmes, prevention, families at risk, role of professionals

Child right in early education to lucid actions

MARIA DO CARMO MONTEIRO KOBAYASHI, São Paulo State University, Brazil

Playing is a child's right, crucial for the development of biological, cognitive and socio-emotional processes. We aim to present the research aimed to identify, describe and analyse the playful objects, toys, games, and other books available to children space and time to play in 3 public kindergartens in Brazil. Previous studies regarding playful objects in daycare, held by our group, pointed out that there are toys and books in schools where this research occurred, but in quantity, quality and content that does not meet indications of Brazilian official regulation. The theoretical and conceptual framework used was Bondioli and Mantovani (1998), Garon (2002) and Perino (2002) on the object analysis, Brock, amongst others. To achieve the proposed objectives, was conducted a case study with a qualitative approach, its objective was to analyse the playful objects which were made available in schools with preschool children. This research authorised by institution ethical committee, the participants were provided with an informed personal data protection consent. From the data analysis of the results we selected a collection of toys and books using the references cited above that meet the needs and interests of children, the objects were delivered to schools along with the results. The study motivated the team to continue their studies with the school group, which required the development of a training service, launched in August 2013 and ongoing, which is the subject of continuing research on the training needs of teachers of kindergartens and early childhood education and the university role.

Keywords: playful objects, child education, playing, early childhood, teacher's formation

SYMPOSIUM SET F/ 10

DEVELOPING ECE PRACTITIONERS

Individual Papers

CHAIR: VICTORIA WHITINGTON

University of South Australia, Australia

Building up a personality - a comparison between vocational school education and university based vocational education of early childhood teachers

STEPHANIE CONEIN, JANNE FENGLER AND ALEXANDER RÖHLER, Alanus University of Arts and Social Sciences, Germany

The project focuses on the issue if, how and with which outcomes the aim of personal development is pursued in vocational education of early childhood teachers. The proposal focuses on the outcomes of project phase I. Although the importance of personal development of early childhood teachers (ECHTs) is always stressed by experts, there are hardly any findings concerning the realisation of personality development. In her explorative study, Kägi (2006) comes to the conclusion that there is a great variety in theoretical constructs and further research is needed. Research Questions: Which role plays building up a personality in the vocational training of ECHTs? What kind of didactics and contents are used to reach this aim? Is there any theoretical framework underlying the practice of personality education? Qualitative approach: Document analyses of the relevant curricula - Thirteen expert interviews. Ethical considerations have been applied. Most of the German vocational education of ECHTs contains the objective of personality development, but significant differences (quantitative and qualitative) could be stated. Some BA studies comprise personality development explicitly in each module, o. A special didactics of personality development is needed so that personality development no longer grows intuitively out of practical experiences but also of sound theoretical implications.

Keywords: arts activities, teacher education, value education, professionalism, teacher's role

Educators' views on their study of brain development in the early years

VICTORIA WHITINGTON, University of South Australia, Australia

The course 'Brain Development in the Early Years' supports educators to build their knowledge in this area. The aim of the study was to investigate educators' views regarding the usefulness of this course to their work. Findings from neuroscience are increasingly being used to inform early years' education policy (Mustard 2008, National Scientific Council on the Developing Child 2007). A recent critique concerns whether a brain development focus undermines the social nature of early education, diminishing emphasis on young children's care and education (Vandenbroeck 2014). This critique raises the question of whether educators find a brain development knowledge base professionally valuable. Employing a constructionist framework (Crotty 1998) the research investigated 45 in-service and pre-service educators' views. The de-identified data set comprised consenting educators' online discussion responses to course content and its applications, and an anonymous course evaluation instrument. All participants gave written consent. Analysis revealed four themes regarding the value of this knowledge for educator professionalism: 'Working with families', 'Working with children', 'Advocacy', and 'Working across systems'. Foregrounding South Australian educators' voices regarding their study of early brain development, this study found that educators considered this knowledge powerfully increased their professionalism and ability to advocate because it provided them with new insights about the importance of nurturing environments to children's development, their behaviour and capacity to learn. In this presentation each theme will be described and illustrated with examples from educators' writing, and discussed in terms of the impact of this new knowledge on educators' thinking about their professional practice.

Keywords: brain development, early childhood educators, professionalism, education and care, advocacy

Creativity and motivation in early childhood teacher-education

GRETE SKJEGGESTAD MEYER (1) AND MARGARETH EILIFSEN (2), (1) NLA University College, Norway; (2) Bergen University College, Norway

Our aim is to highlight creativity as a motivating factor in teaching and learning, to both the educator and the teacher students, so the ability to develop a creative environment amongst children increase by giving students tools to arrange for The UN Convention on the Rights of the Child Article 31, giving every child the right to 'engage in (...) cultural and artistic life'. Earlier research on Profession and Professional Qualification (Schön) and our Research and Publications. Our research is among others, based on research on motivation in creative work done by Amabile and Csikszentmihalyi, the significance of quality artwork in learning processes by Bamford and Ellis research on Collective Creativity. Quantative Research with a survey and Qualitative Research through interviews. By researching our own practice, we need to create some distance to research material and findings. We represent different academic fields, drama and pedagogy, which can give us the opportunity to experience collective learning processes together. A 2009 survey among Early Childhood Teacher students at NLA University College shows that creativity, as part of teaching strategy, is useful for learning in cross curriculum studies. New findings from ongoing research with first and third-year students will be presented in our paper. Researching own practice can give new, qualified knowledge to teacher training programmes. This study focuses on creativity in Early Childhood Education and prepares coming teachers to fulfil the UN Convention.

Keywords: Early childhood teacher education, creativity, motivation, curiosity, humour

SYMPOSIUM SET F/ 11

CREATIVITY: MUSIC, WRITING AND DRAMATIC PLAY IN ECE

Individual Papers

CHAIR: FAYE STANLEY

Wolverhampton University, United Kingdom

Influence of dramatic play in the development of playfulness in early childhood

ASPASIA PANAGIOTAKI, Department of Preschool Education, Greece

The present study's aim is to explore the effect of dramatic play on the development of playfulness in early childhood. We assume that dramatic play programme will improve the five components of children's playfulness behaviour (physical spontaneity, social spontaneity, cognitive spontaneity, manifest joy, sense of humour) who will participate. Research has shown that there is high correlation between playfulness and creativity (Cristie & Johnson, 1983), or divergent thinking performance (Barnetta & Kleiber, 1982. Kogan, 1983. Lieberman, 1977). Dramatic play is a psycho-educational and artistic-theatrical procedure which gives children the opportunity to play and communicate in group according to their needs. Playfulness is a tendency that leads children to give their own meaning to things and facts, to create fictional characters and obtain freedom in roles and activities beyond external influences. The sample consists of 67 children, 3 to 6 years old, who participated in groups of dramatic play once a week for twenty-nine weeks. To collect the data set, we used the Children's Playfulness Scale (CPS, Barnett, 1990). Written consent was provided by the children's parents who participated in the research. Moreover, department's ethical committee approved the research design. The statistical analysis showed that the differences between pre and post-test scores were statistically significant (p -values < 0.01), indicating that the intervention improved the scores of playfulness. This means that preschool children who participate in dramatic play groups can develop their physical, social and cognitive spontaneity, their sense of humour and manifest joy.

Keywords: dramatic play, preschool education, playfulness, early childhood, theatrical procedure

Communicative musicality: rhythmical imitations in mothers - infants interactions

DIMITRIS ANTONAKAKIS, University of Crete, Preprimary Education Department, Greece

The aims of this longitudinal and naturalistic work is to study the existence of rhythmical imitations and synrhythmias in mother - infant interaction, during the first 10 months of life. Other aims are the direction, the duration and the types of rhythmical imitations and synrhythmias. Strands: International research. Play and learning. This research work is a part of the studies that take place in the Laboratory of Developmental Psychology, Department of Philosophy and Social Studies, University of Crete, under the supervision of Prof. Kugiumutzakis. Trevarthen is one of the collaborators of our laboratory. This work is an extension of previous research works, in which imitation and emotions were studied in mother - infant interaction. Constant research in mother - infant interaction led Trevarthen and Malloch to the theory of communicative musicality, defined as the ability that allows both infant and mother to sustain a coordinated relationship in time and to share emotions and intentions. The researcher visited 20 infants from the 1st till the 10th month (once a month) and videotaped a 7 minute interaction of each baby with their mothers. The babies should interact with their mothers and not to focus to the researcher. This solved with many visits by the researcher, so he became a familiar person to the babies' world. There are rhythmical imitations and synrhythmias in mother - infant interaction, in simple and complex patterns. Rhythmical imitations and synrhythmias are a precious mean in mother infant interaction for the 10 first months of life.

Keywords: communicative musicality, mother- infant interaction, rhythmical imitations, communicative synrhythmias, entertainment

Early Childhood Teachers Writing Practices: Prevalence and association with children's writing development

GARY BINGHAM (1), HOPE GERDE (2), ZEHRA OZTURK (1) AND MARGARET QUINN (1), (1) Georgia State University, United States; (2) Michigan State University, United States

This study was designed to examine how early childhood teachers' support children's writing development and how their scaffolding relates to writing development across preschool. Two research questions guided this study. 'In what ways are

teachers scaffolding the development of children's writing skills? 'How does teacher scaffolding affect students' writing outcomes across preschool? Young children's writing development is critical to children's literacy development and related to later reading achievement (Hammill, 2004, NELP, 2008). Because writing skills do not develop naturally and children vary greatly in their writing skills (Welsch, Sullivan, & Justice, 2003), the ways in which early childhood educators support writing in the classroom is important for understanding how children develop writing skills. As a socially created activity (Vygotsky, 1978), teachers writing practices relate to children's writing development. This study utilises a broad definition of early writing that emphasises: composition, handwriting, and spelling (Berninger, 2000, Kaderavek, Cabell, & Justice, 2009). Systematic observations of 68 early childhood classrooms in the US provide data for this study. Children were assessed on a variety of writing tasks in the fall and spring of preschool. Observations and child assessments were carried out with participants knowledge and active consent. Teachers writing strategies focus primarily on handwriting and spelling development, with most scaffolds offering relatively low support to children's writing attempts. Teachers spend little time on composing tasks. Children's writing development was related to teachers' practices. Teachers' scaffolding predicted children's writing growth. Teachers need support when implementing best writing practices to support children, particularly with early composing attempts.

Keywords: early writing, curriculum, early literacy, teaching, preschool

SYMPOSIUM SET F/ 12

MULTICULTURALITY AND DIVERSITY IN PRESCHOOL

Individual Papers

CHAIR: SUE GASCOYNE

Play to Z Ltd, United Kingdom

Re-examining intercultural programmes in the Greek educational system

EVAGGELIA KALERANTE AND THEODORE ELEFTHERAKIS, University of Crete, Greece

Intercultural education related Greek legislation comparative analysis over five years. The research focuses on historical and current multicultural development. A look at youth culture observes choices and attitudes towards diversity, acceptance of others, democratic principles and globalisation. Cushner, K., McClelland & Safforrd, P. (2015). Political actuality is viewed through a prism of political party's dynamics manifested by stands and legislative action concerning, diversity, all reflected in negative or positive counter actions on the part of citizens whose perceptions of the 'other' may or may not coincide with the legislatively imposed. A look into the dominant youth culture political actuality as common-place social practices weighs the effectuality of intercultural education. Intellectual honesty and objectivity have been adhered to in the research process. Depending on the intercultural education and educational policy legislation on the one hand and rising xenophobia on the other rapprochement, a theoretical intercultural model is advanced. A combination model merging the twelve year educational programme with lifelong intercultural interaction and sensitivity programme is planned.

Keywords: Intercultural education, Greek intercultural legislation, dominant youth culture, political actuality, social practices

Diversity and participation in preschool

SUSAN CATHERINE LYDEN, Buskerud & Vestfold University College, Norway

The proposed project seeks to further our comprehension of how democracy is understood and undertaken within an educational context, by exploring the room available for staff to bring children's different home experiences, languages and cultures into the kindergarten. The Framework plan in kindergarten (Kunnskapsdepartementet, 2011), advocates diversity as a positive resource for society. In Oslo, however the aim is that all children 'must learn Norwegian before they start school'. This may give children and parents the message that they should leave their languages and cultures at the door, thus narrowing the room for participation & equal opportunities (Cummins 2000). Connected to the project "Experiencing Democracy through Diversity in Education (EDDE)". Kindergarten as a democratic arena (Biesta 2006), with a focus on empowerment and social justice (Freire 1972, Westerheim 2004). To analyse my findings I will look at Gramsci's understanding of hegemony (Mayo 2010). Discourse analysis of 'diversity' and 'democracy' as they are expressed in The

Framework plan and Oslo council documents. Qualitative, semi structured interviews with a small group of preschool teachers on how they perceive, experience, understand, and address diversity and democracy in the kindergarten. The idea of multiple voices and empowering minority voices must be addressed. Her I will use the Insider/outsider framework of Banks (1998). Discussing to what extent kindergarten is monocultural, favouring the majority language and culture or an arena for democracy where children with diverse backgrounds are welcome. Providing information that can further kindergarten as a democratic arena for all children.

Keywords: Critical multiculturalism, democracy, social justice, participation, diversity

Integrated approach to ECEC and integration within Education: two distinct movements

LENIRA HADDAD, Federal University of Alagoas, Brazil

The research aims to analyse the premises that shaped the integrated approach to ECEC and the premises that shape the integration of ECEC services in education, considering here as two distinct movements. In previous study (Haddad, 2012) I defended the idea that wide world events influenced the adoption of a more or less integrated approach to ECCE. Now I shall argue that the integration within education is part of a globally structured agenda for education. Two main theoretical frameworks support this study: The idea that world events such as the Cold War, the Western cultural revolution of the 1960s and 1970s and Globalisation clearly influenced the adoption of a more or less integrated approach to ECEC (Haddad, 2002), the relation between globalisation and education as a globally structured agenda for education (Dale, 2004). The study is oriented by the paradigm proposed by Cochran (1993) that policies and programmes are a combination of causal factors and mediating influences, whose components co-mingle and produce distinct combinations, which change over time. This is a theoretical essay, based on public domain documents dealing with the topic in question, i.e., ECE integration within the education system or integration between child care and education. In the global structured agenda to education there is very small room for issues related to family life, gender equality and conciliation between work and family responsibilities. ECEC within education implies basically its legitimacy as the first stage of basic education and not as an integrated policy for ECEC.

Keywords: integrated approach to ECEC, early childhood education and care, integration within education, public policies, globalisation

SYMPOSIUM SET F/ 13

LINGUISTIC AND CULTURAL DIVERSITY

Individual Papers

CHAIR: ROSE DRURY

The Open University, United Kingdom

Room for all? Literacy in Multicultural Groups in Kindergarten

ANNE ØINES, Buskerud and Vestfold University College, Norway

The main aim of our research is to examine to which extent children with another first language than Norwegian are included in the literacy practice of five kindergartens in South Norway. Work with literacy in Norwegian kindergartens is generally more informal compared with the literacy methods used in schools. We have explored the methods and materials used in order to include all children. Our work is related to the research by Snow (2004), Snow and Juel (2004), Tabors & Snow (1994), Kulbrandstad (2004), Özerk (2003), Skari (2008). Our theoretical approach is situated in a sociocultural orientation of literacy represented by Barton and Hamilton (1998), Gee & Hayes (2012), Lankshear & Knobel (2011), Kalantzis and Cope (2011). Our research is a qualitative study consisting of observations of literacy practice, studies of literacy material, and semi-structured interviews with 15 kindergarten teachers in five kindergartens. Field notes were made during the observations. The interviews were taped and transcribed. The data were collected according to the standards of the Norwegian Social Science Data Service (NSD). Parents and teachers were informed. No children were photographed. Only teachers were interviewed. The literacy practice and material vary in the five kindergartens. The same does the awareness and competence of multicultural literacy among the teachers. The result is that many, but not all children with

another first language than Norwegian are included in a stimulating literacy practice. More knowledge of multicultural literacy is needed in kindergartens, and more varied methods and materials should be developed.

Keywords: literacy, inclusion, second language learning, multiculturalism, language development

Linguistic diversity - what languages and which children?

GUNHILD ALSTAD, Hedmark University College, Norway

Diversity of all kinds has increased in Western societies as a result of increased global migration, bringing both opportunities and challenges to educational settings where monolingual practices have traditionally been the norm. The aim of this study has been to explore how linguistic diversity is reflected in language practices in preschools in Norway. Linguistic diversity in education raises many complex questions, relating to language policy, language ideologies, educational context and language teaching cultures (García, 2009). Previous Scandinavian studies show that preschool practices basically are based on a monolingual norm (Axelsson, 2009, Kultti, 2012). Data are explored by using the concepts 'monoglossic' vs. 'heteroglossic' norms from García's framework for bilingual education (García, 2009), and by Cummins and Early's concept 'identity texts' (Cummins & Early, 2011). This is a qualitative case study of three preschool teachers' practices and beliefs, documented through in-depth interviews with preschool teachers and video-recorded observations of teacher-child interactions. The study is conducted according to the Norwegian guidelines for research ethics in the social sciences, law and humanities. This involves for example free, informed consent from all participants. Although the socio-political setting is based on a monoglossic norm, the teachers' practices reflect both monoglossic and more heteroglossic norms. A monoglossic practice clearly separates the languages involved, a strategy determined by factors as time, teachers and place. A heteroglossic practice uses all linguistic resources available, regardless of teachers, time and place. The findings are used to discuss conditions for linguistic diversity in early childhood education and for early childhood teacher education.

Keywords: multilingualism, language diversity, teacher beliefs, monoglossic and heteroglossic, bilingual education

Ethnography of an early years teacher - superdiversity in a London nursery class

ROSE DRURY (1) AND LEENA ROBERTSON (2), (1) The Open University, United Kingdom; (2) Middlesex University, United Kingdom

To document ways and times when a nursery teacher and her bilingual practitioners and families collaborate to support children's learning. Feeling secure and having a strong sense of belonging to a setting supports all children in their learning. When families and schools work well together, parental engagements can be a powerful lever in raising school achievement. However, few studies focus on nurseries in multilingual communities. 'Superdiversity' and a recognition of the complexities of families' transnational identities (Vertovec, 2009) inform this study. From a sociocultural perspective, practitioners' early encounters with children and families are built on a 'thick' and multi-stranded' (Gonzalez et al, 2005) view of learning. An ethnographic study involving practitioners' field notes, focus group meetings with parents and practitioners, school documentation and assessment profiles over the course of a school year. Consent is sought from all participants. Participation is voluntary and the selection of research tools is a shared process. Confidentiality is granted. Our emerging analysis reveals an interplay of variables including countries of origin, complex subsets of family languages, religions and new technologies. The local superdiverse area provides support for families in their quest to keep home languages alive. Nursery staff are comfortable with this aim and keen to develop new ways of engaging with home languages. Project outcomes are highly pertinent as the publication of the 2012 assessments show that the gap between children with EAL and those with English as a first language has widened for the first time in 5 years in England.

Keywords: superdiversity, multilingual families, ethnography, EAL, sociocultural

SYMPOSIUM SET F/ 14

USING OBJECTS, DRAWINGS AND STORY-TELLING TO FACILITATE DIALOGUE WITH YOUNG CHILDREN AND THEIR FAMILIES

Individual Papers

CHAIR: EDDIE MCKINNON

Pen Green Research, Development and Training Base, United Kingdom

Telling and Re-telling Stories: The Use of Narrative and Drawing in a Group Intervention with Parents and Children in a Remote Aboriginal Community

CAROLIN STOCK (1), YOMEI JONES (1) AND SARAH MARES (2), (1) Menzies School of Health Research, Australia; (2) Psychiatrist, Australia

We investigate if using storytelling alongside the therapeutic tool of drawing as an adaption of an early intervention parent-child programme in remote indigenous communities in Australia can act as social glue to engage and bring group participants together. Evaluation of the programme in 2009 has highlighted the challenges of engagement and the need to develop culturally appropriate practices for work with Aboriginal families. Angus/ Hamer (2003) describe in their work with Australian Indigenous communities the narrative approach as "holistic". According to Epston/White (1992) externalisation is an important component of the narrative approach and Carlson (1997) suggest that therapeutic possibilities are enhanced when art and narrative approaches are integrated. We investigate the success of this approach by using a literature review, a case study and an example from a recent programme. Private and personal information is shared with other participants, who are often related to each other in small community settings. A non-judgmental and non-didactic approach, following the parents' lead in telling and drawing their story enabled parents to speak about their lived experience, to reconsider aspects of their own and their children's experiences and to achieve an increased awareness of their personal resources and a sense of self-empowerment. This leads to the important aspects of building trusting relationships and supporting group retention and completion. Storytelling and drawing, where making meaning occurs through real life stories in interaction within the group, should be used as a tool to engage parents to talk about their experiences of being parents and of parenting.

Keywords: parenting programme, indigenous mental health, aboriginal children and families, narrative, drawing

Preschool Teacher Perceptions: Where to Go From Here with the Persona Dolls Approach

EBRU AKTAN ACAR, Çanakkale Onsekiz Mart University, Turkey

The aim of this research is to determine perceptions among Turkish pre-school teachers of the Persona Dolls Approach (PDA). Training on the PDA was provided to 23 pre-school teachers working in the Mardin province for 2 days during the 2011-2012 school year. The PDA, which is included within the scope of ECE for Respecting Differences is an effective tool (ex. express their feelings, respect people of different identities) and is used in support of combating prejudice and discrimination. PDA was applied in preschool classes via sessions given by teachers who participated in the training. Information was collected using Interview Technique, the aim of which was to detect perceptions towards the PDA. 9 teachers were selected using the Similar Sampling Method from Purposeful Sampling Methods. On-line live Interviews were held and audio records maintained. Each of the interviews lasted for approximately 30-35 minutes. Teachers to be interviewed were called before the interview and told about the content of the study, and teachers' permissions were obtained for the interview and for voice recording. Interviews were planned by the researcher according to the appointment date and time given by teachers. Special attention was paid to creating a suitable environment, ensuring silence and encouraging them to speak. The qualitative data obtained was analysed via the Content Analysis Method. As a result of the analyses carried out, it was detected that the PDA mostly affects children's positive empathy and problem solving skills. The results of this research will be presented to congress participants.

Keywords: early childhood education, diversity, persona dolls approach, respecting differences, early childhood education models

The Relationship between Divorced or Non- Divorced Parent's Parental Acceptance-Rejection Perception and 5-6 Aged Children's Family Perception on Their Drawings

PINAR BAĞÇELİ KAHRAMAN, HANDAN ASUDE BAŞAL AND RABIA ÖZEN, Uludag University, Turkey

The aim of this study is to investigate relationship between divorced and non-divorced parents, 5-6 aged children's family perception on their drawings and their parental acceptance-rejection perceptions of their children. Researches show that there is a strong relationship between parents' acceptance or rejection perception and children's behaviours (Hoglund & Nicholas, 1995, Rohner, 2004, Genctoprak, 2010, Erler, 2011) and children's behaviours shape in family environment (Oktay, 2007). When we think that children's drawings are the mirror of their inner world, Family Drawing Test can be important factor to understand the family environment and reasons of child's behaviour. But it is not found any research examining whether there is a relation between parents' acceptance or rejection perception and child's drawing. In accordance with this aim the study group is consist of 200 mothers-fathers and their 100 children. Totally 300 parents and children were included in the study. In order to achieve this aim, 'Personal Information Form' and 'Family Drawing Test' performed to children. Besides 'Parental Acceptance-Rejection Questionnaire' which was developed by Rohner (1989) and adopted to Turkish by Varan (1997) was applied to parents. 21 university students found these families from different places as their living country, their schools, their neighbours etc. Aim was explained and it was applied to voluntary children and parents. The data collected from the children's drawings and questionnaire will be analysed. The results will be written and discuss parallel to the findings. According to the findings, it will be proposed to the teachers and families.

Keywords: family, acceptance-rejection perception, family drawing test, divorced parent, 5-6 aged

SYMPOSIUM SET F/ 15

ART AND DRAMATIC PLAY USED TO DEVELOP IDEAS OF DEMOCRACY IN ECE

Individual Papers

CHAIR: BEVERLEY NIGHTINGALE

University Campus Suffolk, United Kingdom

Teachers' use of performativity as a means to increase democratic practices in Early Childhood Education

ANNE LISE NORDBØ, Buskerud and Vestfold University College, Norway,

My proposed research aim is to investigate how pre-service teachers can conduct aesthetic experiential learning situations to enhance performative democratic participation. The study is part of the primary objective of the superior multidisciplinary project, which through empirical research, search to contextualise, identify, problematise and analyse how educators perceive, experience, and understand democracy, and how their notion of democracy actually shapes their facilitation of education for and through democracy. The study build on a study about interaction between teacher-actors and child-participants in a performative event-like situation, published in *The Journal of Educational Inquiry* (Nordbø, 2012, 3, 1.) This study: Connected to the Project "Experiencing. The study is informed by the role of aesthetic experiences in the educational philosophy of John Dewey (1938, 2005) and the concept of action in communication and democracy of Gert Biesta (2006), emphasising learning through the senses, and performative mediation as events (Fischer-Lichte). Phenomenological discourses of framing and flux in art and education, related to experience and/of democracy in education. Empirical results will be collected from the praxis of pre-service teachers' conducting of aesthetic experiential learning processes in Kindergartens. Participation involves power relations between adult and child, performer and participator. The Paradox of framing and flux in both performativity and teaching will be addressed, connected to democracy and participation of multiple voices. Which voices are attended to by inter/co-action? Research being undertaken autumn 2014. To what extend can experiences of arts based praxis and research, form and expand a "thick" understanding of democracy?

Keywords: experiential learning, aesthetic experience, performativity events, multiple voices as democracy, participation

Dramatic Play and Empathy in Early Childhood

ELENI KANIRA, Birmingham City University, United Kingdom

How do children of 4 years old express empathy for one another? How do children of 4 demonstrate empathy in structured play contexts, if at all? How does drama engage children in empathetic discourse? Play during the preschool years is important for the development and refinement of social information processing, empathy and emotion regulation. Through play, humans can manipulate images to conjure worlds which are beyond our immediate experiences and dramatic play helps children make sense of the world around them and practise life skills. The research proposes using drama as a conceptual framework and a medium to contextualise and capture children's empathetic responses to a series of dramatic stimuli. This research adopts a multi-theoretical qualitative approach (developmental, psychoanalytic and socio-cultural) and it is designed to explore through textual analysis the pro-social development of moral behaviour of children of 4 years of age. Freely given written consent from all children participating in the research and from the parents or guardians of those was required, while ensuring that all understand that they can refuse any question or withdraw at any time. The findings suggest new avenues of investigation, and consider how parents and early childhood educators could enhance play opportunities through the use of drama to promote the development of socially competent behaviours. The use of dramatic play is a new area in the study of empathy which aim to provide the foundations for a further study on how experience of joint pretend are of particular significance in the development of empathy.

Keywords: play, drama, empathy, innovative, methodology

Emotions Greek generalist preschool teachers experience while teaching through the arts

MARINA SOTIROPOULOU - ZORMPALA, University of Crete, Greece

This study examines the emotions that generalist teachers experience when integrating arts activities in their teaching of non-art subjects. The study took place in Greek kindergartens, during the instruction of math. This work is part of a larger research project on the qualitative characteristics of teaching through the arts strategies. It is based on recent research, showing multiple academic and social benefits of teaching through the arts. The participants of this study consisted of 62 graduating pre-service preschool teachers. For the collection of data, the subjects worked as participant observers took notes on the preparation, implementation and assessment of arts activities they ran, in specially designed diaries. The parts of those notes, which expressed emotions were analysed. The emotions of the sample were categorised as positive or negative ones. Special attention was given to the justification of the emotions provided by the subjects themselves. The results show indications that the subjects felt negative emotions because they consider themselves undertrained for teaching through the arts activities, and because the outcomes of such activities are unpredictable, depend on the pupils and the conditions of their implementation. In addition, future preschool teachers felt positive emotions while running teaching through the arts activities, because, those activities are an interesting and refreshing part of their duties, they reveal that the children have abilities which the teachers did not expect, and such activities make them act creatively and feel integrated in the group. The study's conclusions lead to a reconsideration of pre-service teachers' aesthetic education.

Keywords: arts activities, teaching through the arts, emotions, generalist teacher, preschool education

SYMPOSIUM SET F/ 16

CULTURAL DIVERSITY AND INCLUSION

Individual Papers

CHAIR: EVA LALOUMI-VIDALI

Alexander Technological Educational Institute of Thessaloniki, Greece

Inclusive play in culturally diverse early childhood settings and the role of the teacher

EVA LALOUMI-VIDALI AND CHRISTINA MEGALONIDOU, Alexander Technological Educational Institute of Thessaloniki, Greece

The aim of the study is to examine the contribution of play to the inclusion of young children from diverse cultures in early childhood settings. Inclusive play in early childhood centres combines dimensions of diversity, appreciation of difference,

identities, concepts, cultural elements, needs and aspirations. Research evidence supports the importance of the issue (UNESCO's initiative (UNESCO, 20. It analyses how the development of Inclusive play opportunities as an integral part of early childhood learning environment directly affect childrens' social behaviour. The study is influenced by Vygotsy's sociocultural approach to play. Successful pedagogical approaches and teachers' role and sensitivity are crucially interrelated. The research was carried out during the first six weeks of the beginning of the year across 40 early childhood centres in cooperation with the teacher. Teachers of early childhood classrooms observed the play process of children from culturally different countries during free and directed play activities. The material for the study were collected in the form of a questionnaire developed by the researchers. The qualitative materials were analysed using the methods of content analysis while the quantitative were analysed by SPSS. A collaborative approach was agreed with teachers working at early childhood centres to participate in case studies. According to the results the approach of teacher directed play activities was found to provide more opportunities for young children to feel confident, valued and welcomed, especially for boys ($p=0,001$). Investigating inclusive play and pedagogical approaches can help practitioners to develop a strategy to promote an adequate intervention programme.

Keywords: inclusive, play, children, childhood, education,

Children from ethnic minorities also need a "ramp" to climb up the ladder of success: the need for positive action in the pursuit of justice

NADA TURNSEK, Faculty of Education, University of Ljubljana, Slovenia

The study presents the results of an evaluation of Antidiscrimination and Diversity Training (ADT) aimed at raising awareness of the role of positive measures in ensuring equal opportunities of the children with special needs, immigrant children, Roma, and socially disadvantaged children. Previous research indicated that teachers mainly associate justice with formal equality. In the teachers' interpretations, a common-sense conception of equality has been identified, characterised by the 'demand' to treat all children in the same way (Turnsek & Pekkarinen, 2009). In response to the research findings, the ADT rooted in the anti-bias approach (Murray & Urban, 2012) was implemented. This course focused special attention on the teachers' understanding of the differential treatment. The proactive, value-based and activist orientation of the anti-bias approach (Murray & Urban, 2012, pp. 118-127) supports teachers in the process of becoming critically reflective practitioners (Mezrirow, 1990). The study is based on a quasi-experimental research design looking at the differences before and after the ADT comparing to the non-participants. The privacy policy was adopted respected during the ADT and its evaluation. The ADT increased the participants' agreement with the positive measures supporting all the groups of children, with the lowest support to the measures aimed at Roma children. Differential and/or preferential treatment became strongly incorporated into the teachers' conceptualisation of justice. However, the lowest support for Roma children indicate a need to adapting the ADT.

Keywords: early childhood, Slovenia, teachers, positive measures, discrimination

Diversity and inclusion in Norwegian ECEC settings: How to recognise the total competence of individuals?

TORA KORSVOLD, Queen Maud University College of Early Childhood Education (QMUC), Norway

How do professionals in ECEC settings create room for inclusionary practices? What special issues must be taken into consideration if children as diverse learners are to feel comfortable and enjoy themselves in ECEC institutions? Several Nordic studies have revealed that even though the ideal goal in education institutions is presented as equity in terms of results, daily practice for staff is often a matter of majority-based equity (see Bundgaard & Gullvåg 2005, Lunneblad 2008, 2013, Palludan 2013). The study is theoretically based on the interdisciplinary and wide research tradition in childhood studies and new research perspectives within in field of diversity and inclusion in ECEC settings. Furthermore the theoretical approach leans on theories of cultural diversity (Gullestad 2002, 2005 among others). We prefer a broad metrological approach, rooted in the assumption that an understanding of childhood within different contexts requires a broad analytical perspective to embrace the dynamics between notions of children, learning processes, and policies. All data and information related to the interviews have been treated in accordance with standard ethical guidelines and in respect with our informants. Inclusion through practices depends on how adults respond to children's participation and children's agency, viewing children's competences in a resource oriented way. What plays an important role in this respect is staff members' ability to recognise the total competence of individuals and to regard cultural meetings to have a positive value. The cultural diversity and inclusion processes are important to Nordic educational policy.

Keywords: diversity, inclusion, Norway, childhood, diverse learners

SYMPOSIUM SET F/ 17

DIVERSE METHODS OF CAPTURING WELL-BEING, EMPATHY AND "EMOTIONAL ROOTS"

Individual Papers

CHAIR: COLETTE TAIT

Pen Green Research, Development and Training Base, United Kingdom

The influence of the child-parent relationship on empathy developing of children of preschool and early-school age

TATIANA GORIATCHEVA, Moscow State University of Psychology and Education, Russia

The aim of this research was to study the features of empathy developing, as well as to study the relationship between child-parent relations and maturing of empathy. The sample was divided into two groups according to the degree of empathy. This work is based on "Perception-Action Model" ("PAM") of empathy (S. Preston, F. de Waal (2000)). S. Preston and F. de Waal allocate 2 levels of empathy: "ultimate" and "proximate". The first level provides the perception and experience of the other's feelings as their own. The second level provides a response to the feelings of another person. The experimental group "the children with a lack of empathy - consisted of 20 children of 6-7 years old (15 boys and 5 girls) and their parents. The control group 'the children with pronounced empathy' included 23 children (15 girls and 8 boys) of the same age and their parents. Experimental methods were used to identify the level of empathy. We used inquirer. All parents gave informed consent for the participation of children in the study. The study has showed that the child-parent relations in the control group were more satisfactory than in the experimental group. The positive correlation between favourable child-parent relations and the ability of the child to the emotional response to other people's feelings has been observed in the control group, but not in the experimental group. This study confirmed that the parent-child relationship is an important factor in the formation of empathy.

Keywords: empathy, child-parent relationship, empathy research, perception-action model, formation empathy

Emotional Roots: what impact has it had?

COLETTE TAIT

Pen Green Research, Development and Training Base, United Kingdom

To identify the impact of the 'Emotional Roots' course on past participants in terms of: personal development; professional development; organisational shift. Emotional Roots is a course in which participants: observe a child in a nursery setting, using the Tavistock method of observation; share observations with a study group; share work discussions with a study group; draw on psychoanalytic literature to give meaning to observations. Researchers at Pen Green have previously undertaken research projects praxeology in which the following aim and questions were addressed: 'Aim: to explore the learning and growth processes involved when a worker is engaged in an accredited piece of learning at Pen Green 'What is the impact on them personally? 'What is the impact on their staff team? 'What is the impact on the organisation? The approach used in the Emotional Roots Impact Project is designed to support professional and personal development (Whittaker, 2008). The theoretical framework underpinning this research is auto ethnographic encompassing reflexive co-constructed narrative. Interpretative, qualitative, semi-structured interviews. Anonymity of: individuals interviewed, settings where observations have occurred. Impact of participation on course on: personal development, professional development, organisational shift as defined by the participant. Increased understanding of child development and the emotional roots of learning. Capacity to support children living in complexity more effectively through deeper understanding.

Keywords: psychoanalytic, observations, impact, participants', experiences

Children's subjective well-being in ECEC: a method of capturing children's own experience of participation and well-being
ELLEN BEATE HANSEN SANDSETER AND MONICA SELAND, Queen Maud University College of Early Childhood Education, Norway

Developing a tool for capturing ECEC children's experiences of their subjective well-being. The basis for the tool's development was a research project in which a method for collecting quantitative data about children's perspectives on their own well-being and participation in ECEC was developed and used. This was further developed into a well-being monitor that is available for all Norwegian ECEC institutions to conduct conversations with 4-6-year-olds and record answers in an electronic questionnaire. The monitor is based on theories on subjective well-being referring to an internal, subjective perception and experience of being recognised by others, feeling appreciated and having a sense of happiness and satisfaction "feeling well also in relation to others (Fattore et al., 2009, Thoilliez 2011, Foley et al., 2012, Mashford-Scott et al., 2012). The monitor includes questions about how children experience their daily life in ECEC, friendship and play, relationships with the staff, the physical environment, activities they engage in, their experience of participation and being seen/listened to, their feeling of overall well-being in ECEC. The Norwegian research ethics board has approved the monitor, consent from children and staff is obtained, children can withdraw at any moment and data are analysed on group level only. The monitor and preliminary findings from 2014 will be presented and the audience is invited to discuss the relevance of the tool. The monitor will give insight into important factors for young children's well-being, factors important for developing a high-quality ECEC and relevant for ECEC politicians, owners and practitioners.

Keywords: subjective well-being, children's participation, ECEC quality, methodology, children's perspectives

SYMPOSIUM SET F/ 18

EXCEPTIONAL CHILDREN AND "SPECIAL" PROGRAMMES

Individual Papers

CHAIR: SHIRLEY ALLEN

Middlesex University, United Kingdom

The Effectiveness of Single Test Approach in Identifying Young Potentially Gifted Children

ADILE GULSAH SARANLI, TED University, Turkey

The aim of this research is to understand the effectiveness of using only the Basic Aptitude Test for identifying young potentially gifted children in Turkey. Early identification is crucial while serving potentially gifted children as mentioned in relevant literature. However, the length of the identification process may sometimes cause crucial steps to be ignored with a single test used as a replacement. For example, there have been attempts in the Turkish education system to identify young gifted children by using only The Basic Aptitude Test, resulting in possibly incorrect identification of giftedness. In this research, the researcher attempts to show that identifying potential gifts and talents in young children is a complicated process and using a single test can misidentify giftedness in a significant number of children. The researcher conducted observations, interviewed with parents, teachers and children, applied the Torrance Creativity Test, Tema-3 Early Math Test, Tifaldi Turkish Language Development Test and finally the Basic Aptitude Test (5-7) to 32 preschool age children (ages 5-6) and compared the results. The researcher collected informed consent from all participants and had permission to work with the children from their parents. This research showed that relying on a single test for identifying giftedness can mislead educators and parents, resulting in misidentification of giftedness with incorrect results for some young children. These findings will help show government authorities the difficulty of finding the most able pupils by highlighting proper methods for the identification of potentially gifted children in early ages.

Keywords: gifted, potentially gifted, identification, single test approach, young gifted children

Learning Programme of Pre-school Children with Severe Motor Impairments for Inclusion

MACHIKO SUZUKI AND NAOYA ITO, Kyoto University, Japan and Company Creact, Japan

This study introduces a learning programme (eye-controlled communication equipment, C15Eye, Tobii) for preschool children with severe disability. In the field of paediatrics in Japan, support for children with high medical dependency is a major issue. Considering this international trend, it is important to report the current situation in Japan and to propose a means of encouraging inclusion by developing learning-aid material. The basic theoretical assumption of the study is that except in the case of visual impairment, visual function usually remains no matter how severe the disability is. The method employed is that of action research. In terms of the research subjects, the aim of the study was communicated to the kindergarten, school, and children's parents in writing and orally. Regarding the use of videos, we obtained copyright permission through the production company. Results: As for the subjects, i) they could concentrate on the videos by using eye control, ii) in answering the questions using graphics and letters, they could not choose or determine the answer. It has been deduced that severely disabled children find it difficult to understand language with graphics and letters only, and understanding becomes easier if sentences are read aloud in addition to the videos, pictures, and letters.

Keywords: pre-school children, severe disabilities, eye-control, inclusive education, learning programme

Studying teaching methods, strategies and best practices at resource rooms

SOTIRIA TZIVINIKOU AND KALLIOPI PAPOUTSAKI, University of Thessaly, Greece

The present study aimed to investigate the using teaching methods, strategies and best practices were taken part at the kindergarten and primary school resource rooms and to discuss them regarding to their appropriateness and quality in relation to the literature's findings. Authors had some previous publications in that scientific area. Educational programmes for learning disabled students are focused on individual level of learning, achievement, and progress. In the same way, the instruction in resource rooms has to be specific, directed, and individualised (Swanson, H. L., Harris, K. R., & Graham, S. (Eds.). (2013). Handbook of learning disabilities. Guilford Press). The study was a data triangulation, because on the one hand, the data derived from more than one sources, and on the other hand, these data were analysed both qualitatively and qualitatively. The participants were thirty (30) special experienced teachers and 120 special teachers in preparation. The study was taken into account the common ethics of individual autonomy, anonymity and confidentiality. Lesson plans and interventions were been constructed by participants and the chosen teaching strategies, best practices of adaptations and accommodations were mainly formed according to their personal background knowledge than any formal way given by the educational authorities. However, they tried very hard, but not using the most effective ways to meet their students' special needs for learning. The present study could have an impact of the educational policies about the controversial evaluation of teachers and on the aspects of difference between general and special teaching effectiveness.

Keywords: teaching methods, teaching strategies, triangulation, efficacy of instruction, learning disabled students

SYMPOSIUM SET F/ 19

OUTDOOR PLAY & LEARNING: PHYSICAL ACTIVITY AND RISK

Self-organised Symposium

CHAIR: SHIRLEY WYVER

Institute of Early childhood, Australia

There is a struggle to find the balance between challenging opportunities for young children's physical activity in play and consideration of associated injuries. In what ways can research support early childhood researchers and practitioners to provide contexts in which children's can engage in a full range of physical activity? Will the global trend of risk aversion continue to erode efforts to provide meaningful play contexts for children? These issues will be considered in three papers from Australia and Norway.

Enhancing children's participation in physically active play: The role of the educator

KELLY TRIBOLET, Charles Sturt University, Australia,

The aims of this research are to: i) highlight current practices, and beliefs about the role of the early childhood educator in outdoor play, and ii) explore the impact these have on children's participation in physically active play experiences. A number of studies suggest that children are more likely to participate in physical activity during outdoor play when an educator is involved in the experience. Therefore it is important to understand the role(s) that educators take during outdoor play. In this study, the beliefs and actions of early childhood educators are examined and analysed using Bourdieu's notion of habitus. Participants' values and dispositions and how these influence practice are explored. A case study design was utilised with two early childhood centres. Data sources included educator interviews and observations of educator behaviour during the outdoor play period. Observations were collected in 10-minute cycles throughout the outdoor play period. Ethical considerations for educators involved voluntary participation, informed consent, right to discontinue, anonymity and confidentiality. Preliminary analysis showed an alignment between the perceived and actual roles educators adopt during outdoor play, and suggested a relationship between the approach adopted (supervisory or interactive) and children's participation in physically active play. These findings emphasise the need for educators to reconsider their role during outdoor play, and to adopt a role in which they engage and participate in order to encourage children to be more physically active in early childhood services.

Keywords: physical activity, outdoor play, educator role, educator beliefs, Bourdieu

How does the society's safety focus influence the activities in Norwegian Early Childhood Education and Care (ECEC)?

OLE JOHAN SANDO AND ELLEN BEATE HANSEN SANDSETER, Queen Maud University College of Early Childhood Education, Norway

The aims of the research are to gain knowledge about how society's safety focus influences the activities in ECEC and what measures managers in ECEC settings initiate as a response to the society's safety focus. Norwegian ECEC practitioners have traditionally been considered to have a liberal approach to children's risk-taking in play (Sandseter, 2012), and the number of injuries and accidents in Norwegian settings is remarkably low (Sandseter, Sando, Pareliussen, Egset, 2013). Risky play is assumed to have positive effect on children's risk management and injury prevention (Sandseter & Kennair, 2011). In spite of this there has been a growing safety focus in Norwegian settings the last years. This may change the Norwegian liberal approach. Questionnaires were distributed to managers of all ECEC settings in Norway. Managers from 2105 settings completed the questionnaire (33% response rate). Ethical considerations for managers involved voluntary participation, informed consent, right to discontinue, anonymity and confidentiality. The data will be analysed during April/May 2014. The results have implications for injury prevention policy and directives in Norwegian ECEC, and give knowledge about how society's safety focus impacts on the daily life in Norwegian ECEC.

Keywords: Norwegian ECEC, accidents, injuries, injury prevention, risk management

The Sydney Playground Project: Use of loose objects and risk reframing to improve quality of children's play

SHIRLEY WYVER, Institute of Early Childhood, Australia

The aim of this research was to investigate changes in young children's play and physical activity when their school playgrounds were changed to include loose parts and parents and teachers participated in a session designed to facilitate reframing of cognitions about risky play. We are building on pilot work previously presented at EECERA and a range of international studies of 'loose parts' play, e.g. Ridgers et al 2007 <http://www.sciencedirect.com/science/journal/00917435/44/5>, Engelen et al 2013 <http://www.sciencedirect.com/science/journal/00917435/56/5>, Bundy et al 2011 <http://www.biomedcentral.com/1471-2458/11/680>. Dynamic Systems Theory. We conducted a cluster randomised controlled trial (CRCT) with six schools receiving the intervention (i.e. loose parts and risk reframing) and six schools in the control condition. Participants were 227 children aged 5-7 years old, their teachers and their parents. Measures included play (coding from video) and physical activity (accelerometers). These were collected at baseline and after the intervention period. We reported results to families and schools and followed up if there were any concerns about individual children's development. Our study was approved by University of Sydney Human Ethics Committee. The intervention group demonstrated significant increases in physical activity and reduced time in sedentary behaviours. There was an increase in the amount of play the intervention group

engaged in, which approached, but did not reach significance. Unstructured, loose materials are rarely used in Australian school playgrounds, but were found to enhance children's playground experience.

Keywords: play, physical activity, loose parts, risk, accelerometers

SYMPOSIUM SET F/ 20

ECE TEACHER EDUCATION: COMPETENCIES, PROFESSIONALISM AND DEVELOPMENT

Individual Papers

CHAIR: IOANNA PALAIOLOGOU

Canterbury Christ Church University, United Kingdom

"It is more than care but do they know it?" Early childhood studies students' voices on the role of attachment and implications for pedagogy

IOANNA PALAIOLOGOU AND MARY WOOD, Canterbury Christ Church University, United Kingdom

This project investigates early childhood studies undergraduate students' perspectives on the role of the key person in English EY settings in relation to attachment theory. 1. to investigate whether ECS students have core in depth understanding of attachment theory and its implications in early childhood education 2. to examine students' perspectives on how they can provide 'love' and 'affection' to young children whilst still maintaining fully professional relationships with the children and their families. Attachment theory and professionalism. One of the key issues that have been debated within the English early childhood education system is care and education and a number of studies try to investigate the role of attachment theory across the sector. There is discussion on the role and responsibilities of the key person in early years settings as well as a debate in regards the qualifications of people who work in the sector. This is a small scale qualitative longitudinal study. Data from group interviews and session observations was collected over four years of third year students. Ethical approval was offered by the university that the project was conducted. All participants were informed of the nature of the project and they offered their permission to participate in the project. Although students believed that attachment theory is important, they appear to have only a rudimentary understanding of attachment theory. There is a lack of recognising their role as key persons and the complexity of the role within the EYFS curriculum. Training of early years teachers and practitioners in UK.

Keywords: arts activities, pedagogy, training, key person, early year's workforce

Expected competencies of ECE teachers: the impact of initial training

MARIA HELENA CORDEIRO, Universidade Federal da Fronteira Sul, Brazil

This presentation discusses the partial results from a broader research about the work of ECE teachers. Here are addressed the results of two questions which aimed to verify the impact of initial training on the students' expectations of ECE teachers' competences. The main study is part of an international research on social representations of teacher's work and addresses specifically the work of ECE teachers. So far, there are evidences that the schooling model predominates on ECE. The Social Representations Theory guided the overall research. In this study, different references on professionalism in ECE were also used, such as Urban et al. (2011), Ongari & Molina (2003), Dalli (2008) and OECD (2006). 194 students filled a questionnaire when they started the pedagogy course and 108 of them also filled a similar questionnaire at the end of the course. In this paper the answers to two questions are compared. From a list of 24 items, the students should select just five which they considered the most important, both from their own perspective (question 1) and from the perspective of children's parents (question2). All the participants signed an Informed Consent Form according to Brazilian law. The study was approved by the Ethical Research Committee - UFAL. Some items are common to first and last year students, but there are some relevant differences, both when they answer from their own or from parent's perspective. The overall results show that the academic training in pedagogy may favour the enhancement of specific aspects of the profession.

Keywords: early childhood education, professionalism, initial training, competences, ECE teachers

Indigenous perspectives in early childhood teacher education (ECTE): A matter of quality

AILIE CLEGHORN (1), LARRY PROCHNER (2), ANNA KIROVA (2) AND CHRISTINE MASSING (2), (1) Concordia University, Canada; (2) University of Alberta, Canada

This research aims to identify ways in which tensions between global prescriptions and indigenous perspectives for practice in ECE can be productively resolved. Two case studies are in progress: at a university-based teacher education programme in Namibia and a training programme for immigrant childcare educators in Canada. This research emerged from Cleghorn and Prochner's study cited in "Shades of globalisation...". Consistent with other researchers' findings, we found that children's preschool experience is increasingly influenced by policy and practice from the West, that disconnect of the home from the school stands to widen for many children in both the majority and minority worlds. Children's preparation for school must be dovetailed with meaningful connections to the culture and language of the home community, in the name of quality, equity and social justice. When this does not occur, whole generations are cut off from their roots, drop-out rates increase and the prospects of EFA become next to nil (Sarr, 2012, Wong-Fillmore, 1991). A participatory action research approach including informal interviews, focus groups, one-on-one tutorials, aim for in-depth understanding of the ways in which differing ideas about ECETE are reflected in practice. Canada's Tri-Council Policy for research ethics guides the procedures of this study, along with the ethics standards in place in each research setting. Resolving tensions between indigenous ways of knowing and predominantly 'western' prescriptions for practice require reflective dialogue in teacher education. Should ECTE be individuated to context, and adapted to accommodate different social and cultural constructs of childhood?

Keywords: indigenous, teaching, globalisation, quality, social justice

SYMPOSIUM SET F/ 21

CHILDMINDERS AND TEACHERS' PEDAGOGICAL APPROACHES TO CHILDREN (0-3 YEARS)

Individual Papers

CHAIR: HELEN BILTON

University of Reading, United Kingdom

Teaching toddlers in preschool

AGNETA JONSSON, Kristianstad University, Sweden,

The aim with this paper is to discuss what the concept of teaching would mean considering teaching toddlers in preschool, and to problematise the preschool teacher's role and competence in this matter (Jonsson, 2013). Since 2011 the concept of teaching shall be jointly used for all school forms in Sweden including preschool. In Swedish educational tradition the concept of teaching has mainly been associated with pedagogical activities concerning older children in mandatory school forms (Doverborg, Pramling, & Pramling Samuelsson, 2013). Shiers (2001) model for children's participation has in a qualitative analysis inspired the construction and use of analytical concepts. This paper is based on data from a study conducted in Swedish preschool where teachers communicate with 1-3 year old children. 4 teachers were videoobserved during their everyday work in preschool. The study follows the Swedish research council guidelines and ethical rules in social science research. As the study involves young children who cannot make their case or assess potential research impact, ethical aspects of the research were taken into consideration with emphasis on feeling comfortable when being observed. The results show qualitative differences in teachers' communication of content and in how they listen into and make use of children's own expressions. Different aspects of teacher's competence (Dalli, 2008, Sheridan, Williams, Sandberg, & Vuorinen, 2011) in supporting toddler's learning and development are shown. The results are related to interpretations of how the concept of teaching can be understood and to a Nordic research based didactics/pedagogy for early childhood education.

Keywords: toddlers, preschool, preschool teachers, communication, teaching

Child minders dispositions of acting and their effects on their pedagogical work

SANDRA FRISCH, Martin Luther University Halle-Wittenberg, Germany

The investigation should show the opportunities of professionalism in family day care and whether professionalism exists already. Family day care in Germany has been neglected research area so far. The research investigates the professional quality of family day care for children under three years. In Germany child minders have to guarantee the same professional quality as kindergarten teachers. But their educational background differs strongly and. In biographic narrative interviews child minders tell about their biography, their qualification, professional experiences and personal competences. Furthermore their pedagogical work was documented on video throughout one week. Using the documentary method (Bohnsack) their dispositions of pedagogical acting were reconstructed. The videos show what consequences these dispositions have on the pedagogical work. Participants were guaranteed anonymity in the research. The pedagogical quality differs strongly. The professional qualification of child minders has to be developed to ensure the same quality of pedagogical work in family day care as in kindergartens.

Keywords: family day care, professionalism, child minders, qualification, dispositions of acting

Tact with and without contact. The presence in professional educational relationship

TERESA GODALL CASTELL AND NURIA LORENZO, Universitat de Barcelona, Spain

1. Identify qualities and professional factors of the concept of adults presence with and without personal contact. 2. Recognise management and adjustment of spaces and materials as a kind of "the second educator" 3 Select personal and professional tools to attend, at the same time, each infant individually and also the entire group. The hard conditions in the education's field (0-3) in our country have led us to develop methodological strategies about professional excellence. We have built a group of innovation and research about daily life education's matters and their applications. Our main reference is the concept of autonomy of the child and infant competence from Emmi Pikler. More concretely, the theoretical framework is her studies about professional relationships during take care moments. Case studies and focus group with some previous questions: a) during free play time, what does adult presence mean? b) during a take care moments: what does caregiver need? What does presence means when she is alone with baby and all the rest of them are on the room without other adults? Respect intimacy and individual relationship in a group dynamics. Main finding are the useful changes on day-care centres life. Also we select principal factors for teacher training and personal training at the university. All caregiver participants have significantly changed their own practice.

Keywords: body and mind presence, privileged relationship, educator's role, autonomy of child, personal training

SYMPOSIUM SET F/ 22

REFLECTION, ENQUIRY AND PROFESSIONAL SPACE IN ECE

Individual Papers

CHAIR: GERALDINE DAVIS

Anglia Ruskin University, United Kingdom

Personal and professional benefits of professional enquiry: a case study

GERALDINE DAVIS AND PAULETTE LUFF, Anglia Ruskin University, United Kingdom,

This paper explores the benefits of engagement with professional enquiry, and practitioner research, for students on taught postgraduate courses in early childhood. The work arises from traditions of action enquiry within educational research. The authors draw upon notions of reflective thinking and professional enquiry that stem from the work of John Dewey, together with more recent notions of professionalism and praxeology. Arguments for professional enquiry and involvement with praxeological research are drawn from research literature and exemplified with material from a case study of practice from early childhood postgraduate courses in one UK University. Data collection includes: surveys sent to students undertaking postgraduate modules, documentary analysis of completed assignments, and interviews with students and tutors. The project was approved by a university research ethics panel. Potential power imbalances between students and tutors were

considered and strategies to reduce these were employed. In carrying out our own professional research, the authors are highly aware that we are role models for students' praxeological work and thus aim to show the full respect that must characterise researchers' relationships with participants. Data collection and analysis are in progress. Discussion focuses upon the personal and professional benefits that may accrue through undertaking practitioner enquiry and research in different contexts. Investing in development has positive, if not always predictable, outcomes. The creation of communities of enquiry that include postgraduate students working with academics and with practitioners, is identified as a fruitful area for further research.

Keywords: professional enquiry, practitioner research, praxeology, reflective thinking, professional development

Constructions of the teacher professional space in ECE in Finland, Estonia and Sweden

PÄIVI KUPILA (1), ANETTE SANDBERG (2), KIRSTI KARILA (1) AND AINO UGASTE, (1) University of Tampere, Finland; (2) Mälardalens Högskola, Sweden; (3) Tallinn University, Estonia

The aim is to investigate and analyse the construction of professional spaces with teachers in early childhood education (ECE) in Finland, Estonia, and Sweden. International studies have shown impressive evidence on recent and rapid changes in professionalism in ECE, both globally and locally. The concept of professional space suggests that work identity is mediated through others (Edwards & Usher 2008, Dalli & Urban 2010). Such an approach brings to the fore the social nature of work identity. Spatial metaphors, such as legitimate peripheral p. Research questions: What kind of spaces do the teachers have in the day care workplace? How do early education teachers interpret their professional spaces in the day care workplace? How flexible and conscious is the teacher with respect to interpreting and using his or her work space? Semi-structured individual and focus-group interviews were taken in each country. Ethical principles and guidelines for good scientific practice, e.g. informed consents, confidentiality, guarantee of anonymity, not harming the participants, have been followed throughout the project. The presentation will highlight the trends towards similar spaces and the differences and diversities within Finland, Estonia, and Sweden. The findings imply need for a discussion about the teacher professional space and the knowledge will be valuable for the teacher education.

Keywords: Early childhood education, Professional space, Professionalism, Professional identity, Negotiation

Situated & collaborative teacher inquiry with post-structuralist and cross-national provocations

ROBYN BROOKSHIRE, University of Tennessee Knoxville, United States

This study reports on the work of six early childhood teachers and the researcher as they enacted a variation of collaborative action research in a university-based early childhood centre. The project included cross-national provocation from Milan, Italy, and a post-structural approach known as deconstructive talk (Lenz Taguchi, 2008) to facilitate teachers' critical reflective inquiry into their own narratives. The research aims and project design were modelled after teacher action research reported by Lenz Taguchi (2008) and advocated by Mac Naughton (2005). Inquiry and method were informed by a post-structuralist theoretical orientation (Dahlberg, Moss, & Pence, 2007, Mac Naughton, 2005), Rogoff's sociocultural theory (2003), and social-constructivist views of teacher inquiry (Edwards, 2007). Teachers employed collaborative action research steps including provocations from Milan, inquiry setting, collecting and reviewing documentation and using deconstructive talk to review narrative interpretations. Data sources included teacher dialogue over several months. Ethical considerations of this method include teachers' willingness to participate in work imbued with post-structuralist stances toward democratic values, power relations, and social justice issues. Findings reveal the areas of their own practice teachers scrutinised and the processes the group employed to engage in critical, reflective thinking about epistemological foundations of pedagogy. In addition, the findings report on how the teachers used this particular collaborative action research process to transform and reconstruct new, locally-situated epistemologies in order to inform daily pedagogical decisions. Implications of the project contribute to discourse in early childhood about possible models that foster transformative teacher discourse and situated knowledge construction.

Keywords: critical teacher inquiry, collaborative action research, post-structuralism, cross-national, situated professional development

SYMPOSIUM SET F/ 23

PARENT PARTICIPATION STRATEGIES

Individual Papers

CHAIR: SALLY SMITH

Parents Early Education Partnership (PEEP), United Kingdom

An evaluation of the Letterbox Club pilot in Scotland: Perceptions of children and carers

MOIRA LESLIE AND ANDREW HANCOCK University of Edinburgh, United Kingdom

The Letterbox Club provides educational support to looked-after children throughout the UK. Personalised parcels containing books, stationery and maths games are sent to children once a month for six months. Key research aims were to examine the perceptions of children and carers during the pilot and to investigate the impact of Letterbox Parcels in terms of involvement in reading, writing, maths and drawing activities. The study builds on previous studies in the fields of family learning, children's voice, and interagency collaboration that seeks to build the capacity of individuals and families. The research is underpinned by the concept of children's voice as a key source for gaining knowledge of children's experiences. The case studies of children draw on qualitative data sets collected during different phases of the pilot. Research tools included profile questionnaires, semi-structured interviews and conversations with children around their evaluations and their drawings. Ethical considerations took account of researching with vulnerable groups and young children. Key findings suggest that engaging with the materials encouraged family bonding and positive interactions. Children demonstrated a sense of ownership and pride in belonging to the Letterbox Club. Voicing their opinions about the contents of the parcels was viewed as an important aspect of membership. Findings suggest that children saw the value of the contents of the parcel in terms of supporting them with their learning. Implications for policy and practice, for interagency collaboration and new approaches that support building the capacity of individuals and families will be discussed.

Keywords: arts activities, home literacy practices, participation, looked-after children, interagency collaboration

What's the use of ORIM

SALLY SMITH, Parents Early Education Partnership (PEEP), United Kingdom

The ORIM framework (Hannon, 1995) links concepts about early literacy development with concepts about how parents can, and do, support that development: Opportunities, Recognition, Interaction and a Model (ORIM). This research aims to 1) investigate how practitioners understand and use the ORIM in an intervention which supports parents to improve the quality of the home learning environment 2) assess its relevance to the current policy context. This research builds on previous comprehensive evaluations of ORIM's usefulness and effectiveness (Hannon and Nutbrown, 1997, Hannon, Nutbrown, Hannon and Morgan, 2005) and EPPE project which demonstrates importance of the home learning environment. This study developed 'tacit theory' (Argyris and Schon 1974) to build on conceptual ideas provided by Hannon and Nutbrown (1997). Research located in interpretivist paradigm with a 'flexible design' (Robson, 2002) methodology with a case study using document analysis, semi-structured interviews, joint interviews and 'research conversations' with key respondents. Data analysed using 'thematic analysis' (Braun and Clarke, 2005). (1) try ensure that participation was voluntary and informed and (2) that no harm or distress arose for respondents as a consequence of their participation. Informed consent from all respondents who were given interview transcripts to correct/comment. ORIM framework provides conceptual tools that are meaningful, valuable and useful to practitioners. ORIM has the potential to change the way that practitioners think. ORIM challenges policies that recommend use of manualised programmes that reduce practitioners to 'operatives'.

Keywords: parents, interventions, learning, partnership, conceptual tools

Family literacy measures as predictors of parent-to-child speech

URŠKA FEKONJA-PEKLAJ, LJUBICA MARJANOVIČ-UMEK, SIMONA KRANJC AND GREGOR SOČAN, University of Ljubljana, Slovenia

In this family study we analysed the role of different distal and proximal factors of family literacy environment in predicting the complexity of parent-to-child speech during everyday family activities. The complexity of parent-to-child speech was found to be an important aspect of family literacy, affecting child's early language development (Hoff, 2003). Family represents an important social and cultural environment for children at all developmental stages. Gottfried et al. (2003) distinguish between three aspects of home environment influencing child's development: distal factors, proximal factors, and family relationships. Family literacy in particular has been found to play a crucial role in child's early language and literacy development (Wasik & Herrmann, 2004). The sample included 99 families with children aged from 1 to 6 years. The complexity of parent-to-child speech was assessed via observations within the home setting. In addition, parents' reading literacy, knowledge of child's development, and parenting style were assessed. Only families who gave a written informed consent participated in the study. The findings suggest that parental education, parental literacy, knowledge of child's development, and sensitive parenting style were positively related to the complexity of parent-to-child speech. On the other hand, restrictive parenting style was negatively related to the complexity of parent-to-child speech. All of the above measures explained 26% of variance in the complexity of parent-to-child speech. The role of family in supporting child's language learning is discussed. In addition, the importance of promoting parents' language competence and their knowledge of child development is highlighted.

Keywords: family study, family literacy, parent-to-child speech, child's age, parental literacy

SYMPOSIUM SET F/ 24

DEVELOPING PEDAGOGICAL PLACES AND SPACES

Individual Papers

CHAIR: LINDA SHAW

Entrust, United Kingdom

Feeling good in places and with people: in the garden and in the atelier

ANNASTELLA GAMBINI, PIERA BRAGA AND SUSANNA MANTOVANI, University of Milano-Bicocca, Italy

At the Bicocca University ECEC, we designed and built a garden, a scientific atelier and held scientific and methodological meetings for the educators' professional development. The goal was to document the possibly significant relationship between toddlers and living things through collaborative activities and exploratory experiences. Our aims were to create curiosity and motivation, accept diversity, develop a sense of responsibility and create the foundations for science education. This research project is linked to experiences and practices about outdoor education and basic scientific education (Eshach 2005), only rarely offered to toddlers. This interdisciplinary study involved researchers in biology and pedagogy and falls in the field of outdoor education (Higgins P., R. Nicol, 2008, Maynard T., J. Waters, 2007), which has only recently gained attention in Italian ECECs (S. Mantovani, 2003). The approach is based on the idea of guided participation and is consistent with the basic biology paradigm for education. Qualitative research was conducted through video-recording the entire process. From 270 frames, we edited a video illustrating the main stages of the project. The Ethics Committee approved parent and teachers' informed consent for videotaping the children. The children demonstrated great interest and high concentration, and their parents were closely involved. The caregivers gradually developed a more indirect method, posing questions to the children rather than giving them answers. The methodology also seems suited to support and structure attention and memory, as well as to lay the foundations for collaborative work, which will continue in the future at nursery school.

Keywords: infant-toddler centres, professional development, scientific education, outdoor education, scientific atelier

Place pedagogy in practices and curriculums - assemblages at work

ASLAUG ANDREASSEN BECHER, Oslo and Akershus University College, Norway

The aim of this paper is to question whether there are possibilities for interweaving 'place related pedagogies' into the Norwegian early childhood curriculum. The paper addresses the question, 'what are the consequences for Norwegian early years pedagogy when the agency and vitality of matter that makes up space' (Duhn, 2012, p. 100) becomes an integral component of Norwegian early childhood pedagogy?' Inspirations mainly emerge from New Zealand early childhood research (Ritchie et al, 2012, Duhn, 2012). In following these scholars' example I try to work with the Deluzian concept of 'assemblage'. In such a move I try to appreciate the materiality, the intensities and forces in children's environment, where becoming - including the becoming of place p. The paper initially focuses on a Sami Kindergarten that is located in the city of Oslo. Here I draw on data including interviews, observations and the Sami curriculum in order to appreciate how place, the individual and pedagogy are positioned in relation to one another. Deliberations recognising that aspects of our national curriculum might disempower of a great number of Norwegian children and their families. What might be the cost to a child's development when aspects of Learning Connected to Place pedagogies are ignored? Are we in danger of offering Norwegian children an impoverished rather than a rich set of early childhood learning experiences? This research might add to the political and academic discussion following the curriculum reform in Norwegian early childhood policies.

Keywords: place pedagogy, assemblages, indigenous knowledge, curriculum, fluidity

What can the time-space paths of children tell about pedagogical environment of ECEC?

RAIJA RAITTILA, University of Jyväskylä, Finland

The aim is to discuss relational-spatial perspective intertwined in everyday practices of pedagogical environment of ECEC. In recent years children's spaces and places have been discussed in various studies in the context of early childhood education. The theoretical starting point is that pedagogical space is relationally constructed in everyday interactions. This refers to the processes that intertwine 1) the physical environment and concrete objects, 2) the personal interpretations of physical and cultural space as well as 3) the cultural and collective views about the space. The pedagogical environments of kindergartens are in a major change in Finland. New way to organise children's day produces a new kind of childhood spatiality and pedagogical environment. The ethnographic data for this paper is from research project in two Finnish daycare centres. Children's ages range from 4 to 6 years. Construction of pedagogical space is analysed qualitatively with the time-space paths of children. An informed consent has been obtained from children's parents and the daycare centres. Children have participated in observations voluntarily. The participants' names and the centres will be kept anonymous. The analysis has shown how pedagogical action space is intertwined tension between the space of children's participation with the space of teaching and learning. The reflectivity about the processes of construction of pedagogical space in early childhood education is important in considering the development of ECEC that support children's agency and participation in practices.

Keywords: relational space/place, Finnish early childhood education, time-space paths of children, children's perspectives, ethnography

SYMPOSIUM SET G
TUESDAY 9TH SEPTEMBER, 2014
16:30 – 18:00

SYMPOSIUM SET G/ 1

DISCOVERING THE STRENGTHS IN DIVERSITY

Self-organised Symposium

CHAIR: RENATE ZIMMER

University of Osnabrueck, Germany

Children from different cultural and linguistic backgrounds attend the German educational services in increasing numbers. Therefore new and innovative approaches are necessary. This symposium discusses individual development in early childhood in an intercultural society and the role of the pedagogical attitude. One study reports on fostering personal and interpersonal resilience factors in early childhood. Through the medium movement social-emotional skills are promoted. These protective factors empower to achieve developmental tasks in a diverse society. The second study presents a project which deals with the interaction of young children. It focuses on interactions in free-play situations and looks for differences in the way how children interact with peers or younger or older children. The last paper presents and discusses a new daily integrated observation sheet named "BaSiK", which allows to document the language acquisition, from mono- and multilingual children between the age of one to six years in crèches and kindergarten.

Together we are strong: fostering personal and interpersonal resilience factors in early childhood by movement experience

ELKE HABERER, University of Osnabrück, Germany

1) Fostering personal and interpersonal resilience factors in children and kindergarten groups by movement experience. 2) Evaluating the effectiveness of a daily motor-based programme related to personal and interpersonal resilience factors. The project is based on a new developed approach published in Bischoff et al. (2011). Children have to achieve a variety of developmental tasks such as coping with transitions. These are mentally challenging, especially for children, who stand out from the social norm (Cowan 1991). Furthermore there are children at risk that have to come to terms with traumatic experiences. These challenges can make children vulnerable. However, adults can promote resilience by fostering protective factors that buffer the negative effects of stress or trauma (Masten et al., 1990). This longitudinal study focuses the social and emotional competences as resilience factors, which empower children and kindergarten groups according to their diversity. Data of 100 children from different cultures and disparities were collected through the perspective of the kindergarten-teachers, parents and the children (using the SDQ, VBQ, BSB). The paper presents the contents of interventions and qualitative effects. All observations were made in agreement with the children. The results indicate that fostering social-emotional competences by movement experiences is an access to empower children personally - especially at risk-children, and interpersonally - especially heterogeneous kindergarten groups. Children and kindergarten groups benefit from this programme on a social and emotional level. The influence on global resilience-level has to be explored.

Keywords: resilience, social competences, emotional competences, movement, protective factors

BASIK - an innovative approach of language observation

NADINE MADEIRA FIRMINO, STEFANIE RIEGER AND RENATE ZIMMER, University of Osnabrück, Germany

(1) Promoting every child's language development using natural everyday activities, routines and play based on a daily-integrated observation (BASIK) (2) Strengthening linguistic diversity. Contrarily to programmes and diagnostic tests concentrating on linguistic skills isolated from everyday situations, BASIK is based on the concept of 'Bewegte Sprache' (language in motion), which is an alternative language promotion approach. Previous studies with mono- and bilingual children showed that the children's language development benefit from this approach (Zimmer, Madeira Firmino, Menke, Ruploh, 2013). BASIK bases on everyday situations and sensitises the educators for the process of language acquisition and the fostering of relevant everyday communicative situations. During the design of BASIK, special attention was paid to reflect the 'perception reality' and prospects of the educators, as they are considered important caregivers in children's lives

(Flender & Wolf, 2012). Since then, BASIK has been tested in more than 30 kindergartens. So far, a total of 449 children of which one third grows up with German as a second language have been observed. Educators observed the children in their familiar kindergarten/crèche settings. Coding the data assured confidentiality. Informed consent was given by the children's parents. First findings show that the BASIK-items describe very well the reality of daily life in early childhood settings, in which children express themselves verbally and non-verbally in diverse range. So the process of language development can be observed in a natural setting hardly without evoking special situations. The first implementation phase and the related findings have important implications for early language intervention for educational professionals.

Keywords: arts activities, observation, cultural and linguistic diversity, everyday situations, educator's perspective

Interactions in (agemixed) groups of daycare-centres – observe, document and interpret them

STEFANIE RIEGER, NADINE MADEIRA FIRMINO, Nifbe Forschungsstelle Bewegung und Psychomotorik, Germany

This research focuses the observation of the way how children in different situations of play and movement (Zimmer, 2012) interact. The most interesting question is if there are differences in the interactions depending on the situation in their groups (only toddlers from 0-3 years or 2-6 year-olds). How do children make contact to others? How many interactions take place? What is the difference between interactions with peers or children of other ages? The current project 'Movement-based daily-integrated language promotion' induced the more intensive investigation of the interactions of children in different ages. The study is mainly based on the findings about peer interactions and their important role for language promotion (Licandro, Lüdtko, 2013). Two daycare-centres in Osnabrück participate in this project. Both centres provide groups for only young children (0-3 years) and groups with older and younger children (2-6 years). The children are filmed in free-play situations. After this, the interactions are analysed. The parents agreed with the project terms and the shots. The final findings will be presented to them. Previous to the first shots, the situation was explained to the children. Main findings concern the interactions of children in different types of groups. Findings about interactions could be used for the argumentation in the present discussion in Germany about different types of groups.

Keywords: interaction, age mix in child day-care centres, toddlers, peer groups, language

SYMPOSIUM SET G/ 2

DILEMMAS IN EARLY YEARS CURRICULA

Self-organised Symposium

CHAIR: BART DECLERCQ

Centre for Experiential Education, Belgium

Cross-cultural comparisons of curricula show apparent consensus on a holistic view of children as active learners involved in their own development and the importance of a play based learning, allowing young children to explore and make own choices and the importance of strong parent involvement. However, when comparing curricula there are also noticeable differences in the conceptualisation of partnerships with parents, the level of detail in describing learning processes in children, the scope of educational goals and the kind of asked commitment along a continuum from a commitment of efforts towards an orientation on results. This SOS will focus on dilemmas in three key- issues of several curricula: The tension of different conceptions of parental involvement in 11 curricula - the tension of describing characteristics of effective learning in a curriculum and promoting active and intrinsic motivated learning - the tension of a holistic view and analytic descriptions of desired outcomes

Curriculum and quality: parental involvement in nine countries

JEROEN JANSSEN, Ghent University, Belgium

This research is part of an ongoing project on Measuring and Monitoring ECEC Quality in Flanders, under supervision of Ferre Laevers and Michel Vandenbroeck. The aim is to gain insight in different conceptions of parental involvement in nine countries. Pre-report on necessity of an ECEC-curriculum framework in Flanders. International organisations suggest the development and use of a nationwide quality framework and related assessment tools in order to monitor and improve

ECEC quality. Despite a consensus on the importance of parental involvement in achieving high quality, the ways in which partnership working between ECEC staff and parents are described in ECEC curricula differ. An analysis of eleven curricula was conducted, stressing different conceptions of ECEC quality and power relations between staff and parents in nine countries (England, Ireland, Sweden, Denmark, Germany (Berlin), The Netherlands, Belgium, New Zealand, Australia). Respect for families as co-constructors of quality. The research suggests that while staff and parents share the responsibility for learning and development of children, they should have equal chances to participate in defining childcare quality. Emphasis is placed on the importance of quality as a dynamic, continuous and democratic process at the level of practice. Curricula can promote co-construction of quality and foster respect for diversity by not being (too) prescriptive in defining the modalities of partnership working between parents and ECEC staff. They then provide the necessary space for practitioners and parents to engage in reciprocal dialogue, which is a precondition for relevant practice. Consequently curricula tend to get more out of less.

Keywords: curriculum, quality, diversity, parental involvement, ECEC staff

Developmental domains in curricula. The dilemma between a holistic approach and analytic descriptions

BART DECLERCQ, MIEKE DAEMS, CHARLOTTE VAN CLEYNENBREUGEL AND FERRE LAEVERS, Centre for Experiential Education [C-ExE], Leuven University, Belgium

This research is part of an ongoing project on Measuring and Monitoring ECEC Quality in Flanders, executed for Child & Family, Flemish agency for childcare. Aim is to come to holistic descriptions of developmental domains as part of an ECEC-curriculum for 0-3 years. Descriptions are inspired by: ECD-curriculum for pre-grade R Free State, South Africa, self-evaluation tool MyProfile, Process Oriented Monitoring System, insights of a pre-report on necessity of an ECEC-curriculum in Flanders and HighScope concepts. Description of domains is underpinned by social-constructivistic paradigm: deep-level learning and development of fundamental schemes are guiding principles underlining a child-centred approach and importance of children's intrinsically motivated initiatives in constant interaction. First, broad analysis of curricula as means to raise quality. Secondly literature review on European documents and analysis of how domains are conceptualised in 9 curricula, focused on guiding principles, included domains and the way they are constructed. Thirdly a questionnaire is carried out to expert stakeholders. Finally, synthesis of insights and descriptions are discussed several times with a group of EY-experts and stakeholders. Respect for children as unique, powerful, full of potential is guiding principle. This research supports (1) the conclusion that holistic conceptualisation of developmental domains is possible without being too prescriptive, (2) that these descriptions are suitable for any age group, stressing lifelong and competency based learning and (3) that it provides inspiration for practitioners to reflect and set up a child-focused and developmentally appropriate practice. Descriptions are a guide to shape high quality practice and express the shared vision of EY-experts and policy.

Keywords: Curriculum, Quality, developmental domains, ECEC, holistic

Self-regulation in the Early Years Foundation Stage in England

HELEN MOYLETT AND NANCY STEWART, Early Learning Consultancy, United Kingdom

This paper explores how research on the importance of emotional and cognitive self-regulation in the early years informed policy making during the revision of the English birth to five early childhood framework known as the Early Years Foundation Stage (EYFS). The paper builds on the research review commissioned to inform the revision of the Early Years Foundation Stage (Evangelou et al 2009) and on sources such as Bronson, M. (2000) and Whitebread, D. (2012) It also explores the influence of the experience of practitioners and children using the previous framework and evidence provided to the review of the EYFS. This exploration is set in a social constructivist context where the lived experience of participants informs the outcomes and where the policy context is seen as permeable. This is qualitative practitioner research. The methods also include some triangulation with national quantitative data in the form of the EYFS profile scores (mandatory summative assessment at age 5). Most of sources are already in the public domain. Any children, parents and practitioners involved are anonymised. Research on self-regulation in the early years as well as other national ECE frameworks informed the current EYFS emphasis on 'playing and exploring', 'active learning' and 'creating and thinking critically'. A big question is how practice and policy develop around a curriculum framework which, as well as emphasising the importance of children being motivated playful learners who can think critically and creatively, also sets out what children should learn by the end of their first year in school.

Keywords: self-regulation, emotional development, cognitive development, national ECE frameworks, learning

SYMPOSIUM SET G/ 3

DEVELOPING PROFESSIONAL IDENTITIES OF EARLY CHILDHOOD STUDENT TEACHERS

Self-organised Symposium

CHAIR: DAVID BRODY

Efrata College of Education, Israel

Becoming an ECEC teacher involves not only learning the skills of working with young children, but also professional self-awareness. Transitioning from the role of university student to ECEC teacher requires a reflective process through academic course work as well as practical experience. This symposium explores three aspects of professional identity of ECEC student teachers. The first paper examines the self-evaluative process in preparing digital portfolios as an opportunity to reflect on becoming a teacher. The second paper investigates the limitations of an academic methods course on student's acquiring appropriate teaching skills as a component of their professional identity. The third paper reveals profiles of professional identity and provides a cross-sectional view of student teachers' professional identity over three years of training, revealing changes over time. Together these three studies shed light on important facets of how students acquire a professional identity as future ECEC workers.

The contribution of the digital portfolio to understanding the professional identity of ECEC student teachers

RONIT BEN (1), MORDECAI DEMRI BEN ARI (2) AND RUTI NEEMAN (2), (1) Hamo, Israel; (2) Efrata College of Education, Israel

This study seeks to show how the preparation of digital portfolio promotes the construction of professional identities of student teachers. Research has shown three benefits of digital portfolios: reflection on learning (Stefani, Manson & Pegler, 2007), alternative assessment (Cummins & Davesne, 2009), and presentation of achievements (Willis & Wilkie, 2009). This study adds the dimension of professional identity of teachers includes: self-efficacy, dealing with educational change, judgment, and professional decisions (Beijaard et al, 2000). Rogers and Scott (2008) postulated other aspects including social and cultural connections, relationship with others, coherence and dynamism. Many of these elements comprise the digital portfolio. ECEC students prepared digital portfolios with self-assessment on standards of professional behaviour. Four students were interviewed using stimulated recall to reflect on their selections of artefacts for their portfolios. In an open ended interview, they spoke about their strengths and weakness as future teachers. The interviews were analysed using content analysis. Categories of professional identity were coded by independent raters. The students agreed to participate in the study and permitted anonymous use of the interviews. Three dimensions of professional identity were found: learning and child welfare, teamwork, and personal qualities such as leadership, authority, decisiveness, planning, and availability. These were apparent in the portfolio preparation and rose to awareness in the interviews. Digital portfolios can be utilised beyond assessment to promote development of professional identity among ECEC pre-service teachers.

Keywords: digital portfolio, professional identity, assessment, student teachers, self-efficacy

How Early Childhood Student Teachers view their Developing Professional Identity

SHARON KAPLAN BERKLEY AND AVIGAIL FREEDMAN, Efrata College of Education, Israel

Research aims: This research investigates the expressed professional identity of early childhood students, and examines differences over the three years of their academic training. Relationship to previous research works: According to Fisherman (2000) the development of professional identity in pre-service elementary and upper school teachers centres around three core components: confidence with career choice, sense of self-efficacy and a sense of mission as a teacher. This research builds on these findings by focusing on early childhood students. Korthagen (2004) indicated that preparing teachers should not only focus on changing behaviour, competencies or beliefs, but also take into account the development of their mission as a teacher. Pre-service teachers' sense of identity is continually c. A quantitative measure of professional identity and an open ended questionnaire were used to create profiles of professional identity of 49 students over three years of training. Content analysis generated themes from the qualitative questionnaire. Students voluntarily agreed to participate, knowing that their data would be presented anonymously. First year pre service teachers are focused inwardly and involved with developing their personal connection to the teaching profession whereas third year pre-service teachers

are focused on advancing the child. The changing professional identity of early childhood student teachers should be considered when structuring academic programmes intended to prepare ECE educators for the future.

Keywords: student teachers, professional identity, self-efficacy, sense of mission, development

The role of professional identity in mediation in science activities among pre-service teachers

YAARA SHILO, Efrata College of Education, Israel

This study examines the role of professional identity among pre-service teachers in implementing mediation techniques learned in a science methods course. Training student teachers in mediation strategies has varied success (Eilon & Kliachko, 2004). Pre-service teachers recognise the importance of constructivist approaches supporting mediation in science learning (Wyn, 2011), but experience difficulty implementing it. This study investigates effectiveness of direct instruction in mediation techniques. Process versus product orientation are critical elements in ECEC programmes (Bullock, 1989). The professional identity of student teachers reflects a disposition towards one or the other (Smith, 2007). Process orientation supports mediation while product orientation does not. Two ECEC science methods classes were compared, one with direct instruction in mediation and one without. A mixed method paradigm was used to analyse video recorded activities of 22 pre-service teachers. Recordings were analysed for categories of mediating behaviour promoting thinking, and the two groups were statistically compared. Students were interviewed about their attitudes towards process and product orientation. Students voluntarily video recorded their activities and permitted use of videos for the research. The names of students and children were not used or written in the protocols. No differences were found between the groups. This can be explained by the professional identities of students which were grounded in product orientation towards learning. This orientation precluded the use of mediating behaviours that promote thinking. ECEC teacher educators interested in supporting use of mediation need to consider the professional identities of their student regarding process and product orientation.

Keywords: mediation, process-product orientation, professional identity, student teachers, science

SYMPOSIUM SET G/ 4

CHILDREN'S PERSPECTIVES ON LEARNING – A COMPARATIVE STUDY IN

Self-organised Symposium

CHAIR: STIG BROSTRÖM

Aarhus University, Institute of Education (DPU), Denmark

The aim of the international study is to investigate how five-to-six-years-old preschool children in Sweden, Denmark, Estonia, German and Russia/Greece understand the concept learning. There is a lack of research results referring to the perspective of children on learning. The study is a continuation of a previous study on preschool teachers' view on preschool children's and toddler's learning. Referring to an extended theoretical and conceptional framework, the study is based on co-constructive learning approaches (e.g. Vygotsky) as well as subject based theories (modern developmental psychology). According to the methodological tradition, children are perceived as active participants and "Co-constructors" of their environment and their own personal experiences. Data are collected via partly focus group interviews and partly single interviews close to school entry. The interview situation between the researcher and the child needs to be based on a non-threatening setting and a basic trusting if not newly-made relationship between the two persons. Main findings see abstracts

Danish and Swedish preschool-children's view on their own learning and participation

INGE JOHANSSON (1), ANETTE SANDBERG (2), STIG BROSTRÖM (3) AND THORLEIF FRØKJÆR (4), (1) Department of Child and Youth Studies, Sweden; (2) Mälardalens Högskola, Sweden; (3) Aarhus University, Denmark; (4) University College Capital, Denmark

Based on an earlier survey on preschool teacher's view on children's learning and participation in Denmark and Sweden a study were conducted in order to describe five years old preschool children's understanding of own learning. The aim of the

international study is to investigate how preschool children in, Australia, Denmark, Estonia, German, Greece, Russia and Sweden reflect and describe their learning and participation in preschool. The study is a continuation of a previous s. Theoretical framework is social-cultural with reference to Dewey, Vygotsky, and Rogoff. The research was conducted as a quantitative and qualitative study using a questionnaire and focus group interviews order to generate frequencies of response amenable to statistical treatment and category analysis. A sample of app. 24 children participated. The respondents were guaranteed non- maleficence, confidentiality, anonymity and with possibility to withdraw and not to complete particular items. The Danish and Swedish data show that are some differences that we will present during 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: preschool children, learning, participation, child interview, children's reflection

Estonian preschool-children's view on their own learning

MAIRE TUUL, Tallinn University, Estonia

The aim of this study is to analyse and describe the five-year-old preschool children's understanding of their own learning. The study is a continuation of a previous study *Preschool Teachers' View on Learning and Participation in Preschool* (EECERA papers in 2011, 2012, 2013). In current study we focus on children's perspective on learning. Theoretical framework is social-cultural with reference to Dewey, Vygotsky, and Rogoff. The research was conducted as qualitative study using guideline-based focus group and individual interviews. The total of 24 children from different preschools participated in the study. For data analysis the content analysis was used. It enables to generate detailed insights and tends to identify patterns across qualitative data. Two researches independently transcribed and read through the material and discussed the resulting interpretations. A third researcher reviewed all the texts for credibility. The respondents were guaranteed non-maleficence, confidentiality, anonymity and with possibility to withdraw and not to complete particular items. The findings indicated that in particular children understand under learning reading, writing and other teachers' lead activities. In children's opinion they also need adults for learning, because adults are cleverer than children. The children less perceive learning from one another in the group. The study results enable the teachers and parents of preschool childcare institutions to support more effectively the children's learning in the kindergarten.

Keywords: preschool children, learning, participation, interview, questionnaire

Children's View on Learning - German Data

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

The aim of the international study is to investigate how five- to six-years-old preschool children understand the concept 'learning'. This study is a continuation of previous studies on preschool teachers' views on children's and toddler's learning (EECERA papers in 2011, 2012, 2013) which based on the studies "Learning and participation "" two interrelated key-concepts in the preschool" (Johansson & Sandberg, 2010) and 'Children's participation in preschool' (Sandberg & Eriksson, 2010), inspired by the conviction that 'children can speak for themselves' (Einarsdóttir, 2007) and are able to describe their perspective on learning. The theoretical background is a complex of social-cultural oriented learning theories reflecting activity, participation, and social interaction (e.g., Vygotsky, 1978, Damasio, 2004; Säljö, 2005). Methodologically, children were perceived as active participants and 'co-constructors' of their own educational processes, environments and personal experiences. Data was collected via guideline-based focus group interviews (3 to 4 children) and analysed by qualitative content analysis (MAXQDA). The interview situation was based on a non-threatening setting. Interviewers were aware and familiar with the way the child speaks and expresses him/herself. Anonymity and well-being of the children were guaranteed. Children volunteered for the participation and parents gave their written statement of agreement. The results show that children's concept of learning implied a strong orientation towards formal knowledge acquisition and school related competencies (e.g. literacy competencies). The study can add to theoretical transition approaches and the future support of children in transition processes with emphasis on the children's point of view on learning and participation.

Keywords: preschool children, learning, child interview, children's reflection, participation

SYMPOSIUM SET G/ 5

CHILDREN AS ACTORS OF ECEC-SYSTEMS AND PROGRAMMES

Self-organised Symposium

CHAIR: SABINE BOLLIG

University of Luxembourg, Luxembourg

Research and Policies on ECEC-Systems and Programmes do commonly ask for the effects of such adult strategies for children, but merely forget to highlight children's active participation in it. On the contrary, the symposium focuses ECEC systems and programmes from the 'vantage point of children'. Three papers from two respective ethnographic research projects are presented. The first two papers presenting the ongoing Luxembourgian research project "CHILD". It asks how the heterogeneous Luxembourgian field of ECEC unfolds in a plurality of individual care arrangements which are shaped through an interplay of policies, familial and ECEC-institutional practices and children's daily participation on both. The third paper is asking how children are constructing the daily practices of German kindergartens as an educational setting. By that, the three papers show how a strong notion on children as actors of ECEC bring into light the collective and individualised 'hidden curriculums' of ECEC Systems and Programmes.

Children as daily border crossers – children's transitional practices as their contribution to the everyday accomplishment of ECEC Systems

SABINE BOLLIG, University of Luxembourg, Luxembourg

The heterogeneous Luxembourgian field of ECEC unfolds in a plurality of individual care arrangements which are commonly shaped by several horizontal transitions during the course of a child's day and, therefore, create distinct spaces of practice and actorship. The Luxembourgian CHILD-Study focuses those daily border crossings of 2-4 year olds as their own unique tasks in the daily accomplishment of their 'day-care-childhoods'. The analyses transform Dencik's research on children's 'dual socialisation' into a practice-theoretical frame on both, children's active contribution to their daily care arrangements and the multiple processes of positioning they are involved in. Practice-Theory (Schatzki), children as actors and their interpretive reproduction of institutional orders (Corsaro), transitions as practices (Brooker) and Work-Border-Theory (Campbell Clark). Actor-centred childhood sociology (Corsaro), Practice-analytical ethnography (Lofland), field research, mainly participant (camera-)observation of contrastive daily schedules, settings and practices of 12-15 children and their care-arrangements, here focusing on departing/arriving-scenes. Ethnographic research is dialogical in principle, based on an ongoing establishment of trustful partnerships with all participants and an awareness of symbolic power in adult-child-relationships. The paper focuses the border crossing practices of children in ECEC as the localised interconnections (Schatzki) of the ECEC-Policies, familial care strategies and organisational routines. Border-Work-Theory is used as a heuristic to highlight how children are actively involved in socio-material practices of setting up and crossing borders and therefore are active participants of several individual and collective 'borderlands' in ECEC. The research findings inform ECEC policy and practice about 'collective' and 'individualised' informal learning processes of children in ECEC.

Keywords: Border-crossing-practices, children as actors, practice theory, ethnography, horizontal transitions

The contribution of children to learning as an observable phenomenon in kindergarten

MARC SCHULZ, University of Siegen, Germany

Within the last 15 years, observation and documentation techniques, which are focusing systematically on children's learning processes, have been increasingly established in German institutions of early childhood education like day-care centres and kindergarten. At the same time there is an integral believe that these learning processes 'are there' and can be observed. Otherwise there is too little empirically based knowledge on how documentation techniques are implemented and how they were used in practice. Based on ethnographic material, the paper will discuss these practical uses and focus on the actions of children. The study refers to both studies of sociology of childhood as well as theories of education, but also to children as actors in ECEC institutions. Theory of informal learning in early childhood (Göhlich/Wulf/Zirfas, Schulz), Practice Theory (Reckwitz, Schmidt, Alkemeyer), performativity theory (Turner, Schechner). Ethnographical approach: 1. Participant observation condensed into field notes, 2. Field documents (e.g. written memos of the stuff, time tables), 3. Ethnographical interviews with all participants in the field (e.g. children, parents, staff). Ethnographic research is dialogical in principle. It is based on trusting partnerships with all participants. The presentation will discuss how professional observation and documentation practices in ECEC only create the subject that is presupposed and intended to study: the 'learning kindergarten child' - with significant participation of the children. The research findings inform practice and policy about the various participations of children as a central part of the institutionalised learning processes in ECEC.

Keywords: ECEC institutions, education & care arrangement, early childhood, ethnography, children as actors

Performing day care childhoods: children as actors of their differential care arrangements

SYLVIA NIENHAUS, University of Luxembourg, Luxembourg

Children's positioning as actors in the Luxembourgian ECEC system is not only bound to single daycare settings, but individual care arrangements. This in mind, children in Luxembourg perform their own differing daycare realities. Based on 4-6 ethnographic case studies the PhD-project (embedded in the Luxembourgian CHILD-study) focuses on the interrelation between children's positioning in daycare settings and their performing of individual care arrangements from a practice-analytic view aiming at exploring differences and potential inequalities of daycare in Luxembourg. The study relates to research on differential care arrangements (Capizzano et al., Loeb et al., Lowe et al.) as well as to children's agency emphasised in recent childhood sociology (Corsaro, James). Practice theory (Reckwitz, Schmidt), practice-analytic approaches to social inequality (Bourdieu, Lareau). Ethnography, actor-centred childhood sociology (Corsaro), family interviews and participant observation of contrastive daily schedules, settings and practices of 2-4-year-olds, 4-6 case studies. Ethnographic research is dialogic in principle, based on establishing ongoing trustful partnerships with participants and being aware of symbolic power in adult-child-relationships. The paper presents parts of two 'thick portraits' (referring to Geertz' 'thick descriptions') of contrastive care arrangements. Focusing on differences in children's weekly schedules it shows how their positioning in daycare settings is intertwined with their individual care arrangements. As to children's active participation, the portraits can be understood as an analytic surface showing the interplay between specific care arrangements, children's positioning practices as well as differences between respective care arrangements. The research aims at a child- and practice-centred view on social inequality in daycare systems.

Keywords: ECEC, care arrangement, Luxembourg, social inequality, thick portrait

SYMPOSIUM SET G/ 6

ASSESSMENT AND PLANNING, TE WHARIKI IN ACTION: 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, we have put together three perspectives that consider the ways in which both teachers and children continue to build their identity as researchers exploring and shaping teaching and learning as a collaborative community. The three papers are: The Quest for the Space Between -Te

aromatawai me te ako: Hapori; Children Contributing to their own Assessment - Ngā huanga tamariki ki tō rātou aromatawai; Designing for Continuity: Recontextualising Planning - Te aromatawai me te ako: Motukore This work illustrates the transformational power of using narrative assessment practices. In NZ, Learning Stories have changed the face of teaching and learning making room for teachers and children to explore the space between teacher intention and child intention. Teachers and children as researchers are now embedded into the fabric of ECE as all continue to be challenged by the provocation of Te Whāriki in action.

Designing for continuity: Recontextualising planning - Te aromatawai me te ako: Motukore

WENDY LEE, Educational Leadership Project, New Zealand

We will show how teachers' work on assessment and planning has recontextualised and challenged old notions of planning. This paper is part of a suite of research around assessment and curriculum in NZ including Centre of Innovation projects, the Kei Tua o te Pae Assessment Research Project and action research projects explored by teachers. The Educational Leadership Project (ELP) uses an action research approach, in which the focus is on the practitioners researching and investigating their own practice in order to make changes and improvements. Learning Stories (Carr 2001) provides the platform to challenge and explore planning and assessment through the four principles of Te Whāriki (see Carr and Lee, 2012). This demands a holistic approach to learning and teaching which views curriculum as being co-constructed between teachers and children (Lee et al 2013). All teachers, families, and where possible, children, have given their permissions for this research to progress. We will present results focused on teachers reflections around pedagogy and shifts in practice around planning for children's learning. This includes findings: 'Planning successfully driven by the children themselves; Principles of Te Whāriki have been embedded in the planning processes; Documented planning that is reconceptualised and accessible to children and their families. Our research shows the value of young children becoming strong self directed learners and that the teachers must always be mindful that planning must ensure that they continue to be responsive to children's learning opportunities using a strong framework of 'noticing, recognising and responding'.

Keywords: assessment, planning, curriculum, innovative approach, learning stories

Children contributing to their own assessment - Ngā huanga tamariki ki tō rātou aromatawai

GILLIAN FITZGERALD, Educational Leadership Project, New Zealand

This paper looks at how, one ECE setting in the heart of an impoverished, and mainly Māori community, containing some of NZ's most vulnerable children, used an action research approach to investigate how the use of iPads could support teachers in building of a learning community. This research has created opportunities for children to not only have a voice, but to set their own goals, assess their own achievements and take some responsibility for their learning. This research is part of a wider range of assessment research in NZ, for example the Learning Wisdom (Carr, Lee & the Early Years Wisdom Group) connects to this paper. The theoretical framework for this research was action research and narrative inquiry. Teachers developed a research question to investigate with outcomes for parent, children and themselves. All teachers, families, and where possible, children, have given their permissions for this research to progress. The author will show how 21st century ICT can be used as a tool to support teachers in building a community of learners. 'Traditionally, the balance of power between teachers and children during assessment has been very one-sided. The teacher writes the assessment, makes an interpretation, and perhaps discusses it with other teachers and the family, but the child has not usually been part of the process' (Carr, Lee & Jones 2005, 2007, 2009). Early childhood educational settings need to embrace, the technologies that our children are already so familiar with and that assessment of children's learning should not be done in isolation.

Keywords: assessment, curriculum, planning, learning stories, ICT

Collaborative communities of learners and teachers: Waiho i te toipoto, kua i te toiroa

LORRAINE SANDS, Educational Leadership Project, New Zealand

It is our intention to disrupt conventional thinking through exemplars that show intentional teaching that includes, co-construction between children and teachers, sustained shared teaching episodes extending children's thinking, valuing of children's contribution to the learning experience and making links across time by revisiting children's ideas and interests. Greerton Early Childhood teachers have continued their Centre of Innovation research into exploring the ways teacher/researchers work to build an investigative learning/teaching culture inside a collaborative community embedded in

the principles of Te Whāriki (Ministry of Education, 1996). In our work together we have learnt how powerfully Learning Stories (Carr, 2001) can offer an insight into the ways children drive their learning with resilience, resourcefulness. Teachers who shift the power balance into shared endeavour and sensitively engage with children as they explore their world with wonder and awe, playfulness and curiosity, perseverance and determination, share a space that nourishes learning. Our research data was gathered through a socio-cultural narrative methodology. Families and teachers have given written permission for Learning Stories to be used in this research and where possible families' and children's voices have been included to add a multiple perspective and so strengthen the research findings. Learning Stories (Carr and Lee, 2012) have enabled us to share insights with each other, think deeply about our practice and become better learners and teachers as a result. The research builds a picture of ways vibrant learning and teaching cultures enable learning to flourish.

Keywords: assessment, curriculum, planning, innovative approach, learning stories

SYMPOSIUM SET G/ 7

ASSESSMENT AND EVALUATION: TOWARDS AN ETHICAL PRAXIS

Self-organised Symposium

CHAIR: JÚLIA FORMOSINHO

Childhood Association and Portuguese Catholic University, Portugal

The need for rigorous, trustworthy, systematic evaluation and assessment processes is high on the EY agenda, particularly in a climate which demands value-for-money and evidence of impact for all expenditure. This symposium will analyse assessment and evaluation within the socio-historical contexts of pedagogy development. The establishment of principles for assessment and evaluation will support the presentation of an analytical contrast between formal traditional approaches and novel approaches. This will allow the presentation of a holistic approach at the levels of theories, methods and techniques and will emphasise the centrality of pedagogical documentation in participatory pedagogical evaluation practices. The symposium will make visible how documentation, portfolios and other evidence can be an ethical, informed, principled mode of conducting assessment and evaluation. To conclude, portraits of lived praxis across countries, within educational contexts using a participatory approach to learning and teaching, including the pedagogical dimension of assessment and evaluation, will be examined.

Assessment and evaluation: Starting with paradigmatic issues

JÚLIA FORMOSINHO (1) AND CHRIS PASCAL (2), (1) Childhood Association and Portuguese Catholic University, Portugal; (2) CREC, United Kingdom

This paper will briefly present the socio-historical-cultural context of Childhood Pedagogy Development. A brief excerpt of a video inspired by Charles Dickens *Hard Times* will allow a deeper understanding of the schools that were offered as an answer to the needs created by the so-called industrial revolutions. It will also set out a set of ethical principles and practices for assessment and evaluation which are congruent with international codes of right based educational practices,. This paper is located in praxeological research (Formosinho and Oliveira-Formosinho, 2012, Pascal and Bertram, 2012) Bureaucratic educational systems created pedagogical uniformity and homogenous teaching which is totally incompatible with growing socio-c. 20th century pedagogues such as Dewey, Freinet, Montessori, Malaguzzi, along with others, offered alternative approaches to teach the young competent citizens. Children's rights movements reclaimed respect for children identities and the right to participation which this paper builds upon. This communication will present a theoretical and conceptual contrast between traditional and socio-constructive approaches in order to open space for the next two studies of this symposium two portraits of an ethical praxis of evaluation. This paper is grounded in a participatory, democratic and rights based approach to assessment and evaluation which observes the EECERA Ethical Protocols and Principles which emphasise voice, rights of participants and co-construction of knowledge and meanings. Learning and teaching throughout the 20th/21st century schools have been caught in this tension between alternative pedagogical rights based approaches and bureaucratic normalised uniform traditions. This tension is visible in different understandings and practices around evaluation. This paper will explore these tensions and set out an ethical, rights based and participatory approach to assessment and evaluation. This paper aims to establish a set of ethical and rights based principles for assessment and

evaluation which will support the presentation of an analytical contrast between formal traditional approaches and novel approaches to assessment and evaluation.

Keywords: arts activities, assessment, evaluation, universal, individualized

How do I come out of the belly of my mother? Children teaching adults about key issues of assessment and learning

JULIA FORMOSINHO (1), ANDREIA LIMA (2) AND JOANA DE SOUSA (1), (1) Childhood Association and Portuguese Catholic University, Portugal; (2) Aga Khan Foundation and Childhood Association, Portugal

This case study will present a dialogue between a pedagogical approach (Oliveira-Formosinho and Formosinho, 2013) and a coherent assessment and evaluation approach for early years (Pascal and Bertram, 2006). This paper is located in praxeological research (Formosinho and Oliveira-Formosinho, 2012, Pascal and Bertram, 2012) have reclaimed respect for children identities and the right to participation which this paper builds upon. . Dense ethnographic data collected in a reflexive portfolio of a five month evaluation of learning situations developed through activities and project work (How do I come out of the belly of my mother?) will be presented. Data content analysis will allow an understanding of how assessment and evaluation approaches are dependent on foundational principles that integrate educational environment assessment and evaluation procedures with children's evaluation procedures as well as the integration of pre-established formats of evaluation with emergent flexible formats of evaluation. This paper is grounded in a participatory, democratic and rights based approach to assessment and evaluation which observes the EECERA Ethical Protocols and Principles which emphasise voice, rights of participants and co-construction of knowledge and meanings. Children' and adults rights to anonymity and informed consent of professionals, parents and children are guaranteed. Data interpretation of the project work called 'How do I come out of the belly of my mother?' reveals the need of dense pedagogical knowledge and democratic attitudes on the side of the professionals that favour co-participation in planning the praxis, developing the action, evaluating it. The challenge to teacher education and staff development procedures is high in what concerns assessment and evaluation of learning because it demands a complex approach of promoting participation, rigour, trustworthiness.

Keywords: pedagogy, praxeology, quality, teacher education, assessment and evaluation

The struggle for consensus on an ethical and principled child assessment instrument in a cross national study

TONY BERTRAM AND CHRIS PASCAL, CREC, United Kingdom

This case study will explore the process by which an assessment instrument aimed at young children who are exiting early childhood provision (ISCED 0) was negotiated across a range of developed and developing countries as part of an international study (IEA ECES Study, 2013-2018). This paper is located in praxeological research (Formosinho and Oliveira-Formosinho, 2012, Pascal and Bertram, 2012) which emphasises the right to participation and negotiation of voice by children, parents and practitioners in assessment processes. . The agreed child assessment framework was co-constructed through a deep literature review, country dialogues and critical review and piloting of the proposed assessment framework and methodology in a range of study countries. This paper is grounded in a participatory, democratic and rights based approach to assessment and evaluation which observes the EECERA Ethical Protocols and Principles which emphasise voice, rights of participants and co-construction of knowledge and mean. The co-construction of an assessment framework required a flexible, respectful and critical dialogue with partner countries and colleagues. Compromise, acknowledgement of different beliefs and values and room for local contextualisation were key features in the evolution of a consensus around the assessment framework. Experience in co-constructing this framework reveals that given time, commitment and persistence, as well as a deep understanding of the knowledge base around children's learning and development were required if a workable consensus is to be forged. The challenges in taking this process forward cross- nationally are significant.

Keywords: assessment, comparative studies, frameworks, cross-national, praxeology

SYMPOSIUM SET G/ 8

ACTION RESEARCH FOR A PARTICIPATORY AND DIALOGIC PARADIGM IN EARLY CHILDHOOD EDUCATION

Self-organised Symposium

CHAIR: SOFIA AVGITIDOU

University of western Macedonia, Greece

The aim of this symposium is to offer a theoretical, methodological and evidence-based discussion of university-practitioners' collaboration to improve educational practice and enhance professional learning. It draws from the action research paradigm as a methodology and it contributes to it by adding new insights, detailed processes and a model to support practitioners as researchers and reflective practitioners. Specifically, three different action research projects are presented with three different groups of practitioners working on peer acceptance, dialogic practices in structured activities and children's participation in decision making in early childhood education. All three papers show that supporting action researchers is a dynamic and complex process that is best effective when, on the one hand, it is shaped by practitioners' needs, understandings and existing practices, while, on the other hand, gives ample opportunities for systematic reflection based on theory and research.

A model for supporting professional learning to enhance peer acceptance through action research

SOFIA AVGITIDOU, University of western Macedonia, Greece

The aim of this paper is to clarify the basic principles and processes employed in a collaborative action research project to support professional learning within a network of 16 practitioners (Frost, et. al. 2000, Jaipal & Figg, 2011). Research on ways to enhance professional learning and improvement of practices stress the need for context-specific and research based planning of action by teachers and the need for their continuous support in reflection and theorising. The study is based on action research and teacher empowerment to improve practice. This study analyses how different instruments used at different phases of action research assisted participating teachers to use specific strategies for enhancing peer acceptance. These instruments included open-ended questionnaires, descriptions of practice, interviews and sociometrics with children, questions to enhance the design and evaluation of practice and group meetings for focused reflection. Data analysis was based on the constant comparative technique of grounded theory. All participating teachers were informed and voluntarily participated in the action research. Findings showed that teachers were empowered to rethink, revisit, plan, evaluate and reflect upon their practice because they were supported with close and continuous relationships among theory, research, practice and reflection. It was important that teachers were given opportunities to explore their personal beliefs and practices, reflect in group meetings and have theoretical and practical support to improve peer acceptance in their classrooms. This model is discussed in relation to teacher empowerment and autonomy in planning for a better education.

Keywords: action research, professional learning, a model for teacher empowerment, peer acceptance, teacher's role

Dialogic practices in early childhood education: A collaborative action research to enhance professional learning.

SONIA LIKOMITROU, University of western Macedonia, Greece

The aim of this research was twofold. First, it involved an exploratory study of ECE teachers' beliefs and practices regarding dialogue and verbal interaction during teacher-organised activities (T.O.A.). Second, it studied the processes and outcomes of a one-year collaborative action research aiming to improve ECE teachers' dialogical practices in early childhood education. Research on daily practices in early childhood settings report that dialogical practices are not easily embodied in early childhood education. The research draws from socio-cultural theories of learning (Vygotsky, 1978) and the study of dialogue in classrooms (Mercer, 2000. Alexander, 2001, 2004). Action research employed i) three individual interviews with teachers, ii) recordings of teacher-organised activities, iii) five group meetings, iv) interviews with children v) self-observation reports of the ECE teachers. Constant comparative method was used for data analysis as well as quantitative content analysis of teacher's verbal interactions. All participating teachers were informed and voluntarily participated in the action research. Findings showed that ECE teachers' initial understandings and practices of dialogue were related to children's acquisition of knowledge and rule-learning rather than children's participation in the construction of meaning. ECE teachers' initial practices involved more closed questions and led to a cumulative verbal exchange between the teacher and the children.

However, ECE teachers' perspectives and practices related to dialogue changed through their theoretical and practical support in researching, trying out new practices and reflecting upon them during action research. Results are discussed in relation to ways to enhance professional learning aiming at a democratic and dialogical ECE.

Keywords: dialogical practices, verbal interactions, action research, professional learning, teacher's role

Enhancing children's participation in decision making through professional learning

VASSILIKI ALEXIOU, University of Western Macedonia, Greece

The aims of this research were to explore ECE teachers' beliefs and practices regarding children's participation and to study the processes and outcomes of their support within action research to improve or change these beliefs and practices (Dahlberg & Moss, 2005, Bae, 2009). Research on daily practices report that children's participation is not easily embodied in early childhood education. Children's participation in educational processes is related to children's rights, constructivist theories of learning and the view of ECE as a co-constructed process. This study draws from a one year long action research project with 12 early childhood teachers. Methods included semi-structured interviews with ECE teachers, observations of their practice both in free play and structured activities, open-ended questionnaires, interviews and drawings from children, designs and evaluations of activities and individual and group meetings for reflection. All participating teachers were informed and voluntarily participated in the action research. Initial findings showed that ECE teachers understood participation mainly as children's response to their initiatives, allowed wider spaces for children's participation in decision making during free play but restricted their participation in structured activities. Moreover, ECE teachers understood children's lack of participation as an individual problem and attributed it to children's deficiencies. Systematic support in individual and group meetings gave opportunities to teachers to rethink and re-plan their practice and change their initial ideas about children and their ability to participate actively in decision-making. Overall, results will be discussed in relation to ways to foster a participatory paradigm in ECE practice.

Keywords: children's participation, professional learning, action research, teacher's role, early childhood education

SYMPOSIUM SET G/ 9

ACCESSIBILITY, AFFORDABILITY, QUALITY IN ECE – A CRITICAL AND COMPARATIVE APPROACH TO THE MARKETISATION OF CHILDCARE IN DIFFERENT WELFARE STATES

Self-organised Symposium

CHAIR: JOHANNA MIERENDORFF

Martin Luther University Halle-Wittenberg, Germany

The state regulation of ECEC has been discussed in many countries for several years from the perspective of social inequality, the work-family-balance, and quality of ECEC. In this context the role of non- and for-profit organisations has been an important focus. Two different arguments are discussed: marketisation as a chance of improving quality by an open market competition, as well as an expression of removing standards and professionalism in ECEC by market mechanism (staff qualification, wages, child-adult-ratio) or of unequal access for children. In the symposium different national pathways of implementing for-profit providers in the ECEC market are reconstructed (Australia, Germany, Luxembourg) – first to understand the role of for-profit organisation, the national mix of different types of care arrangements as well as the cultural contexts of regulations, secondly, to understand the different cultural discourses about ECEC and their role for regulation processes and the structure of national care markets.

The mixed economy of child care in Luxembourg

MICHAEL-SEBASTIAN HONIG AND ANETT SCHMITZ, University of Luxembourg, Luxembourg

The paper analyses the short history of child care and preschool institutions in Luxembourg and asks for the dilemmas of care policies (Michel) in the context of a fast institutional and cultural change. The broad international debate about commercialisation, privatisation and marketisation of childcare casts doubts on whether market-based childcare policies are

able to achieve their declared goals. The imperfect and peculiar structures of the childcare m. The study refers to the work of Kirsten Scheiwe/Harry Willekens, among others, on different national traditions of institutionalising non-familial care and preschool education, and on the work of Helen Penn and others on mixed economies of childcare. Policy analysis, path-dependency approach, qualitative research. The ethical principles of confidentiality, respect and justice have been applied. All participants provide informed consent. Data are reported anonymously. The project is located in the context of international research on mixed economies of childcare provision and its achievements in terms of access, affordability and quality. In this framework the paper discusses the case of Luxembourg. Good day-care facilities have to meet manifold societal demands. Especially in Luxembourg they are not least regarded as a means for social inclusion in a multilingual and multicultural society. Accordingly, Sonya Michel, analysing international day-care policies, speaks of so-called 'dilemmas of childcare'. The research informs the public about conditions and processes of institutionalising public child care.

Keywords: mixed economy of child care, care policies, Luxembourg, path-dependency, marketisation

The debate about commercial daycare in Germany – some theses about the interrelation between childhood, day care, and the German “welfare market”

JOHANNA MIERENDORFF AND MARIUS MADER, Martin Luther University Halle-Wittenberg, Germany

In Germany only a small number of commercial day care centres existed. There has been a shared 'welfare market' of state and charity organisations. Since 2000 political attitudes against public day care have changed, commercial day care has been established. At the same time a controversial and brought debate about the ethics of commercialisation of care, quality and inequality started. We ask whether this controversy debate is only an expression of a battle for market power or if it is also a sign of a societal in quietude about the change of childhood. Previous research on commercial organisations focuses the quality of ECEC or new social inequalities. There's no research about cultural pathways of changing day care markets or about the interrelation between the tradition of day care systems, the change of childhood and the discourses behind. Cultures of welfare state development (Kaufmann), childhood and the cultures of care (Mierendorff). Documentary method (Bohnsack), textanalysis (Wolff). The ethical principles of confidentiality, respect and justice have been applied. All participants provide informed consent. Data are reported anonymously. Children are not involved. We follow up the hypothesis that the German welfare market of day care symbolises the idea of a familiarised childhood. The commercialisation of this sector characterises the conflictuous change. By comparing different public statements on this process and of interviews with centre-managers we work out that the debate is based on deep cultural values of care and childhood. Knowledge about the cultural reasons for the difficulties by changing the day care system.

Keywords: commercial daycare, accessibility, pathways of care politics, inequality, marketisation

Issues and challenges for childcare policy in Australia

SUE DOCKETT, Charles Sturt University, Australia

The role and place of for-profit and not-for-profit childcare services in Australia have been topics of great debate in recent years. As the cost of, and demand for, childcare rises, there are accompanying calls for greater government funding, particularly to meet increased expectations for staff qualifications and programme quality. This paper reviews recent issues around changes in childcare policy and provision and potential implications of these. Issues of childcare provision, access, affordability and quality are relevant for this presentation. This paper serves as a counterpoint in the symposium, providing an overview of research about the highly-commercialised context of Australian childcare services. While cautious about generalisations, it explores some of the challenges and issues that have been identified as what is regarded by some as a social obligation takes on a for-profit motif. This paper uses a critical thematic approach to review Australian research exploring commercial childcare services, recent early childhood education reforms and implications for these for standards, quality and professionalism. This paper uses only information that is in the public domain. Balanced reporting of issues involves utilising diverse publicly available material. This paper questions the rhetoric that a market model of childcare provision can deliver access to high quality, affordable and appropriate services in the context of recent Australian experiences, policy and reforms. With the other papers in the symposium, this paper describes the landscape of Australian service provision and offers opportunities to consider how this can inform different but similar childcare landscapes in Germany and Luxembourg.

Keywords: childcare, service provision, early childhood reforms, commercialisation, quality

SYMPOSIUM SET G/ 10

PERSPECTIVES ON PARENT-PROFESSIONAL PARTNERSHIPS

Individual Papers

CHAIR: UTE WARD

University of Hertfordshire, United Kingdom

Children's position in the cooperation between home and day care

SUSANNA KINNUNEN, University of Oulu, Finland

The aim of this paper is to critically question: What is a child's position in the cooperation between home and day care? The study focuses on children's multiple voices in the cooperation, highlighting their spontaneous stories of their daily life. Also, the study reflects what kind of information the stories point out of the prevailing practices, culture and social structures. There is little narrative research about children's spontaneous stories. Moreover, the children as a part of the cooperation is less noticed among parent-professional partnerships research. The theoretical approach is based on the narrative and aesthetic ways of knowing. This view emphasises the central place of stories in our existence and takes account children's holistic way to sense, think and imagine. The study follows the narrative research for listening to children's spontaneous stories collected by their parents and teacher in the story booklets during three months. After the project, the material was enriched by the discussions with parents and the teacher. The study challenges the practitioners and researchers to critically think about how to construct knowledge together with children, both in educational practice and in research. The preliminary findings reveal the story booklet as a potential method of strengthening children's participation. By attending and sharing the children's spontaneous stories the experience of confidence and caring seemed to enable in cooperation. The study asks to ponder the adult's practices in relation to daily routines, and the role of cooperation, how could the children's narratives and their knowledge break the practice of adults?

Keywords: narrative research with children, children's stories, participation, cooperation, multivoiced research

The emotional labour of early childhood practitioners during their interactions with parents

UTE WARD, University of Hertfordshire, United Kingdom

This research project explores which interactions with parents evoke most feelings and emotions for early childhood practitioners and which strategies practitioners use to help them contain their emotions. It builds on Elfer's call (2013) to explore in more detail the emotional aspect of early childhood practice. The theoretical framework is provided by Taggart's (2011) and Osgood's (2010) work in the early childhood sector as well as Gross' (2012) and Hochschild's (1983) writing in relation to emotions and emotion management. This small-scale study takes an explanatory sequential mixed methods approach. The initial questionnaire phase using snowball sampling collects quantitative and qualitative data in relation to the interactions between practitioners and parents, and the feelings and emotions evoked by them. The subsequent interview stage explores in greater depth practitioners' experience of the most stressful interactions, the emotional labour involved and the strategies for containment employed by practitioners. The qualitative data is scanned in particular for key concepts like deep and surface acting. Considering the sensitivity of enquiring into the feelings of others, every effort is made to be mindful of participants' needs and emotional states, and the ethical guidelines of the University of Hertfordshire were adhered to. In the light of the findings potential barriers to working effectively in partnership with parents will be identified. Suggestions will be made for the support of early year's practitioners in order to improve their interactions with parents.

Keywords: interactions with parents, emotion work, emotional labour, deep acting, surface acting

SYMPOSIUM SET G/ 11

INCLUSION, PARTNERSHIPS AND SUPPORTING CULTURAL IDENTITY

Individual Papers

CHAIR: CLODIE TAL

Levinsky College of Education, Israel

Enhancing inclusion through systematic read- alouds in small heterogeneous groups

CLODIE TAL, Levinsky College of Education, Israel

The aim of the study is to show how is the idea of inclusion understood and implemented (between 2010-2013) by pre service student-teachers in the context of practicing children "book read-alouds in small heterogeneous groups. Lennox (2013), Wells (2009) and Tal (2012). The agenda of inclusive education implemented is concerned with overcoming barriers to participation that may be experienced by any pupils (UNESCO, 2000). To achieve this goal we designed a pedagogy that reflects concern for social justice and a perception of social construction of knowledge (Rogoff, 2003). A critical social justice perspective to literacy (Freire) is seen as linked to social, political and cultural condition (Diaz, 2008). A mixed method design included a questionnaire filled in by student teachers (1458), collected from 2010 to 2013, and content analysis of students' open comments and initiatives focused on inclusion. Questionnaires were anonymous and consent to present the cases was granted. High and ascending percentages of implementation of read- alouds (91% to 100%) and inclusion of child with difficulty (55% to 77%). Inclusion associated in students' comments to diversity rather than to "special education". Repeated and sustained experience of leading read-alouds was associated with student-teachers' self- generated ideas how to ensure the full participation of the child with difficulty in the group discourse. Also led to initiatives to discuss in groups texts representing some children's language and culture. Inclusion needs to be practiced and not preached and expressed in discourse, debates and the design of space.

Keywords: inclusion, read alouds, critical literacy, social justice, teacher education

Feeling proud: A Framework for experiences that support a child's cultural identity in the preschool classroom (Children ages 3-5)

WILMA ROBLES MELENDEZ, Nova Southeastern University, United States

1. Explore the process of identity development from a multicultural perspective; 2. Examine role of social studies curricula in supporting children's identity in programmes serving migrant children; 3. Identify field-based practices supporting a child's social and cultural identity. Project based on need to provide developmentally and culturally-based experiences as delineated by Developmentally appropriate practices framework (Copple and Bredekamp, 2009) and the role and influence of social studies experiences on social development of migrant children (Moll1993, Garcia 2008). Growing up in diverse society is a challenging journey influencing children's overall social development particularly in the case of children with migrant roots facing challenge of building a sense fitting to both their culture and the society where the. Experiences such as social studies affirm child's heritage and cultural roots critical as child builds sense about self. Interviews and classroom observations with directors and teachers conducted in three centres. Project goals and purpose discussed with centre director and teachers. Sample selected from those that agreed to participate. Results provided information on field-based practices as well as perceptions by teachers about their role in supporting children's emerging sense of themselves. Analysis of data led to identifying a framework to guide developmentally-based classroom practices addressing the needs of culturally and linguistically diverse migrant children. Framework developed provides a tool for guiding planning of culturally-consonant experiences for migrant children and those with diverse backgrounds.

Keywords: culturally diverse children, migrant children, social studies experiences, developmental curriculum, social development

SYMPOSIUM SET G/ 12

OUTDOOR EDUCATION, PLAY AND PHYSICAL DEVELOPMENT

Individual Papers

CHAIR: HELEN BILTON

University of Reading, United Kingdom

The aims of early years outdoor education in England: a conceptual and empirical investigation

HELEN BILTON, University of Reading, United Kingdom

To explore the place of aims in the early years outdoor environment in England. Two extensive primary reviews suggests a curriculum needs aims and without aims purpose can become unclear. The provision of an outside environment is part of the early years tradition in England. Texts and research about this space have tended to concentrate on describing 'best practice', rather than the theory behind the action. This has led to pedagogy being seen from the standpoint of the teacher, rather than from that of the child, and as a consequence aims are implied rather than explicit. Data was collected through the examination of the writing of academic experts on early years outdoor learning, from which various 'aim' themes were identified. These themes were compared to an empirical study of early years teachers' attitudes. Data was collected by questionnaire from the University partnership schools and the responses were coded in a grounded fashion. The survey was anonymous, no names are to be published, no identifications could be made. There was general agreement with the experts as to the possible aims for outdoor learning but there was a significant number of respondents who did not verbalise their aims or who confused them with practice. A focus on aims for outdoor education would be valuable to ensure a) all are in agreement as to the purpose of the education, b) give opportunity to challenge values, c) ensure the neglected subject of oral language is at the fore of early years outdoor education.

Keywords: educational aims, outdoor education, early years, oral language, outdoor play

There's more to fingers than meets the eye - Understanding the potential of Children's Hands

SUE GASCOYNE, Play to Z Ltd, United Kingdom

The research aims to identify how different aged children typically use their fingers and hands in exploration and play. It considers whether particular types of environments, resources and activities best support the hand movements essential for discovering about the world and developing connections in the brain. It is hoped that the findings will help inform guidance on how we can support this vital aspect of child development. A series of subconscious hand procedures have been identified in adults which categorise information for the brain (Lederman and Klatzky, 1987). This research project builds upon observations of children playing with a range of open ended objects (Gascoyne, 2012). Watching babies and young children exploring and playing with objects reveals an array of finger and hand movements as well as a close link between the fingers and mouth. Neuroscience findings underline the body brain links and significance of our hand. An insight into the workings of young children's hands can be gained from questionnaires and detailed observations. Observations from Play Therapy client sessions with open-ended, sensory-rich resources will also be used. Confidentiality will be maintained. The permission of Play Therapy clients and parents will be established through interviews and forms. The preliminary results of this ongoing research project will be shared for discussion and consideration. If appropriate this may inform guidance on how to provide children with opportunities to use their hands in a variety of ways in order to support body and brain development.

Keywords: hands, exploration, play therapy, object play, movement

Play as policy

KARIN LAGER, Institution of Education, Communication and Learning, Sweden

The aim of the research is to explore policy in practice, more exactly to explore play as re-contextualised policy in a leisure-time centre. In Sweden preschool, preschool class and the leisure-time centre are part of the national educational system. With a history in the department of Social affairs and focus on care and social relations, these institutions are since the 1990s educational institutions with management by objectives as the compulsory school. The theoretical framework used in

this study is enactment theory (Ball 1993, 2006, Ball, Maguire & Braun 2012, Bernstein 1990, Maguire, Ball & Braun 2010) which includes interpreting and translating policy into practice. Data is produced through fieldwork (5 months) in a leisure-time centre where children 6-9 years old participate before and after school. The fieldwork contains observations of play, interviews with teachers and children, observations of teachers planning and evaluating as well as local policy documents. Teachers, children and their parents were in an early stage informed about the study. The teachers and their headmaster gave me access to the school and the leisure-time centre. No names of city, teachers, children or school are used. Everyone who participates does this on a voluntary basis. Early findings indicate a discourse of wellbeing where the leisure-time centre use play for learning social abilities, meeting a knowledge discourse where objectives to achieve emphasis knowledge subjects. These findings have implications for meeting demands on quality in leisure-time centres where social abilities are defined as objectives to achieve.

Keywords: play, leisure-time centres, policy, enactment, management by objectives

SYMPOSIUM SET G/ 13

DEVELOPING PARENT-EDUCATOR PARTNERSHIPS

Individual Papers

CHAIR: KAREN WICKETT

Plymouth Institute of Education, United Kingdom

Family involvement. An analysis of the conceptions, strategies and expectations of different professionals involved with families in Early Childhood educational centres

SÍLVIA BLANCH (1), ARNAU CARETA (2) AND XAVIER GIMENO (1), (1) Universitat Autònoma de Barcelona, Spain; (2) Boqueria Espai de Supervisió (BES), Spain

The present study analyses the conceptions, strategies and expectations of 17 early childhood professionals regarding family involvement in their settings. Previous research in family involvement has been conducted by some of the team members (Blanch, 2010, Blanch & Gimeno, 2011). The present study analyses the importance of family involvement to enhance the children's development and learning (Powell et al., 2010) from a system theory approach. The research was conducted by the team of Early Childhood Education from the Institute of Educational Sciences (ICE) of the Universitat Autònoma de Barcelona (UAB). The study involved 17 professionals, members of the ICE team, who worked with young children in: nurseries, preschools, family centre, community management, etc. A qualitative approach is being carried on using semi-structured interviews and three focus-groups which were recorded on audio and video to gather information. The data was later analysed using ATLAS.ti 6 software. The professionals involved were informed and chose to participate on a voluntary basis. All the information has been protected and treated confidentially. The empirical data will not be used other than for educational and research purposes. The results describe the professional's conceptions and common strategies used to involve families and also, their future expectations. Although all the participants agree on the importance of family involvement for the children, still there are barriers to collaborate together in the most effective way. The findings will allow reassessing aspects to improve the early childhood professionals' training courses and promote more significant family involvement in a collaborative way.

Keywords: conceptions, strategies, expectations, family involvement, early childhood education

Family-Educator Partnerships - Myth, Fable and Fantasy?

WENDY GOFF, Monash University, Australia

This research reports findings that have been drawn from a larger project examining how the adults in the lives of young children might come together to support learning during the transition to school. This aspect of the project had three aims: 1. To determine what processes the adults in children's lives engage in when working together to support the learning of young children; 2. To examine these processes alongside previous family-educator partnership research and frameworks; 3. To identify the strengths and weaknesses of the concept of family-educator partnership in the context of starting school.

This project builds on previous research around, 1. Family-Educator Partnerships 2. Transition to School. This research draws on the conceptual framework of the Cultural Interface (Nakata, 2002). The methodological approach adopted in this project was design based research. This is an emergent approach. Human Ethics Approval (Low Risk Project). Data confidential and anonymous, stored securely. Participants were provided with explanatory statements & consent forms that informed them of the project, including their freedom to withdraw at any time. Counselling service information provided. Explicit strategies built into research design to address issues of power, approved by Ethics Committees. In this presentation I share data from the project that challenges the notion of the family-educator partnership. Particularly in relation to supporting the learning of young children as they make the transition to school. An alternative approach to working with families in the context of starting school is offered. These findings have the potential to change the way educators approach their work with families.

Keywords: families, transition, partnerships, continuity of learning, relationships

The transition to school - an opportunity (or not) to engage in dialogue

KAREN WICKETT, Plymouth Institute of Education, United Kingdom

I am investigating what kind of information is exchanged between parents, practitioners and teachers and how this is shared during children's transition to school. The nature of transition to school is key to a child's long-term educational and social outcomes (Educational Transitions and Change Research Group, 2011). Positive relationships and effective communication between parents, practitioners and teachers are necessary to develop supportive links between these groups, so fostering a positive transition to school (Petriwskyk et al., 2005). The research was informed by Bronfenbrenner's (1979) concepts of 'ecological transitions' and 'human development', whilst recognising members of each group involved in children's transition to school can have differing understandings of transition, schooling and readiness (Shields, 2009, Moss, 2013). Qualitative data were collected through participants' narratives in two children's centres. The analysis identified emerging 'plots' and 'themes' (Clandinin and Connelly, 2000) and inconsistencies were shared and discussed in focus groups. Bernstein's (2000) concepts of 'classification' and 'framing' were used to analyse information sharing between members of these groups. Care was taken to avoid placing participants in a subordinate position in relation to the research and to each other. The initial findings suggest that some information is easier to talk about and dominates the discussion while other information is marginalised, which can result in a restricted understanding of the child and their experiences. Parents, practitioners and teachers need more opportunities to engage in dialogue to construct transition processes as well as share their understandings of each other's roles, the child, learning and school readiness.

Keywords: transition, school readiness, communication, relationships, dialogue

SYMPOSIUM SET G/ 14

PART TWO: INCLUSION AND DIVERSITY AT TIMES OF TRANSITION

Self-organised Symposium

CHAIR: LINDA MITCHELL

University of Waikato, United States

In this symposium members of the International Research Programme POET (Pedagogies of Education Transitions) will share their research about inclusion and diversity at times of transition.

What works for families in transition to early childhood education

LINDA MITCHELL AND MARETTA TAYLOR,, University of Waikato, United States

The research found out about the barriers and supports experienced by 'œpriority' families in New Zealand as they made decisions and went about enrolling their child in early childhood education and care (ECEC). Little research has been published about the experiences of low income families who have not enrolled their child in ECEC in the years before starting school. Much research on family engagement in early years services pinpoints issues within services that. We analysed the matches and mismatches between home and the ECEC service in respect to cultural aspirations, preferences

and practices. In these respects we drew on the concept of 'cultural capital' in relation to family resources and strengths and the positioning of families by ECEC centre staff. We used a social constructionist paradigm, gathering data from questionnaires and interviews with 'priority' families and their caseworkers. The research had ethical approval from the University of Waikato, Faculty of Education Research Ethics Committee. Māori and Pasifika interviewers interviewed Māori and Pasifika families respectively and collaborated in analysis and writing. Cost of ECE, often coupled with inflexible enrolment policies, is the most predominant barrier to ECEC enrolment. A second barrier is a sense that families cannot trust an ECEC service with their child, or that they do not feel welcome. Practices which exclude, denigrate or disrespect families turn families away. The findings highlight the significance of free ECEC services that connect with families to generate a sense of belonging.

Keywords: parental experiences of ECEC, priority or disadvantaged families, belonging, funding, ECEC New Zealand

Families at the margins: mechanisms of inequality and early transition strategies to promote positive change and inclusion

HELEN MARWICK, University of Strathclyde, United Kingdom

Using population cohort information to understand mechanisms by which poverty can mediate inequalities in children's development and inclusion, and to identify early transition strategies to support positive change for children and families. Poverty is the primary Scottish issue that creates inequalities of educational, social and health experience and outcomes, causing barriers to inclusion and failure to recognise diversity. Identification of key elements in experience by which the impact of poverty on development may be mediated, could enable strategies at transition into nursery to optimise opportunities for support for positive change for parents and children on the margins of Scottish society. The Growing Up in Scotland (GUS) study provides longitudinal data with an unparalleled scope of breadth and depth in relation to the circumstances around children's development. Using findings from this data and government reviews into children's development, detailed predictive factors of children's social, cognitive and health outcomes can be identified, enabling key messages for supportive transition strategies to be drawn out. All government review and GUS population data is fully anonymised. Early findings suggest key roles for levels of activity and interaction experienced by children with their caregivers as well as specific types of engagement and communication environment as mechanisms by which the impact of poverty is mediated. A focus on supporting optimal engagement for children and families, enhancing shared experience and interpersonal understanding, could help transitions to nursery environment act as a tool for positive change.

Keywords: children, inclusion, diversity, social margins, transitions

SYMPOSIUM SET G/ 15

LEADERSHIP PRACTICES IN ECE

Individual Papers

CHAIR: EDDIE MCKINNON

Pen Green Research, Development and Training Base, United Kingdom

Emancipatory praxis, moral leadership, advocacy and resistance in early childhood education

EDDIE MCKINNON, Pen Green Research, Development and Training Base, United Kingdom

To explore how individual and team 'leaderfulness' can be revealed, nurtured and developed so that the leadership of learning and practice in early childhood education becomes more effective in terms of advocacy particularly for the most vulnerable and disadvantaged children and families. This paper draws on research work presented at the EECERA conference in 2009 (McKinnon, E. 'Action Learning Research Groups as Emancipatory Praxis'), and subsequent work, influenced by the thinking of Ben Boog (2003), Kemmis and McTaggart (1988) and M. That practitioner-led action research learning sets can be locations of 'emancipatory praxis' (Boog, 2003) creating possibilities for more effective leadership in early childhood education (Lee, 2008). The paradigm for this work is essentially qualitative and interpretive. It sits within action research as a methodology and semi-structured interviews, textual analysis, observations and reflections on practice were the key method used. Participants at all stages of the research for this work gave fully informed consent to take part. That emancipatory praxis, which realises individual and team leaderfulness potentials, can promote more effective leadership of practice supporting disadvantaged children and families. That, even during times of financial austerity, resistance to a top-down culture of 'doing more with less' is possible (Fullan, 2001) when the 'leaderfulness' of early years practitioner teams is harnessed and led in authentic, effective and morally viable ways (Sergiovanni, 1992).

Keywords: emancipatory praxis, reflective practice, leaderfulness, moral leadership, resistance

What kind of leadership practices will improve the capability of collaboration both in ECECs and Care Welfare Services (CWS)?

TORILL MOE, Nord-Trøndelag University College, Norway

1. To get data about how to improve the capability of collaboration both in ECECs and Child Welfare Services (CWS). 2. Illuminate leadership practices that can promote high quality collaboration between CWS and ECECs in order to secure early interventions for children in risk. Previous research has looked at how to increase the number of concern messages from ECECs to the CWS including taking part in early intervention (Bratterud & Emilsen, 2013). This study focus on how leaders of CWS and ECECs can work systematically to maintain the right number of concern messages and combined with this work actively to leverage the expertise of both services. Theoretical basis for prevent and promote cooperation according two dimensions: structure a contra culture, context-dependent knowledge and experience contra context-independent knowledge and rules. Theory of knowledge management to explain how to improve the capability development of collaboration through leadership and management. Theoretical basis: Bolman & Deal (2009), Busch et al (2007), Kvello & Moe (2014), Newell et al (2009). A following up of a qualitative case study about cooperation between ECECs and CWS . A survey to all CWS in the Mid-Norway in order to increase the quality of the collaboration through leadership. Confidentiality in relation to client affairs will be secured. Ethical discussion in conducting surveys. The importance of good leadership in order to develop high qualitative collaborative practices between CWS and ECECs. Improve the capability of collaboration based on leadership practices between CWS and ECECs in order to improve early interventions for children in risk.

Keywords: strategic leadership, management practices, capability of collaboration, early intervention, children in risk

SYMPOSIUM SET G/ 16

GLOBAL DISCOURSE ON SOCIAL JUSTICE AND CHILDREN'S RIGHTS

Individual Papers

CHAIR: KAREN HAWKINS

Southern Cross University, Australia

Sustainable Development? Children's rights and early childhood care and education in African contexts texts

ANNE TRINE KJØRHOLT, Norwegian University of Science and Technology NTNU, Norway,

The aim of this paper is to present perspectives and preliminary results from a research project aimed at investigating the effects of civil society on children's right in Sub-Saharan Africa. The research is a collaborative project with partners at University of Zambia, and Save the Children. More specifically we will focus on ECCD programmes, run by NGOs in Zambia. A critical review of the thinking on development and education that are embedded in the programmes are included. The research is connected to previous research at the Norwegian Centre for Child Research on global discourses on development and education for all. More specifically the interdisciplinary project Children, young people and local knowledge in Ethiopia and. The overall theoretical framework is the interdisciplinary Social Studies on Children and Childhood A cultural analytical perspective is applied. Key analytical concepts are discourse, seen as a broad concept replacing a contested concept of culture, 'local knowledge' and a right based approach. The methodology is inspired of ethnography, using fieldwork. The various stakeholders' (teachers/staff, community members, children) own perspectives and experiences will be investigated through interviews and dialogue. A particular focus will be the degree to which the programmes are community based and anchored in local cultural practices. Main ethical principles are considered, such as informed consent, recognition of the interest of the different informants. National ethical guidelines is followed. The fieldwork is still ongoing. Preliminary findings will be presented. To include local cultural practices and thinking in ECD programmes.

Keywords: right based approach, local knowledge, local oriented curriculum, early childhood, African contexts

An imperative: To develop a listening pedagogy in early childhood education that supports teaching for social justice, responsibility and inclusion.

KAREN HAWKINS, Southern Cross University, Australia

The study aimed to examine the strategy of using critical picture books to support a listening pedagogy and teaching for social justice, responsibility and inclusion with three to five year old children. The research challenges traditional ideas that viewed young children as passive learners and aligns with more contemporary research that views children as active participants in the social construction of their worlds. Social constructivist theory is founded on the principle that development occurs on the social level within a cultural context, and language is the main tool by which adults educate young children into a specific view of the world (Rogoff, 2003, Vygotsky,). Paradigm: Qualitative study Methodology: Participatory Action Research Methods: Video-taping story time sessions Conversations/Discussions. Informed consent gained from adults, informed assent gained from children. This study upheld the four core principles of the UNCRoC. Through active, respectful and non-judgmental listening on the part of both teachers and preschoolers during discussions held throughout story time sessions, awareness of and sensitivities to social justice issues were scaffolded and the early childhood educators developed a listening pedagogy. It is the recommendation of this study that early childhood educators develop a listening pedagogy through the judicious use of critical picture books that support teaching for social justice, responsibility and inclusion.

Keywords: arts activities, teaching for social justice, difference, diversity, dignity, critical picture books, participatory action research

Resistance, defiance: Young children's critical consciousness and the role of opposition – possibilities for social justice

ZINNIA MEVAWALLA, Institute of Early Childhood, Macquarie University, Australia

This research aimed to investigate how young children's lived experiences of critical consciousness could support the emergence of socially just practices of quality ECE. The concept of social justice has long been a companion of early childhood theorists, practitioners and researchers (Connolly et al, 2007, MacNaughton, 2003, Pelo, 2008). Whilst the majority of educational literature presupposes that critical thinking and critical consciousness is essential to achieving social justice (Freire, 1970, Giroux, 2010) little research has focused on children's experiences. This paper is informed by critical pedagogy (Freire, 1970, Giroux & McClaren, 1991) and complexity theory (Fowler, 2008, Ramalingham, 2008). A case study was conducted with a group of street children (aged 3-8) living in Mumbai, India. The Mosaic approach elicited dialogue, photography, story-telling, writing, art and play, over a period of six months. Ethical considerations involved, working with young street children, ensuring adequate consent from children and families. This research found that social justice emerged from children's everyday participation, power and agency both within and outside the obedience (oppression) imposed on them by adults, institutions, and society. Children's critical consciousness was a root cause of their oppositional and resistant acts. This paper argues that alternative quality ECE praxis can provide spaces for valuing democratic resistance (Solorzano & Delgado Bernal, 2001, Giroux, 2010), particularly for marginalised groups, by focusing on its transformative capacities. This paper unpacks how social justice might emerge from children's resistant practices within ECE systems drawing out ethical/political implications for curriculum, practice, coordination and systematic transformation.

Keywords: critical consciousness, social justice, street children, resistance, critical pedagogy

SYMPOSIUM SET G/ 17

CHILDREN'S AGENCY

Individual Papers

CHAIR: JANE MURRAY

The University of Northampton, United Kingdom

Young children are researchers: children aged 4-8 years conceptualise as autonomous and social agents at home and at school

JANE MURRAY, University of Northampton, United Kingdom

Within the Young Children As Researchers (YCAR) study, two aims were: 'To establish ways young children conceptualise for constructing knowledge, 'to promote social justice for young children by revealing their research behaviour. Young children's thinking (Piaget, 1929, Flavell, 1988, Howard-Jones, Joiner and Bomford, 2006, Scott and Baillargeon, 2009). Young children's participation as researchers (Alderson, 2001, O'Kane, 2008, Kellett, 2005). Children participating as rational thinkers (Van Beers, Invernizzi and Milne, 2006, Metcalfe, 2007). Definitions of concept (Kant, 1787, Ayer, 1946, Bruner, 1966, Silverman, 2006, Mensch, 2011). Young children's engagements in conceptualisation, intuition and mental modelling (Craik, 1943, Johnson-Laird, 1983, Leslie, 1987, Goswami, 1992, Hanna, 2006). Young children's conceptualisation within social contexts (Leslie, 1987, Meltzoff, 1995, Gopnik and Wellman, 1992, Metcalfe, 2007). The interpretive YCAR study adopted plural paradigms, a 'jigsaw methodology' and multiple methods to privilege participants: 138 children aged 4-8 years in three English early childhood settings participated, joined by their practitioners, families and professional researchers. Positioning child participants powerfully in the research process was achieved by consistent application of a value orientation, framed by emancipatory, participatory and inductive approaches which guided YCAR with an ethic of respect. Participating academics identified conceptualisation as 'important' research behaviour. Subsequent participatory meta-analysis revealed children aged 4-8 years conceptualising autonomously and as social agents to construct knowledge. Young children's conceptualisation in constructing knowledge autonomously and as social agents carry important messages for practice and policymaking. Participating young children's conceptualisations were revealed as research behaviour, this carries an important message to the academy about who researchers are.

Keywords: young children as researchers, conceptualisation, agency, autonomy, social domains

Children's agency in Finnish kindergarten teacher's interviews

KIRSI BISKOP, EIJA SEVÓN AND ANJA-RIITTA LEHTINEN, University of Jyväskylä, Finland

This paper is part of the Children's rights, democracy and participation strand, with focus on participation. Children's participation is approached through considerations of agency. The aim of this research is to study how kindergarten teachers depict children's agency in interviews. This presentation is part of an ongoing PhD research. Although the theoretical discussion surrounding agency has been extensive, there has not been much empirical research on agency within the field of education (Vähäsantanen 2013, 14.) This empirical research is accounting to this need. The theoretical framework is bound to the socio-cultural view on agency and the childhood studies view on children's agency. The methodology used in this study is thematic content analysis. The research is conducted with ethics in mind. All the informants have given their consent for research and they are aware of the possibility to withdraw from the research at any time. The data has been used and stored anonymously and safely. Also, reporting of the research has been done with ethical views in mind. The key findings are that children's agency is depicted in different contexts and on different levels. Agency is depicted also in relation to other children and adults in children's lives. However, even if agency has been the focus of research for a while now, there should be more consideration of how to promote children's agency in the field of early childhood education. With this study I wish to give reflection points to the practitioners for evaluating and promoting children's agency.

Keywords: children, agency, kindergarten teacher, childhood studies, Finland

The discourse of lifelong learning and children as “secret agents” in a Norwegian ECEC setting

MONICA SELAND, Queen Maud University College, Norway

To explore how discourses may materialise, and how children may respond or oppose to subject positions produced from the Lifelong Learning discourse. The paper is based on findings in my PhD project (Seland 2009), and the discussions are elaborated further with analysis of new political documents and related to relevant research on ECECs in Norway. In Norway we can see an alteration of politics and discourses on ECEC. Traditionally social pedagogy, play and care have been the main focus. Today preschool children are deeply inscribed in discourses of Lifelong Learning which position them as eager to learn, as ‘enterprising selves’ (Rose 1996, Seland 2009). The paper will draw upon discourse theory and Dorothy Smiths (1990) theory on actors as ‘secret agents’ within a discourse. The study is positioned within the ‘Politics of Childhood’ tradition (James & James 2004). Discourse analysis of political documents and ethnographic fieldwork in ECECs makes the empirical base. The parents have given their informed, written consent. The ethics board of Norway has approved the study. As a consequence of alteration of discourses, traditional playing-rooms are in several ECECs replaced with workrooms, art studios and laboratories, and more formal learning situations are requested from the policymakers. Governing the ECEC’s physical space towards a school-like arena may narrow down children’s opportunities to play and to position themselves as players, not only learners. The findings may influence ECEC policy, and the way professionals organise the educational landscape, and recognise children as inscribed in a wide range of different discourses.

Keywords: lifelong learning, discourse, subject position, "secret agents", play

SYMPOSIUM SET G/ 18

PARTICIPATORY RESEARCH

Individual Papers

CHAIR: IOANNA PALAIOLOGOU

Canterbury Christ Church University, United Kingdom

Reporting to children about research involving them

ALEXANDRA GUNN (1), AMANDA BATEMAN (2), MARGARET CARR (2) AND ELAINE REESE (1), (1) University of Otago College of Education, New Zealand; (2) University of Waikato, New Zealand

In the pursuit of quality early years research practices this research aims to understand more about the effective reporting to children of outcomes of research that involves them. Despite a growing interest in children’s rights and the United Nations Convention on the rights of the Child (UNCRC), there remains a low level of theorising about children’s rights within research (MacArthur & McKenzie, 2013). This paper expands the. This project is informed by a children’s rights framework and sociocultural perspectives on teaching, learning, and research. The inquiry involves an exploration of the systematic reporting of a study involving children to them, and subsequent theorising of research ethics and practice. It sits within a 3-year qualitative study of teaching and learning focused on children’s literacy and narrative which involves video and interview analysis within a design-based research methodology. This research has been approved by Human Ethics Committees at the Universities of Otago and Waikato. Its substance concerns the ethics of research with children. Typically construed as participants in and beneficiaries of research on teaching and learning, very young children also have interests in what findings are produced from research involving them, and how. This paper reports on what happens when researchers take seriously children’s rights to fully understand research outcomes and processes that involve them. Implications for research practice, especially consideration of how to more fully and ethically work with very young children in research are discussed.

Keywords: Research ethics, Children’s rights, Narrative research, Reporting research, Research practice

The axiological challenges in participatory research with young children: Fragmentation or empowerment?

IOANNA PALAIOLOGOU, Christ Church University, United Kingdom

This project investigates how as researchers we can achieve participation of young children in research and it aimed to find out what methods active researchers in the field are using to carry on research with young children as co-researchers. Palaiologou, I., (2013) 'Do we hear what children want to say?' Ethical Praxis when choosing research tools with children under five, in *Early Child Development and Care* (DOI: 10.1080/03004430.2013.809341). Derrida's notion of 'testing the aporia' by deconstructing existing knowledge seeking for the 'impossible intervention' (1992). It is also builds on ideas of Bourdieu and Portelli that are being concerned with silence and excluded voices. Qualitative methodology. Semi structure interviews were carried out with researchers in the field of early childhood that their main focus of research is participatory research: 1. What do researchers think participatory research is? 2. Is the relation of spaces in young children's lives enough for participation? 3. What qualities of spaces do we seek to enable participation? What are the ethical implications of their research? 4. What are the ethical implications of their research? All participants were informed about the purpose of the research and gave their consent. They have received the transcripts of the interviews and approved the content. Research should be concerned with what 'spaces' can make a difference in terms of enabling children to become co-researchers. There is a need to think the structuring processes of participatory research in relation to the axiologies that shape the ontological interactions in the research process.

Keywords: participation, ethics, power of the researcher, children's voices, children's spaces

SYMPOSIUM SET G/ 19

HEARING YOUNG CHILDREN'S VOICE AND PERCEPTIONS

Individual Papers

CHAIR: BEVERLEY NIGHTINGALE

University Campus Suffolk, United Kingdom

Unheard Voices: All you need is time?

BEVERLEY NIGHTINGALE, University Campus Suffolk, United Kingdom

This paper is part of on-going doctoral research. The aim of the whole research is to explore young children's interpretation and understanding of 'well-being'. This paper explores how 'listening to children' reveals important asides from them, that often remain unheard or overlooked in the normal course of the school day. This research is informed by a sociocultural theoretical framework. The research is focused on eliciting young children's perspectives. Visual methodologies together with narratives were analysed using Barthes (1973, 1977) visual semiotic approach. Ethical approval was granted, informed consent was obtained from parents / guardians and setting. On-going assent was gained from the children. Discussions reveal that children's opportunity to share key experiences and concerns important to them, are very limited or often overlooked in a busy classroom. This could impact on a child's wellbeing, development and learning. The results from the research will contribute to the research field and provide insights to an alternative framework for practice and policy in the classroom, particularly in social interactions and inter-subjective relations.

Keywords: listening to children, classrooms, visual methodologies, narrative, Barthes visual semiotic approach

Ethical formation (bildung) in early childhood education

KATHRINE MOEN, Nord-Trøndelag University College, Norway

The aims of my research were to find examples of how adults in a kindergarten work with the fine ideas and ideals of formation with small kids in everyday practice. In the recent years, a lot has been written about formation (bildung) in kindergartens, both in the National Curriculum and from researchers. Many of these contributions mainly deal with the ideal and theoretical aspects of 'bildung'. As theoretical framework I used Knud Løgstrups work about the ethical claim (1956/1991). This was a qualitative study comprising three days of fieldwork in one kindergarten in Norway. I did observations, and I interviewed adults about their thoughts of formation and how the staff tried to implement it to the

youngest children. This method was chosen because I could both observe what the staff actually said and did, and then hear their thoughts about what they did and why. In the analysis of the material, I found categories that were common in the interviews and the observations. The material was member-checked and made anonymous. I found that all the adults I talked with in this kindergarten, were most concerned about ethical aspects of the formation of children. Learning to respect each other was important. The kindergarten focused on working with a small number of children at a time, and they emphasised time and the adult's role as important aspects of ethical formation. The findings might contribute to the practical work in kindergartens and further research on values and ethical formation in early childhood education.

Keywords: ethics, formation / bildung, respect, adult's role, time

Children's narratives as a window for children's participation in Finnish day care centres.

PIIA ROOS, University of Tampere, Finland

The aim of my study is to answer the following questions: how do the children narrate and how is the everyday life in Finnish day care centres structured in children's narratives?. This study connects in a large scale with the discourses across narrative inquiry and childhood studies, which are interested in children's perspectives and their everyday life in day care centres. The theoretical and methodological framework is based on childhood studies and narrative inquiry. For children narratives offer a way to organise, explain and communicate their experiences, and for adults they offer a window to the world of children. Constructivist and constructionist conception of reality and knowledge is the background of this study. The data contains children's drawings and interviews and it was analysed through narrative analysis. How is it possible to reach children's perspective and voice? What should be taken account off, when analysing and interpreting children's narratives? How should children's decision of their participation in research be understood? The main results of my research showed that interaction between adults and children appears, but it is scant. The results also showed that there is a lot of potential in children's narration. I believe that this gap between adults and children can be reduced by focusing on children's narration. Simultaneously time the participation of children is strengthened. The final purpose of this study is to make as adults respect children and their experiences more as a part of our work in early childhood education and in life more generally.

Keywords: narrative inquiry, children's narratives, children's perspective, participation, Finnish day care centres

SYMPOSIUM SET G/ 20

QUALITY AND INCLUSION RELATED TO THE SPECIFICITIES OF ECONOMIC, SOCIAL AND CULTURAL CONTEXT

Individual Papers

CHAIR: MUGYEONG MOON

Korea Institute of Child Care and Education, Korea (South)

About a bad (said) past: Colonisation and childhood sociology in Brazil

ANA LUCIA GOULART DE FARIA, ALEX BARREIRO, ELINA MACEDO, FLÁVIO SANTIAGO, SOLANGE AND ESTANISLAU DOS SANTOS, UNICAMP, Brazil

The Brazilian colonist past as well as its differences arising from miscegenation that took place in the so called 'new world' allow studies of Childhood Sociology to lean on the specificities of the cultural tapestry that forged the history of Brazilian children, enabling the emergence of a new field of knowledge: Childhood Sociology in Brazil. Recent scientific productions developed by group GEPEDISC point out that social markers of difference are present in children's lives since their very early age. The fact that being black or they are running away from the gender and from a heteronormative sexuality may define the treatment pronouns that each child will receive in different social instances. Theoretical and conceptual framework: In order to contemplate the disparate problematisations surrounding these childhoods, we seek in the tensions between the post colonialist thoughts and the Marxist studies methodological instruments to analyse of differences of children in Brazil. Methodology is ethnography. We make sure the right to have their privacy protected, according to their own cultural standards, as well as the right the authorship of its own cultural production. Through dialogue we seek that the subjects have their cultural codes respected and preserved. The outcomes of this research indicate that Childhood Pedagogy is still

influenced by an colonial conception, silencing voices and movements of children that scream for being heard, yet not finding a place in an adult centric world. To invent new forms to resist all symbolical and cultural violence that ceases their subjectivities.

Keywords: arts activities, children, post colonialism, differences, early childhood education

Developments and prospects of early childhood education and care in Korea: Toward equity with quality

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

The study intends to review developments of ECEC in Korea over last 15 years, to reflect upon innovative policies and strategies and to discuss challenges and future tasks. This study is related to the OECD Stating Strong II & III (2006, & 2012), UNESCO's development of Post-2015 agenda, and Korea's national plans and frameworks of ECEC. The importance of early childhood education and care (ECEC) has been increasingly recognised in many countries based on human brain development research as well as cost-benefit analysis. Not only universal provision of ECEC, but also securing quality is c. This study is a literature-review study. All sources of the information were accurately provided. Major development and accomplishments of ECCE in Korea include provision of free universal ECEC, remarkable increase in public investment, and the quality enhancement through curriculum, teacher training, quality assurance, regulations, governance, data collection, and research. In particular, the 'Plan for the Advancement of Early Childhood Education' (2009-2012), 'I-Sarang Plan (Child-Loving Plan)' (2009-2012), and the Nuri Curriculum (2012-2013) have heavily influenced recent development of ECEC. On the other hand, integrating ECCE system is perhaps the most difficult challenge because it requires a consensus among different stakeholders. A continuous expansion of public services as well as a more active networking and cooperation between public and private services are needed. The strong parental preference of academic activities to prepare their children for schools, high child-teacher ratios in kindergarten, and the low qualification of childcare teachers (ISCED level 3) deserve further improvement.

Keywords: early childhood policy, Korea (Republic of), equity, quality, strategy

Inclusion in early childhood - promoting differences as strength: a collaborative Israeli-United States Project

RACHEL RAVID (1), LAURIE KATZ (2) AND RITA SCHANER (3), (1) Oranim Academic College of Education, Israel; (2) The Ohio State University, United States, (3) Walsh College, United States

The purpose of the research is to address a persistent global issue in teacher education, improving teachers' attitudes and self- efficacy toward inclusive education. Studies have identified the need for more inclusion training of teachers (Sharma, Forlin and Loreman, 2008) and how short-term training has positive effects on attitudes (Campbell et al., 2003). This study extends specific cross-cultural pedagogical practices to enhance inclusion training. Teachers play a critical role in implementing inclusive practices. With positive attitudes, they are more accepting of their students' unique needs and more motivated to make curricular adaptations to promote their social and academic performance (Forlin, et al., 2010). This study is mixed methods with a quasi-experimental design involving four classes from three separate teacher education programmes-American and Israeli. Students were notified of the research aims, structure, and their role within. They were asked to sign a permission form and promised anonymity. Results suggest teachers across treatment and control groups and locations had significant increases in attitude, decreases in concern, and improvements on efficacy. Learning experiences in the course helped teachers improve their dispositions and efficacy towards inclusion. However, findings didn't conclude these effects were due to collaborative activities between the two countries. This study demonstrates the importance of course assignments that implement inclusive practices in general education settings as strategies for increasing teacher attitudes and efficacy regarding inclusion. It further stresses the importance of cross - cultural studies aimed at gaining a better understanding of inclusion as a global issue.

Keywords: UDL, early childhood inclusive education, global teacher education, attitudes, self- efficacy

SYMPOSIUM SET G/ 21

MULTIPLE PERSPECTIVES ON QUALITY FOR THE YOUNGEST ONES, PART 2 - QUALITY RELATED TO CHILD PERSPECTIVES AND AESTHETIC LEARNING

Self-organised Symposium

CHAIR: LEIF HERNES

Oslo and Akershus Univeristy College, Norway

As the organisational structures of the kindergarten are changing we see that the content of what is happening in the kindergarten also changes. This symposium is building upon the symposium "Multiple perspectives on quality for the youngest ones, part 1." The discussions in part 2 develop the ideas of quality and well being that was approved in part 1 and is relating this to space and content. Where do children move and what are they doing? These ideas are developed even further as a special focus is being given to aesthetic learning. How aesthetic learning emerges from children's own activities? The symposium is considering wellbeing and quality regarding the different activities that take place in the kindergarten. Children's own culture is predominant in the way we follow their own activities and this is given a strong focus in the different perspectives on quality.

Eye for walking - ethnography on foot with the youngest children

ANNE MYRSTAD AND TORIL SVERDRUP, University of Tromsø, The Artic Univeristy, Norway

The aim of the research is to identify and describe qualities in Norwegian day care centres (ECEC) from the perspectives of the youngest children. By focusing children's patterns of walking, the intention is to get closer to and explore their experiences and engagement in the environment of the ECEC. We want to participate in children's walking by using the method "walking alongside" and question if this method can be applied in making access to the child's life-world. In previous research work related to the youngest children's participation in kindergarten (Myrstad/Sverdrup 2009), the importance of communicating in a way children mastered, was elucidated. Their ability to participate was improved when their bodily exp. We are inspired by the research project - Ways of Walking by Tim Ingold & al. (2008) as well as other researchers within the framework of phenomenological anthropology and sensory ethnography. New social studies of children and childhood. Micro-ethnography will be utilised to get close to children's experiences. Research among children in day care calls for high ethical standards and respect for the integrity and the rights of the participants in all phases of the research process. This approach implies that researchers and the children share attention and experiences. We want to question if this can be a source to understand more of children' life-world. The research approach may contribute to ensure children's right to participate and indirectly take part in the debate of quality in Norwegian ECEC.

Keywords: bodily experiences, walking alongside, sensory ethnography, shared attention and experiences, the youngest children

Making space for aesthetic learning in early years education

HEGE STØYLEN KVALBEIN LØBERG AND KATRINE GIAEVER, Oslo and Akershus Univeristy College, Norway

The aim of this paper is to examine aesthetic learning within the context of Norwegian early years education and care (ECEC). This examination is particularly timely given governmental policy developments where more prescriptive, instrumental forms of teaching and learning are being favoured. "Aesthetic learning" is understood as activities leading from the child's intrinsic motivation. Arendt, H. (1996/1958). Vita Activa. Merleau-Ponty, M. (2012/1945). Phenomenology of perception. Stolnitz, J. (1969). The aesthetic attitude. Wolf, K. D. (2014). Små barns lek og samspill. A phenomenological and sociocultural theoretical framework which appreciate children's learning through embodied experiences and interaction. A qualitative case study (observation) in two kindergartens to identify whether there was contradiction between the discourse of care and that of teaching and to which extend they give children space for aesthetic learning. By observing interaction in everyday life we are concerned how to respect and give dignity to the participants. This implies informing the participants about our research aim and presenting the results. Are instrumental forms of teaching at odds with the Norwegian ECEC tradition, which is founded on a holistic, child centred approaches to care and learning? Practitioners undertake both an increasingly structured workday with prescribed learning outcomes and still have a commitment to child centred approaches where aesthetic learning is key. We observe how embodied experiences and

learning can be expressed when adults give space for the child's learning through intrinsic motivation. Implications of this preliminary finding are considered in terms of our own practice for training ECEC practitioners.

Keywords: early years, aesthetic learning, embodied experiences, space, pedagogy

Multiple perspectives on aesthetic learning regarding children under the age of three

LEIF HERNES AND TONA GULPINAR, Oslo and Akershus Univeristy College, Norway

The aim of this study is to examine how the aesthetic subjects are expressed in the kindergarten when it comes to children under the age of three, and the impact these have on children's aesthetic learning. In this project the researchers will use personal experiences as a performing artist / dancer / choreographer in an artistic and art educational encounter with children. (Hernes 1994, 2002, 2006, 2010) Gulpinar (2004, 2006, 2013). It is relevant and legitimate to make the researcher's experiences, practices, emotions and bodies subject for investigation. (Wall 2006). Reconceptualisation (Lincoln and Cuba, 1985) provides other terms of quality when executing qualitative research. Analytical generalisation can be linked to Grounded Theory. (Glaser 1978, Kathy Charmaz 2006). Through observation, including extensive filming we will try to gain knowledge of children's aesthetic learning. Observations from the kindergarten will be compared with the results from the survey from 1 000 kindergartens. It is important to see the child as an individual entity. The requirement of confidentiality is especially true when children are informants in research. Where and how do aesthetic learning emerge when it comes to children under the age of three? How are the aesthetic subjects expressed in the kindergarten? What impact has the aesthetic processes for children's learning? The research approach contributes to ensure children's right to participate and take part in the debate of quality in Norwegian ECEC. The research is a contribution to a widened understanding of the importance of art and aesthetic processes as major content of children's livelihood.

Keywords: aesthetic learning, artistic research, kindergarten, aesthetic process, art

SYMPOSIUM SET G/ 22

QUALITY ENHANCEMENT PROGRAMMES IN ECE

Individual Papers

CHAIR: JOÃO FORMOSINHO

Childhood Association and Portuguese Catholic University, Portugal

Implementation of quality programmes in preschools

DORTE BRØNS (1), CHARLOTTE MARIANE BUCHHAVE (2) AND DORTE LE COQ (2), (1) The Municipality of Randers, Denmark; (2) Randers Kommune, Denmark

The research aims to focus on implementation of quality programmes in 60 preschools in the Municipality of Randers in Denmark. This proposal is related to our experience working with the implementation of the VIDA programme. The theoretical and conceptual framework is based on 1. The value of leadership 2. Facilitation 3. Adjustments along the projects 4. Collaboration and joint leadership between different levels within and outside the organisation 5. Organisational learning at all levels. This proposal will focus on implementation of quality programmes based on: resource orientation, active learning and organisational learning. The overall methodology is a combination of traditional project management within a positivistic paradigm, and a process orientation within a systemic paradigm. To prevent social exclusion and inequality it is of great importance that the Municipality work consciously and have a strategy and plan for implementation of quality programmes. We found that implementation of quality programmes is much affected by management strategies and tools on all levels in the organisation. Since we deliberately worked within both the positivistic and systemic methodology, we realised that our leaders and staff locally were much more committed in succeeding with the project, thereby impacting the children's learning in the preschools. The Municipality of Randers participated in a scientific research programme in 2010 to 2013. From there we learned the importance of joint leadership and working with systematics. The central administration is aware of the importance of connecting the efforts of different participants.

Keywords: implementation, leadership, organisational learning, facilitation, systematics

The role of participatory educational teams in promoting quality and equity

JOÃO FORMOSINHO (1) AND IRENE FIGUEIREDO (2), (1) Childhood Association and Portuguese Catholic University, Portugal; (2) Childhood Association, Portugal

This case study, carried out in the realm of Pedagogy-in-Participation, intends to investigate the role of participatory educational teams (early childhood teachers and educational assistants) in the development of quality and equity in early year childhood contexts, particularly enhancing the chances of educational success of children from ethnic minorities and low income families. This paper is located in praxeological research (Formosinho and Oliveira-Formosinho, 2012, Pascal and Bertram, 2012). This case study aim to in depth understanding of a pedagogic approach to professionals and children learning sustained in the cross fertilisation of dialogues between Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2013) and participatory paradigms in research with young children (Pascal & Bertram, 2009). The study is located in qualitative paradigm. It is a praxeological research centred on investigating the pedagogical praxis, through structured observation, ethnographic type observation, photos and interviews to all teams. This research followed the ethical principles of respect and trust for the participants, absence of deceit, informed consent, privacy and confidentiality. All names used here are pseudonyms. This study describes some structural measures taken to ensure accessibility of quality early childhood education to children in disadvantaged life situations and presents the development of the classroom educational teams as a mean to achieve children's rights to quality education. The paper highlights the transformative power of combining structural measures for equity development with pedagogical process transformative measures.

Keywords: childhood pedagogy, participatory pedagogies, quality, equity, pedagogy-in-participation

Quality through professionalisation

MARLENE MCCORMACK, Early Childhood Ireland, Ireland

The purpose of the overall study was to evaluate the effectiveness of an innovative training intervention with 5 ECCE services that use a HighScope curriculum. This project sought to integrate Aistear, a National Early Childhood Curriculum Framework (NCCA, 2009) with an existing curriculum model (HighScope), devise an appropriate training programme and deliver the training to all ECCE staff across 5 pre-school services located in areas of high disadvantage. This study draws on a RE-AIM framework (Glasgow et al., 1999) to guide the evaluation. The RE-AIM framework supports researchers attend to specific implementation factors essential for success in the real and complex world of education and healthcare. The study drew on a range of methods. Direct observation of training sessions, semi-structured interviews with trainers and pre-school managers, reflective learning logs and focus groups with EYEs were used to shed light on the effectiveness of the training intervention. A multi-level process of consent was used for this research. Trainers and practitioners/educators consented to be part of the study and agreed to be observed during training sessions, recorded during interviews and focus groups and could elect to withdraw. The approaches undertaken in this programme (tailored training and paid time to engage in training, planning and documentation) endeavour to bring about reflective approaches (Schön, 1987), increased knowledge and improved practice for all EYEs and participating services. This study highlights the need for a systemic approach that supports training impact positively on practice within ECCE services.

Keywords: professional development, training, quality, high scope, Aistear

SYMPOSIUM SET G/ 23

CHILDREN'S RIGHTS IN PRACTICE

Individual Papers

CHAIR: DEBORAH HARCOURT

Australian Catholic University, Australia

Turning the UNCRC upside down: A bottom up perspective on children's rights

DEBORAH HARCOURT (1) AND SOLVEIG HAGGLUND (2), (1) Australian Catholic University, Australia; (2) Karlstad University, Sweden

This project aimed to provide an introductory examination on ways in which the UNCRC is being upheld in early childhood education and to investigate young children's lived experience of their rights in early childhood settings in Australia and Sweden. Both researchers have undertaken work in this field for many years in seeking rights based participation in research for very young children. Conceptualised to respond to a gap in governments' commitment to engage the UNCRC (UN Committee, 2012). Equity was sought in recruitment to ensure representative participation (Clark, 2007) demonstrating the researcher's commitment to positioning all children as having the competence as research collaborators. A rights-based, participatory methodology was used as the framework within which to work, informed by rights based practice (Harcourt & Mazzoni, 2014), sociology of childhood (Mayall, 2002), and childhood studies (Smith, 2007). The methods drawn upon to document the children's voice were those being employed by the children when expressing their understandings, therefore everyday communication strategies (e.g., drawings, narratives) were used. Attempted to validate the data by seeking children's input during the analysis and they were involved in dissemination (Harcourt, 2012). The informed consent process for children was a key aspect and focus of this project. The rights that children constructed were different than those gifted in the UNCRC and related very much to their lived experiences. Affirmation of children, individually and collectively, as persons with valuable knowledge. Influencing philosophical and practice changes at the centre level. Greater scrutiny at the policy level for examining rights based pedagogy.

Keywords: children's rights, participation, social justice, early childhood, sociology

What significance does the Principle of the Best Interest of the Child have for work with children in kindergartens?

EVELYN ERIKSEN, UiT The Arctic University of Norway, Norway

The aim of the research is to gain new knowledge about how the Principle of the best interests of the Child is understood and operationalised by preschool teachers in Norway. My article 'The Principle of the Child's Best Interest in Kindergarten (Eriksen 2014) discusses this important principle with its analytical focus on the proposal made by the committee for a new Kindergarten Act in Norway (NOU 2012:1). It argues that the child's best interest is not merely a juridical principle, but a disciplinary principle too, and should influence on the practice of pedagogical work in kindergarten. The UN Convention on the Right of the Child, Article 3, states that the best interest of the child must be the primary consideration in the work with children. The UN Committee Rights of the Child has criticised Norwegian authorities for unsatisfactory co. Semi-structural interviews will be conducted with preschool teachers, spring 2014. The project thus utilises phenomenological research methods. Interview with preschool teachers can be initiated only after securing participants' free and informed consent and given all information they require to gain a reasonable understanding of the research. Teachers' experiences and descriptions of practices in their work with children can provide a better understanding of the principle for their daily work with children and contribute to elaborate practicable directions based on practice. The research can singled out factors that can help make the principle more concrete.

Keywords: UN Child Convention, the best interest of the child, Kindergarten Act, interviews with preschool teachers, factors to concrete the principle

Children's rights - an obvious starting point for educational activities in kindergartens?!

MARINA LUNDKVIST, Åbo Akademi University, Finland

Of special interest to my research is how the UNCRC's 12th article, the right of the child to be seen and heard, is realised and made concrete in educational activities and how this is expressed in children's potential experiences of how they are treated and adults' strategies for meeting children in various interactive situations. Accordingly to Bartley (2001), amongst others, a need exists for a necessary and continuous discussion of how the rights of the child are made concrete in everyday daycare and pre-school activities. A need also exists for the revealing and greater awareness of what significance the UNCRC's articles play in activities and how rights are expressed in child-to-child and child-to-educator interaction. The theoretical framework of the research consist of both a sociocultural theory and a variety theoretical perspective of learning. The study is qualitative and uses videography as a method of data collection. The data material consists of various child-to-child and child-to-educator interactive situations in daycare centres (the children are 0-3 and 3-5 years of age). Of interest to discuss, from an ethical perspective, is research based on audio-visual documentation of educational activities. With the starting

point in the data analysed from both a child's perspective as an educator's perspective, the question of whether the rights of the child is, or should be a matter of course in educational activities in daycare centres of interest. What then are the "real" rights of the child and what do these signify in kindergartens?

Keywords: children's rights, participation, values, childhood, kindergarten

SYMPOSIUM SET G/ 24

KNOWLEDGE, IDENTITIES AND TRANSITIONS

Self-organised Symposium

CHAIR: SALLY PETERS

University of Waikato, New Zealand

Transitions in indigenous education contexts

MARGIE HOHEPA, University of Waikato, New Zealand

This research aims to identify and investigate ways of enhancing transitions of Maori children and their families from indigenous language early childhood education sites to indigenous language school sites. This project builds on Peters and Paki (2014) 'Teaching and Learning Research Initiative' project on early childhood-school transitions, which noted that there is relatively little research on the transition experiences of indigenous Māori children and their families and next to none involving Maori immersion education contexts. An action research approach is being used to cut across the so-called 'theory-practice' divide and to reinforce the position of 'teacher' as reflective and reflexive practitioner-researchers, who enact 'theory' in their teaching, and theorise about and from their teaching practice. An indigenous research methodology, Kaupapa Maori, is being drawn on to ensure that the research itself, along with researcher-participant relationships, are enacted in power-sharing, culturally appropriate and culturally located ways. The indigenous cultural contexts of this study and the multiple roles of 'teacher-researcher-participant' and 'university-researcher-member of culture' raise complex ethical considerations for the teacher-researchers, the children they teach, their families and the Māori immersion early childhood education context and school. This is an ongoing study. Discussion will focus on collaborative, culturally-located processes undertaken between teacher-researchers and university-researchers to develop a programme with children and families transitioning in indigenous language early childhood education settings. The project connects with key targets of the New Zealand Ministry of Education's (2013) plan for Māori educational success: to improve Māori transitions to school, and to strengthen Maori language education research.

Keywords: Indigenous education, transitions, language regeneration, cultural knowledge, identity

"They've definitely come a long, long way": The transformative possibilities of cross-sector collaboration

SALLY PETERS AND VANESSA PAKI, University of Waikato, New Zealand

This paper focuses on the transformative possibilities of cross-sector collaboration and the impact of this for children's learning journeys from early childhood education to school. The study addresses gaps in research identified in Peters' (2010) review for the NZ Ministry of Education. One definition of culture is as a 'contested terrain, a site of struggle and transformation' (Giroux, 2005, p141). While our project focussed primarily on understanding and supporting children's learning journeys, we were also interested in ways of. The research is located within an interpretivist paradigm. While the full study drew included a range of methods, this paper is based on interviews with the teachers and case study families. This is a TLRI project, the settings are named and the teachers share in dissemination of findings. While confidentiality is assured to children and families there are dilemmas regarding anonymity and confidentiality for teachers. Achieving collaboration across sectors is by no means easy in practice. Nevertheless the transformation for teachers, and 'how far they have come' was evident to their community, as the parent's quotation in the title reflects. Transitions feature in a range of educational policies. This research provides insights into the transformative possibilities of sustained cross sector collaborations.

Keywords: arts activities, transformation, cross-sector collaboration, identity, learning journeys

I can do' - transitioning from pre-school to primary school

DEIRBHILE NIC CRAITH (1), BRYAN O'REILLY (1) AND EMMA BERNEY (2), (1) Irish National Teachers' Organisation, Ireland; (2) Kildare Children's Services Committee, Ireland

Scoil Mhuire is a Primary School for children between four and nine years of age. Over 100 four and five year old children enrol every year. With the support of the Kildare Children's Services Committee, Scoil Mhuire initiated a collaborative junior transition pilot project to address the challenges associated with starting primary school. The aim of the research project is the development of communication processes between pre-school and primary school. The importance of supporting the transition from pre-school to primary school has been highlighted in the literature on early childhood education (Fabian and Dunlop, 2002, O'Kane, 2007, O'Kane and Hayes, 2010). Challenges associated with transition are best addressed through collaboration between the parties concerned in the process - parents, children, primary and pre-school teachers. Primary teachers in Scoil Mhuire, local pre-school leaders, the Home School Liaison teacher and the coordinator of Kildare Child Services Committee collaboratively set about preparing an information or transfer form to be completed by parents and preschool teachers. The project led to a 'I can do' booklet being considered. Participating primary and pre-school teachers volunteered their participation and parental agreement was sought to support children's participation. A key Issue emerging from the project was the possible 'backwash' effect of such a booklet on the work of pre-schools. However, the focus on improving communications between pre-schools and primary schools was broadly welcomed. The project has influenced transition practices across Kildare and has provided useful evidence for the development of policy regarding transition from pre-school to primary.

Keywords: policy, transitions, primary, pre-school, communication

SYMPOSIUM SET G/ 25

ACCESS, NEED AND ENTITLEMENT TO ECEC

Individual Papers

CHAIR: MARIE LAVELLE

Plymouth University, United Kingdom

Legal entitlement – an appropriate tool to promote universal access to ECE services?

ANTONIA SCHOLZ, German Youth Institute, Germany,

One approach states can make use of to create a universally accessible ECE system is legal entitlement to an ECE place for all children. The paper explores existing and forthcoming entitlement regulations in different European societies in order to comparatively discuss scope and possible impact of this instrument. Previous research shows that children from disadvantaged backgrounds are often less enrolled in ECE services, although they benefit considerably from participation (f.e. Ghysels/van Lancker 2011, Eurydice 2009). Therefore, the state's responsibility has. The paper draws on theoretical concepts of welfare state regimes (Esping-Andersen) and different approaches in tackling social inequalities. To explore the role of entitlement in different European countries, a comparative policy analysis methodology is pursued. International data on ECE enrolment in selected countries will be analysed (EU-SILC data). The data to be analysed have been gathered within (national) statistical data collection, in the context of administrative documentation processes. The paper shows that legal entitlement to ECE only exists in a few European countries. Its design differs according to the policy focus taken. Being a precondition for implementing universal access, however, it does not guarantee high quality in ECE services. Experiences in countries with recently introduced legal entitlement need to be analysed more deeply.

Keywords: entitlement, access, enrolment, comparison, ECE policy

'Care', the Children's Act and government: A diagnosis of early childhood development in South Africa

CORINNE MEIER, University of South Africa, South Africa

According to the 2011 General Household Survey released by Statistics South Africa only 34% of children from infancy to four had the benefit of education in ECD institutions. The aim of the research is to establish whether the provision of ECD in South Africa mirrors the intentions of the Children's Act. The argument in this paper relates to previous research work on ECD in South Africa and works on 'care'. 'Care' is referred to throughout the Children's Act. This paper is grounded in the 'ethics of care' concept coined by Noddings in which she argues that caring should be the foundation for ethical decision-making in the lives of children. The aims of the research are being investigated by utilising an in depth literature study. All sources referred to are listed in a reference list. Government, as the author of the Children's Act and custodian of children in South Africa does not make the grade if the Children's Act which sets out principles for the care and protection of children is considered in context with an 'ethics of care' framework. 'An 'ethics of care' commitment should be adopted into all government efforts to provide ECD. 'Individuals with the best expertise should be recruited in leadership positions in ECD. 'Government should improve funding, infrastructure, the supply of learner support materials and equipment for ECD. 'Effective parent support programmes should be introduced. 'Renewed focus on training in ECD principles and practices.

Keywords: arts activities, education policies, right to education, child development theories, brain development

'Making a mountain out of a mole-hill': the challenges of identifying need in Sure Start Children's Centres

MARIE LAVELLE, Plymouth University, United Kingdom

To present a sociological exploration of Sure Start Children's Centres, exploring the social meaning of these new spaces in order to understand participation. Previous research focused on the impact and effectiveness of programme delivery with emphasis on families who do not use services. These approaches placed non-participation experiences away from Centres, distanced and unrelated. A Foucaultian analysis (Foucault, 1977, 1980) and the work of (Miller and Rose, 2008) was used to explore the way that power, difference and change played out in the everyday interactions within two Sure Start Children's Centres in England. An ethnographic methodology was used to study two Sure Start Children's Centres for 16 months utilising participant observation, interviews and focus groups. Ethical approval was gained from the university and local health and social care ethics committees. In order to evidence outcomes and change Centre staff needed to show the ways they were making a difference. A discourse which normalised the problems of parenting was used to justify the need to see all parents as in need of support. Whilst unproblematic to the 'good' attender who shared their problems, for others the feelings of being watched and judged were instrumental in their decisions to participate or not. Here universalism is implicated in 'government at a distance' rather than a possibility for liberation. As OfSTED inspection frameworks increasingly judge Centre performance on their ability to target services at those most in need, this paper argues for a close examination of how need is identified within universal provision.

Keywords: Sure Start Children's Centres, Foucault, progressive universalism, power, difference

POSTER PRESENTATIONS
MONDAY 8TH SEPTEMBER, 2014
10:30 – 11:30
&
WEDNESDAY 10TH SEPTEMBER, 2014
10:00 – 11:00

Trying to close the gap... social emancipation through early childhood education

LIEN DE CONINCK (1), JO VAN DE WEGHE (1), ELS MERTENS (2), VEERLE MARTENS (3), (1) Karel de Grote University College, Belgium; (2) HUBKAHO University College, Belgium; (3) Artevelde University College, Belgium

Creating an integrated curriculum in teacher training programmes in Flanders to prepare students to act in a context of diversity and inequality. Research has shown that social inequality exists in early childhood education (in Flanders). How do teacher trainers prepare students to create a better setting for children with a low socio-economic status? With this question in mind, three university colleges in Flanders (Antwerp, Brussels, Ghent) joined forces in the research-project 'Trying to close the gap... social emancipation through early childhood education'. All three of the teacher training programmes act in contexts that challenge them to deal with diversity and inequality by integrating these competencies into their curricula. During the research-project, experts in the field consulted the research-team in their quest of developing an integrated curriculum. The research-team has developed a digital toolbox (www.dekloofeenbeetjedichten.be) for all pre-school teacher trainers in Flanders. The toolbox is an instrument to share gathered knowledge on the subject. Beside the existing good practices, new teaching material and teaching situations were developed, aimed at increasing the skills of students in the creation of parental involvement that starts from a shared responsibility. Additionally, reflection methods were developed concerning socio-cultural inequalities in early childhood education. The research partners absolutely believe in the social function of early childhood education, creating a curriculum to diminish inequality contributes to closing the gap and sharing good practices in creating an integrated curriculum. The created toolbox can inspire other teacher training programmes.

Keywords: early childhood education, socio-economic status, social emancipation, integrated curriculum, teacher training

The prosocial behaviours of toddlers in child care centre

MARIKO YOSHIDA, Mie University, Japan

This study examined the direction in which one-year-olds and two-year-olds are looking in the life of child care centre. Especially we focused on what states of others they turn their eyes on and how they behave, cooperative learning and prosocial behaviour. The way of research was non-participant observation in field work. Informed consent was sought. The results showed that (1) both one-year-olds and two-year-olds mostly talked to and worked on others in spite of emotional states of them, that (2) only one-year-olds frequently talked to and worked on near adults (teacher), and (3) only two-year-olds frequently stared at negative others. These results were discussed in terms of the development of prosocial behaviour, peer relationship, and the role of teacher. The teacher should promote children to help each other.

Keywords: prosocial behaviour, development, empathy, toddler, peer relationship

THE PERCEPTIONS OF CHILDREN ABOUT WAR & FAMILY

AYŞE DURAN, Adiyaman University, Turkey

The aim of this study is the examination of children's perception of family and war and to see the effects of war on children's perception. The negative effects of war are seen in lives of people, especially children. Most of them have to escape from their country and start to live in refugee camp. The life of camp is discussed because of its conditions and effects on lives. This condition requires the discussion of 'human – children rights and democracy' concepts. Family is the foundation of children's lives, children start to learn everything from their families. War has negative effects on families, most families are dispersed and families lose their members and this causes problems on children's psychological health. To decrease the adverse effects of war on children, we should focus on their understanding. The data was collected from children who are at the age of 5-6 and live in a refugee camp and children who did not witness a war, in Turkey. In Turkey, there are many refugee camps for Syrians. The drawings of children and semi-structure interviews are used to collect the data of this research. Without researchers, there is native -speaker to communicate easily with children. Because this study continues, the analysis of data is not complete but the results of it are going to be completed before the conference. To make a research in the refugee camp, all the permissions is supported from competent authorities.

Keywords: children, Syria, war, family, drawings

The literacy environment in a Japanese kindergarten: How do teachers create environment to encourage children to become literate?

MAKIKO YOKOYAMA, Nara University of Education, Japan

The purpose of this study is to explore the way of literacy education in ECE. Especially it aims to investigate (1) the ways of teachers create literacy environment to encourage children to become literate in a Japanese kindergarten, (2) changes of literacy environment over time and by grade, and (3) the role of kindergarten teachers. Wada (2008) revealed that literacy education in Japanese preschools has been divided. Some aim at early education of literacy acquisition, others practice based on the national curriculum standard. It requires educating children through the environment. So I focus on literacy environment. There are some studies to investigate literacy environment (e.g. Mikami, Nohara, Tanabe, 2008), but there is no one to reveal the role of teachers, nor the changes. My reasoning on which it is founded is Vygotsky's social constructivism learning theory. This study was conducted in a kindergarten with 3 grades and 5 classes. Longitudinal observations and semi-structured interviews of teachers were conducted. Collected data were divided into two categories, Life and Play, and the changes were analysed. My University's ethical standards were followed in the conduct of the study. In all grades teachers created literacy environment according to everyday life. By grade it was different in both varieties of symbols and content. And it was changed according to children's development and the time. They emphasised that the most important role is to create literacy environment based on children's development. This study was conducted in the kindergarten and discussed its daily practices.

Keywords: literacy, literacy environment, early childhood education, kindergarten, the role of teachers

The influence of a sleeping habit on emotional and behavioural problems among Japanese preschool children

MASANORI TAGUCHI (1) AND MIHOKO TOMINAGA (2), (1) Dokkyo University, Japan; (2) University of Nagasaki, Japan

The present study aimed to clarify the relationship between the sleeping habits and the emotional and behavioural problems among Japanese preschool children. Previous literatures pointed out that the bedtime of Japanese young children became later and their sleeping duration had progressively decreased in the last decade (Komada et al., 2009). Furthermore, evidences that sleeping habit influence social adaptation for school-age children and adolescents are accumulating rapidly (Vaughn et al., 2014). So, the present study examines whether the delayed bedtime and insufficient sleeping duration of young children influences the emotional and behavioural problems at home and in nursery school. Participants in this research were the parents of 112 four year-olds children and their teachers in nursery schools. The parents answered the questionnaire concerning their child's sleeping habits and evaluated their child's behavioural and emotional problems at home based on a checklist. The teachers also evaluated the child's emotional and behavioural problems in nursery school based on the same checklist as parents used. Informed consent was obtained from each parent and nursery school teacher, prior to answering the questionnaire, and so participation in the present study was completely voluntary. The result showed that the later the children's bedtime and the shorter their sleeping duration became the more

violent, depressive and restless the children could be both at home and in nursery school. This finding suggested that the unhealthy sleeping habit would be a risk factor for emotional and behavioural difficulties in preschool age.

Keywords: sleeping habit, Japanese 4 year-olds children, emotional and behavioural problems, nursery school teacher, parent of preschool children

The impact of instructional quality on children's social and emotional school experiences in primary schools

DORIS DREXL, NICOLE STURMHÖFEL AND JUDITH STREB, ZNL TransferZentrum für Neurowissenschaften und Lernen, Ulm, Germany

The present study (funded by BMBF and ESF of the EU) analyses the instructional quality in German primary schools by a constructivist approach and investigates its effect on students' social and emotional school experiences. Even though numerous studies address instructional quality, the majority of research investigates academic achievements (Klieme et al., 2006, Kunter et al. 2011). There is little research on its impact on social and emotional outcome variables. Constructivist instruction can be characterised as a child-centred approach emphasising cognitive activation, self-directed and collaborative learning. During the course of a 3-year longitudinal cohort study, a total of 1498 first grade students from 59 different schools were asked about their social and emotional school experiences by a standardised questionnaire. The instructional quality of these schools was observed and standardised rated by trained observers. Multilevel analyses assessed the effects of different aspects of instructional quality on the students' social and emotional school experiences. APA ethical standards were followed in the conduct of the study. Our results show considerable differences across all schools with regard to their instructional quality and reveal that constructivist instruction is significantly related to children's social and emotional school experiences. E.g. Cognitive activation, student orientation, self-directed and collaborative learning positively influence academic self-concept, class atmosphere and the feeling of acceptance by the teacher. The results indicate the importance of constructivist elements in school instruction for children's positive social and emotional school experiences and disclose the need to popularise the constructivist approach within the group of primary school teachers.

Keywords: instructional quality, social-emotional school experiences, constructivist instruction, primary school, cognitive activation

The educational function and welfare role of the unauthorised day care centre (UDCC) in Japan (2): Research findings from interview with and observation at UDCC

KAORU ONISHI, Gifu Shotoku Gakuen University Junior College, Japan

First report described the outline of unauthorised day care centre (UDCC) in Japan. We clarified the typical feature of "Baby hotel (opened 24 hours and provides stay)" and "day care centre within the company". Previous study researched about only "day care centre within the company" and "others". We clarified all type of them. This study conducted from the standpoint of the primary environment of ECEC and family support. Semi-structured interviews were conducted with a manager of the "Baby hotel" and two managers, the one was in a hospital and the other was in a laundry factory. In addition, children were observed in natural settings at these facilities. We explained the purpose and procedure of the study to participants, and only the participants who agreed with and obtained informed consent were interviewed. We examined the features of three UDCC, Constitution of the day care centre, attribution to parents and children, what is the important and difficult for childcare in their settings were different. However, there were same features, the ratio of 0-2 year old children and over elementary school children were larger than 3-6 year old children. All three type of UDCC play an important role in ECEC and family support. Since kindergarten starts after aged three, the needs for care of 0-2 year old children were concentrated in day care centres. As UDCC meets several needs for parents with work and at risk, the government need to recognise the educational function and welfare role of UDCC and give more support to them.

Keywords: the UDCC in Japan, "Baby hotel", UDCC within a laundry factory, UDCC within a hospital, interview and observation

The educational function and welfare role of the unauthorised day care centre (UDCC) in Japan (1): The outline and the features of the UDCC

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There are over 22,000 children who are waiting to enter the authorised day care centre in Japan (Ministry of Health, Labour and Welfare, 2013). Thus, although unauthorised day care centre (UDCC) doesn't meet several conditions (the size of facility, number of licensed staff etc.), it is expected to receive these children. Despite growing interests in UDCC, little is known about the feature of it. The purpose of this study was to report the feature of UDCC in Japan. There are three type of the UDCC ("baby hotel", opened 24 hours and provides stay, "day care centre within the company", and "others"), previous study researched about only "day care centre within the company" and "others". We clarified all type of them. This study conducted from the standpoint of the primary environment of ECEC and family support. We conducted the questionnaire survey on all UDCC in Gifu prefecture (N = 175) and analysed the data corrected by the Ministry of Health Labour and welfare (2010). We explained the purpose and the procedure of the study to the participants and obtained informed consent. 0-2 year olds in UDCC (about 15%) was about 4 times as large as that of 3-6 years olds. The percentage of single parent family and low income family who use "Baby hotel" were significantly higher than that of total parents using ECEC facilities. Our findings suggest that children who leaved in "Baby hotel" and their parents are high risk group and have special support needs.

Keywords: unauthorised day care centre, three types of the UDCC, the outline and the features, Number of child in the UDCC, the background of parents

Teacher-principal-parent opinions about cooperation in preschool

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The aims of the research were to find out the opinions of preschool principals, teachers and parents about cooperation and communication in Estonia. Hujala (1996, 1999) designed a contextual theory of early childhood education and care, which defined cooperation between the socialising agents and the child as the subject of the process. Helping professionals in early childhood education have long recognised the importance of having effective and meaningful cooperation with parents and families (Swick, 2004; Knopf & Swick, 2007). The theoretical framework of the current thesis is based on Bronfenbrenner's contextual approach and bio-ecological theory. The research method included quantitative questionnaires, which also comprised some open-ended questions. Quantitative data was analysed with the statistical programme SPSS 14.0 (frequency analyses, ANOVA). For qualitative questions content analysis was used. Questionnaires were returned from 167 principals, 465 teachers and 396 parents. Questionnaires and opened questions were anonymous. The results of the current thesis indicated that parents are seen as cooperation partners and cooperation in general is good. Communication takes place at common events, as well as in the mornings when bringing children to the day care centre and in the evenings when taking them home. Teachers consider good cooperation and mutual trust important. Most of the respondents do not want to make changes in the daily schedule of the kindergarten. Teachers think that it is important to talk with parents about their child's development and counsel parents.

Keywords: cooperation, teacher, principal, parent, preschool

Support for mothers with children under six years in prison

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The applied research conducted over three years (2009-2012) aims to experience pilot programme at the women's prison (Centre for Social Inclusion Unit Mothers of Palma de Mallorca), in order to strengthen relationships between mothers subject to criminal punishment and children 0 to 6 years who live with them in the centre. It is a programme to support preventative parenting, educational and therapeutic intervention. The programme has three objectives: promoting the welfare of children, experiencing motherhood as an element of change and personal growth and strengthening the mother-child bonding. This research stems from previous research related to the implementation of the Family Support Programme in Early Childhood in Palma de Mallorca since 2001. The theoretical and conceptual framework of the programme presented is based on attachment theory and eco-systemic perspective. From the qualitative perspective we have collected data from programme implementation from interviews, participant observation and analysis based on the implementation of the Video Intervention Therapy in play situations. Participants were informed of protecting personal data and provided consent.

The research demonstrates the effectiveness of the implementation of this programme at the women's prison since it has favoured joint activity between mothers and children in recreational and welfare contexts and has contributed to increased maternal self-perception as an element of change and improvement. The research shows how such programmes reinforce the emotional bonds between mothers and children. Research shows the usefulness of such programmes in penal institutions to protect the rights and welfare of children and as prevention of child abuse.

Keywords: support parenting, relationships mothers and children, welfare of children, therapeutic intervention, the women's prison

Study on Preschool Children's Learning to Read at Home

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This study aims to clarify the frequency that family members read books to their preschool children, and the degree that they learn to read and write hiragana. Previous researches 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 in the ability to read and write in elementary schools that parents read books to preschool children at home. Survey respondents: 204 parents whose children are six to seven years old. Survey response rate: 81.9%. We conducted a survey in five primary schools. It asked about reading books to children at home before and after starting school. The University Ethics Committee approved the project design. The permission was obtained from participants. More than seventy percent read books to children in early childhood: "everyday" (19 people, 9.3%); "almost every day" (49 people, 24%) or "sometimes" (81 people, 39.7%); while ten percent answered "not often" or "not at all." We also asked for the evaluation (five-point scales) of eight reasons for reading. Many chose "to enjoy the world of books (4.48)," "to interact with children through books (4.27)," and "to use imagination and have a dream (4.16)." It indicates that parents don't read books for learning hiragana. We'd like to clarify the quality of children's education by examining the relationship between the results of home learning environment, and first grade students' ability to read and write.

Keywords: preschool children, home environment, learning to read, unconscious learning, reading books

Speaking opportunities in the home context. Communication between parents from disadvantaged backgrounds and family daycare workers.

SISKA VAN DAELE AND DIETLINDE WILLOCKX, Karel de Grote University College, Belgium

This poster shows the preliminary results of an ongoing study about communication between family daycare workers and parents from disadvantaged backgrounds. The goal of this sub study is to analyse how family daycare workers perceive their relationship with parents and what they actually say when referring to their experiences. The ongoing study builds on the findings of a previous study which dealt with communication between parents from disadvantaged backgrounds and early childhood practitioners in daycare centres (Van Daele & Willockx, 2013). Both studies adhere to the DECET principles. The theoretical framework draws from the fields of sociology, intercultural communication, and pragmatics. We adopted a qualitative research design and employed thematic analysis and discourse analysis. The data were collected in one-on-one interviews with parents from disadvantaged backgrounds and family daycare workers. Participants were informed of the goals of the study. Their consent was elicited. We will present the findings from the first part of the study: the results of our thematic analysis and discourse analysis of the interviews. The thematic analysis aims to uncover WHAT family daycare workers say about their experience with parents from disadvantaged backgrounds and what type of relationships these experiences have engendered. The discourse analysis will try to unravel HOW family daycare workers describe these experiences and which words and sentences they use to describe the relationships they have construed. Based on the findings of the overall study we will create a manual and a DVD about communication strategies between family daycare workers and parents from disadvantaged backgrounds.

Keywords: communication, family day care worker, parental participation, sociocultural theory, pragmatics

Social anxiety of preschool children and their attachment to teachers

ZLATKA CUGMAS, University of Maribor, Slovenia

A new self-report instrument, the Pictorial Scale of Social Anxiety for Preschool Children (SAPC) and its psychometric characteristics are described. Results from a number of studies indicated that children with social anxiety are less adapted to life in kindergarten. New scales are needed for assessment of their anxiety. SAPC is a 13-item scale answerable on a 4-point scale. The items describe cognitive, affective and behavioural aspects of child's social anxiety, experienced in different social situations (contact with peers, parents and teachers, performance in front of an audience etc.). The scale was tested in research which involved 93 preschool children (they were from 4 to 6 years old) and their teachers. Types of a child's attachment to his/her teacher were determined on the basis of the evaluations the teachers gave on the Scale of child's attachment to his/her teacher (Cugmas, 2009). SAPC was individually administered to children. Teachers assessed the children's social anxiety on the adapted scale of child's social anxiety. Dimensionality, internal consistency, and external validity of the SAPC were adequate. Parents were asked to give consent for their child's participation. The research results confirmed the hypothesis that there are significant relations between a child's self-assessment of social anxiety and his/her teacher's assessment of the child's social anxiety. The results also showed negative correlations between children's secure attachment to their teachers and their social anxiety. Replication studies using clinical groups and samples from different cultures will be needed to assess a possible generalisation of the present results.

Keywords: social anxiety, preschool children, teachers, attachment, scales

Social and emotional skills of children in the project "Bildungshaus 3 – 10"

NICOLE STURMHÖFEL, DORIS DREXL AND JUDITH STREB, Transfer Centre for Neuroscience and Learning, Germany

The presented study (funded by BMBF and ESF of the EU) examines how social-emotional skills of children in kindergarten in the project "Bildungshaus 3-10" compare to children in the CG, which factors of the project influence their skills and which other factors (e.g. family) affect them. In times of social change, social and emotional skills gain importance for children's development. Apart from their influence on academic accomplishments such skills (e.g. stress regulation) are considered to be resources for development as well as factors for resilience (Malti & Perren, 2008). However there is little research on social and emotional skills of children in kindergarten. Beside parents the most important interpersonal relationships for social-emotional development in kindergarten are the peers (von Salisch, 2001). A special constellation of peer education can be found in the German project "Bildungshaus 3-10". A core element is an educational setting prepared by teachers of kindergarten and school, in which 3 to 10 old children consistently spend time learning and playing together. It provides observational and social learning. Likewise cooperative attitudes and social behaviour can be nurtured. Parents and kindergarten teachers were asked by questionnaire and observation sheet. APA ethical standards were followed in the conduct of the study. Up to now analysis shows differences between the perspective of parents and kindergarten teachers. While parents notice benefits for children in the "Bildungshaus 3 - 10", kindergarten teachers observe small advantages for children of the CG. Outcomes also suggest the importance of gender, family background and quality in kindergarten.

Keywords: social and emotional skills, peer education, kindergarten

Retrospective analysis: intervention, communication and learning environments (2010-2014)

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1. Recognise changes in the analysis based on learning and communication throughout the courses of teachers training. 2. Exchange diverse glances on the same educational intervention. 3. Encourage a critical spirit and the innovation commitment on the 0-6's centres. Observe the learning situation and communication between infants and adults is a usual practice on the teachers training. Reflective practice as self-assessment strategy on teaching practices. Authors: Domingo, Schön, Killion & Todnem, etc. Observation at schools, Focus group. Triangulation: school university and a group of students. Our longitudinal research suggest a triangulation between interpretations of schools, students and university, in order to reflect about particular experiences and anecdotes collected on real observations, on the first training semester. Four years later, we returned to consider all of them again. Learn from own experience: a) We value the need of dialogue to understand better the needs of infants, b) Identify the learning process of students throughout the teacher training, c)

Grow their prospects to make the school a place where the child is truly the protagonist. Observations practice, improve and put knowledge to practical use.

Keywords: observation, focus group, teacher training, educational communication, learning process

Reflecting language interaction - video based self-reflection for professionalisation of ECE professionals

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Quality and extent of language-interactions between children and their caregivers are important for child development (e.g. Girolametto et. al. 2007) Current study results indicate that ECE professionals aren't adequately qualified for this task. Within the Project "Qualifizierungsoffensive Sprache" (DJI), the goal of research is to learn more about challenges and potentials of self-reflection processes for professionalisation. Currently discussions are increasingly focused on professionals' ability to reflect pedagogical practice. Theoretical expertise, applied skills and competence of self-reflection are assumed for professional identity (e.g. Fukking & Taveccio 2010). Qualifying ECE professionals, according to DJI-approach, which emphasises caregiver-child language-interaction for all children (Jampert et al. 2011), is the aim of the mentioned project. The Pre-Post study uses two data collection approaches for each ECE professional. First book reading interactions are videotaped. Second this material is used in recall as stimulus and object for self-reflection process. Strategies and theories of minds and potentials of self-reflection are reconstructed with documentary-method (Bohnsack, Nentwig-Gesemann 2011) and compared to external observations by standardised instrument for analysing language-interaction (DO-RESI, Fried & Briedigkeit 2008). Research follows the ethical principles of American Psychological Association. Consent forms were obtained from all involved ECE professionals and parents of the involved children with details of research process (transparency) and confirming confidentiality. First results show big potential of video-stimulated self-reflections for professionalisation. Preliminary results of both elevations illustrate positive developments based on the external observations. Based on initial results, recommendations can derive how self-reflections can initiate changes in pedagogical practice.

Keywords: pedagogue-child-interaction, professionalisation, reflective competences, self-analysis, video reflection

Reception classes practitioners' understanding of the relationship between social - emotional development and indoors and outdoors play

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This study focuses on social and emotional development (SED) in an early years setting, especially investigating reception classes practitioners' understanding of the connection between SED and indoor and outdoor play. Social and emotional development is a significant core element of early years. When children feel scared, anxious, unhappy, not confident, lack self-esteem or insecure, these feelings have a considerable influence on all other learning and development areas (Broadhead et al, 2010). A small scale qualitative case study was carried out in a pre-school setting with two reception classes. Three practitioners of the reception classes were interviewed and children's interactive play observed. Ethical considerations: anonymity and confidentiality, trustworthiness and validity and limitation of the study are discussed in-depth. It was found that all the practitioners agree play is an effective way to support children's SED with many aspects like self-esteem, learning dispositions, self-regulations, empathy. However, there were some aspects which were found in the study that practitioners were not aware of, for example that to sustain children's collaborative play extract materials could be added and that children should be encouraged to talk about their real or first-hand experiences in their play. The conclusion of the research was that even though there is a general acceptance of the importance of SED and learning competences, the interview and observation notes showed the awareness of this area of development might not be widespread. The staff also agreed they are supported by the head teachers with regard to the implementation of curriculum and policy updates.

Keywords: social-emotional development, play, indoors- outdoors play, reception classes practitioners, learning dispositions

Reasoning about death in childhood: Do parents' socialising practices and fear of death matter?

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This study explores connections between children's understanding of death and parental socialising practices aiming to familiarise children with the reality of death. The mediating influence of children's chronological age and parents' fear of death are also investigated. This study extends previous work by measuring children's death understanding in a non-catholic

Christian (Greek-Orthodox) context. This study was designed to test a recent theoretical account that views children's understanding of death as the result of socialisation processes which take place within a particular socio-cultural context. Two groups of children (N = 75) aged 5 and 11 years and their parents took part in the study. Children's understanding of death was examined with Smilansky's (1987) 'Death Concept Questionnaire', which assesses understanding of the four basic sub concepts of death: causality, universality, finality, and non-functionality. Parents also completed a questionnaire assessing the ease and sincerity with which they talk to their children about dying and the dead, and the family practices in which they engage in order to familiarise their children with death (e.g. participation in funerary rites). Parents also completed Templer's (1970) 'Death Anxiety' scale, which assesses fear and anxiety about death. Written, informed consent for participation was obtained from the parents following the APA ethical guidelines. Data are currently being analysed and will be presented at the conference. The results are expected to provide insights into the parental socialising activities and practices aiming to expose children to the reality of death as well as on their significance for children's conceptualisation of death.

Keywords: childhood, concept of death, parents' socialising practices, parents' death anxiety, Greek culture

Quality of peer-interaction in mixed-age learning settings - in the transition process from kindergarten to primary school

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This study focuses on the interactional level of transition (Griebel/Niesel 2011) and analyses how preschoolers and first graders learn together and from each other. With particular reference to the child's perspective, the aim of this study is to detect factors and conditions that must be considered in order to enable all children best possible learning conditions in multi-age classes. The basic research in this area is still in process (Campana Schleusener 2013, Kucharz & Wagener 2009, Reichmann 2010). Especially the child's perspective to peer-interaction in mixed-age learn settings is still a desideratum (Wagener 2014). Both developmental and social psychology underline that the quality of social interactions that are crucial for cognitive and social construction processes between those who learn (Vygotsky 1987, Schmidt-Denter 2005, Helmke 2013). Based on a qualitatively oriented, multi-perspective and mixed methods study design, peer-interactions in mixed-age groups are ethnographically observed, video recorded and subsequently analysed. Identified key scenes are the basis for group discussions between stakeholders (children n=21, preschool and primary school teachers n=9) and researchers. Ethical issues in research (Ethical Research Involving Children ERIC 2013) were taken into account. The study shows that to achieve interaction quality for all children the focus must be directed to "hidden" problems of status and age differences between preschoolers and first graders, a cognitive stimulating environment for all and the integration of children with low self-confidence. The findings of the study help to ensure successful transitions and optimise learning conditions for all children in cross-institutional learning settings.

Keywords: transition, quality of peer-interaction, mixed-age learning settings, social participation, child's perspectives

Qualification for lifelong learning of early childhood educators in preschools: expert views on current status and perspectives

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The study aimed to analyse the quality and quantity of qualification offers for lifelong learning of early childhood educators in preschools. We identified important approaches to institutional and co-operative development in this field. In view of current developments (e.g., statutory provisions, education curricula), the qualification of early childhood educators is a central pillar for development processes in the field of early education. The study is based on the lifelong learning concept. A comprehensive search of continuing training providers and offers using the example of Saxony-Anhalt, Germany. Surveys of all participating providers were made by telephonic expert interviews. All experts gave their written informed consent to participate in the study and for publication of the results. There are 32 providers with a variety of thematically diverse advanced training offers. Only a few providers offer comprehensive measures that cover the entire education curriculum. Expert interviews (n=27) showed a spectrum of thematic priorities in different formats. The experts identified only a small number of offers dealing with current important issues (e.g., social inclusion, quality management). The conception and implementation of advanced training are seen as valuable. Existing quality criteria are commonly little or not at all known or implemented. Because of legal requirements, education curricula, and lack of well-trained staff, a growing need for qualification in early childhood education has emerged. The experts name a variety of concrete measures for the further development of preschools: 1) cooperation of training providers, 2) cooperation with science, 3) improvement of framework conditions and 4) governmental support.

Keywords: qualification, lifelong learning, early childhood educators, preschools, expert interviews

Professional autonomy in early childhood education

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The central research question of the study is: How do early childhood educators respond to pressure, exerted by actors in their environment to execute their educational practice in a way that differs from their own professional convictions? The aim of the full PhD research is to distinguish successful and less successful strategies for applying, protecting or even improving the professional autonomy in early childhood education. Kelchtermans & Ballet (2001, 2005) studied the way in which starting teachers are confronted with the micro-political realities of schools. Osgood (2006) and Fenech & Sumsion (2007) draw attention to the power relations within and around the regulation of early childhood services and the vital role that agency plays in resisting the regulatory gaze. Frameworks of professional autonomy, professional communities, power relations, micro-politics and human agency are explored. Inductive research is used. Eight Dutch teachers are interviewed in one-to-one semi-structured interviews. All of them work with young children in the first two grades of Dutch primary schools (aged four to seven). The interviews are analysed using the Atlas.ti software. Participants take part on condition of anonymity. The data presented in the poster can provide broader knowledge about two main areas: (1) participants' experiences and feelings about influences of their environment on their professional autonomy and (2) the way the participants respond to these influences. Results can be used for professional development that aims for enhancing micro-political literacy within the group of early childhood educators. Results can also be used by institutions for initial teacher training.

Keywords: early childhood, education, professional autonomy, micro political literacy, agency

Preschool environments and their relations to the development of early mathematical competence and early reading skills: Results from the pilot study of the "Early-Q" project

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This study examines initial results about the influence of the quality of preschool learning environments on the development of early reading skills and early mathematical competence in Greek early childhood education centres. This study presents partial results from the pilot study of the "Early-Q" project. Early-Q is a European Union co-funded project under the action "Thales" for the evaluation of the quality of Early Childhood Education Environments in the Greek educational settings. This project is implemented through the framework of the Operational Programmeme «Education and Lifelong Learning» and co-financed by the European Union (European Social Fund) and further national sources. Previous research suggests that findings of ECERS-R are correlated with children's numeracy and literacy. The preschool centres' structural and process quality was measured with the Early Childhood Environment Rating Scale-Revised (ECERS-R) (Harms, Clifford, Cryer, 2005). The early mathematical competence was measured with the Utrecht Early Mathematical Competence Scales (Rijt, Luit, Pennings, 1994, 1999) and the early reading skills were evaluated with the Concepts About Print (CAP) (Clay, 2005). 4 trained assessors evaluated 11 Greek early childhood centres and implemented the instruments in 88 children. All children's parents were asked to give their consent. Formal permissions were available. Results showed that the quality of the preschool centres is associated with early mathematical competence and early reading skills. These results are preliminary and based on a small sample. The main study is expected to provide extended data in a more representative sample, which will allow us to draw safe conclusions.

Keywords: ECERS-R, numeracy, literacy, mathematical competence, evaluation

Preschool children's attachment to their teachers and teachers' personal values and traits

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The goal of the present study was to investigate the relation between the child's attachment to his/her teacher and the teacher's personality traits and personal values. Children's attachment to their teachers depends on how the teachers behave towards them and their sensitivity for the children's needs (van IJzendoorn, Sagi & Lambermon, 1992). We believe that this sensitivity depends on several factors among which are also teachers' personal values and traits. Fifty-six

kindergarten teachers participated in the evaluation of attachment behaviour of 274 kindergarten children, aged from 3 to 6 years, carried out on the basis of the Scale of child's attachment to his/her kindergarten teacher (Cugmas, 2009). The adapted Personal values scale (Pogačnik, 2002) and BFQ (Big Five Questionnaire, Caprara et al., 2002) were administered to the teachers. Parents gave written permission for their children's participation in the study. We found many significant correlations between the child's attachment and his/her teacher's personal value and traits. The more joy the kindergarten teachers express, the more they are satisfied with their lives and the more relaxed they are, the more sensitive they become to the needs of the children and are able to respond to them. This, in turn, is reflected in the child's secure attachment to them and vice versa. The study could prove useful when employing a kindergarten teacher, where we should take into account his/her personal values and traits. As for the already employed kindergarten teachers, we should help them to realise the personal values most important for them.

Keywords: preschool children, teachers, attachment, personal values, traits

Pedagogic documentation: Changing practice with early childhood undergraduate professionals - an early year's university team challenge

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The research was undertaken to advance teacher education on child development amongst final year Early Childhood undergraduates. Previous research (The Power of We: Ohio Study group Experience – Biddle and White 2010) and the ethos and principles of Reggio Emilia and Te Whariki, alongside contemporary research (Wien, Guyevskey & Berdoussis (2011), Wong (2010) and Milimu & Papic (2012)). Identifying the significance of meaningful documentation, drawing on learning journeys and children's narratives created through teaching and learning strategies that focus on relationships and holding the child in mind. We argue that documentation to inform high quality provision is a universal right and this formed the central tenet for professional and academic development. Further links are made to Habermas and the theory of 'transformation of the public sphere, with strong arguments around equity in participation within a framework of bio-ecological development. The methodology chosen was a small scale case study and was located in an interpretative paradigm using the qualitative methodology of portraiture (Lawrence-Lightfoot & Davis 1997). Ethical considerations followed British Psychology Society (BPS) guidelines (2009) observing a culture of respect, competence, responsibility and integrity in the learning community. The concept of 'holding a child in mind' was a new phenomenon for this undergraduate cohort and identified difficulties around practice that is key within an EY framework highlighting the unique child and a pedagogy of active listening, interaction and dialogue. It can be argued that enhanced training around these skills and change within university programmes in early childhood is required.

Keywords: early childhood, pedagogy, documentation, transformative, teacher education

Pedagogic Creed: A head start to profession for preschool teacher students.

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This project is part of the anthology "Pedagogisk Credo: grunnlagstenkning og yrkesdanning i barnehagelærerutdanningen" (Pedagogic Creed: a Head Start to professionalisation). At NLA University College preschool teacher students write their personal Pedagogic Creed - what they hold as essential in their future work - during their first and Third year. In order to get a deeper understanding of student's thinking, the aim of this study is to examine written narratives, and present and discuss our findings. Our study relates to John Dewey's term and thinking of Pedagogic Creed (1897), and to Charles Taylor's philosophy of self-formation and authenticity. We discuss the students' reflections of being a professional preschool teacher, and how they create their own authentic teacher Identity, based on theory, mentoring, and practice experiences. This study is based on pedagogical, psychological and moral- philosophical approaches. Both qualitative and quantitative methods are used in analysing the written texts. Conditions of anonymity are taken care of. The individual student's integrity will be an important part of the approach to the task. We will present how the students reflect on: fundamental perspectives of the formation pathway from student to professional, children's play and learning, children's participation, leadership, professional cooperation. Important implications of this study are deeper insight and knowledge in students' thinking of values due to their future profession. This study is also a contribution to the quality of our preschool teacher educational programme.

Keywords: pedagogic creed, preschool teacher students, formation, professionalisation, values

Mothers of preschoolers with ASD: adaptation, involvement and relationships

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The study aims to explore mother's feelings, adaptation and involvement in child care and also their relationships with the family members and social network. Although there is growing evidence on the various challenges faced by parents of children with Autism Spectrum Disorder, less is known about the quality of mothers' experience in a ranged family and social context. Qualitative characteristics of how mothers of children with ASD understand their role is of great importance for their well being. Except from mothers, other members can play a crucial role (partner, siblings, grandparents, friends, relatives, educators etc.). Qualitative research project was conducted using a purposive sampling technique and semi-structured interviews. The experiences of the mothers included their initial feelings and reactions after the diagnosis and in different ages of the child, perceptions towards disability, mother-child relationship, mother-father relationship, relationships with other siblings, grandparents and other members of the extended family, interventions and relationship with the specialists, educators and with social network. Ethical principles relating to basic individual protection requirements were met with regard to the information, informed consent, confidentiality and use of data. Results showed that mothers despite the initial devastating feelings are involved in child care and intervention/educational programme. Mothers also consider the relationships with family members and social network as crucial, suggesting that they often experience social isolation because of child's characteristics that impede communication. Future research should focus on expanding the impact of ASD on family members, so that they can be supported by multiple services.

Keywords: autism spectrum disorders, preschool children, case study, mothers, relationships

Measuring of fundamental movement skills of Greek preschool children

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Purpose of this study was; a) to identify preschool children who are significantly behind their peers in fundamental movement skills development, and b) to examine the effect of gender on fundamental movement skills of preschool children who are at risk. Understanding how children perform motor skills helps us to assist them in development in other fields. So, previous researches showed that stated motor evaluation was necessary for preschoolers. Motor skills are the foundation of human behaviour and help children to learn new skills in other fields. In physical activity, children move and engage through the execution of fundamental motor skills. 49 children participated in this study (32 boys and 17 girls). Their age ranged from 3-5 years old. The sampling frame used for this study was self-selected sampling. TGMD-2 was used to assess fundamental movement skills. For the purposes of conducting research, the researchers asked from the parents to consent with written application for their children participation in the test of this research. A descriptive and an independent sample t-test analysis were conducted to address the first and the second purpose respectively. The results showed that preschoolers demonstrated developmental delays in fundamental movement skills performance according to the descriptive ratings of standard score in TGMD-2. In addition, no gender differences were also found between boys and girls fundamental movement skills. The findings suggested that preschool classroom teachers should use the activity time period more effectively to encourage all the children to be active and get involved in motor skill activities.

Keywords: preschool children, locomotor skills, object control skills, fundamental, movement skills

Measuring engagement behaviours of young children with disabilities in inclusive early childhood Classrooms

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High quality engagement with environment is a critical factor mediating young children's development and learning. Research conducted since 1970s has resulted in more elaborate conceptualisation of child engagement and engagement measures. This poster will present information about how child engagement is defined and measured in inclusive early childhood settings. Engagement is considered a necessary condition to create opportunities for children to learn. Teachers often want to know the impact of their instruction on children's engagement and learning. Realising influences of their instruction on children's engagement and learning may help teachers use effective, evidence-based practices consistently. Extant literature does not contain any article describing conceptualisation and measurement of child engagement. Contemporary definitions of engagement encompass quantity (amount of time engaged) and quality (level of competence)

components. This conceptualisation of engagement has been influenced by four lines of research: (a) time-on-task, (b) mastery motivation, (c) eco-behavioural assessment, and (d) engagement. This poster describes how child engagement is conceptualised in early childhood literature and what measures are used to evaluate child engagement in inclusive early childhood classrooms. This poster does not report a study and include participants. Engagement has currently been conceptualised as the amount of time children spend interacting with their social and non-social environments at different levels of competence and in a developmentally and contextually appropriate manner. Engagement measures can be grouped under three main categories: class-wide or group engagement measures, eco-behavioural measures with engagement component, child-level engagement measures. Practitioners should consider characteristics of their classrooms and children when selecting measures to evaluate child engagement.

Keywords: engagement, inclusive early childhood programmes, time-on-task, eco-behavioural research, mastery motivation

Leadership and management as current issues in early years settings in Germany - What does good (pedagogical) leadership mean?

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The current study investigates how head teachers of day care centres in Germany perceive their role as leaders, and if concepts from organisational psychology theories can be transferred to develop a model of leadership for the early years' setting. Leadership plays a pivotal role in the functioning of an organisation. However, for a long time day care centres have not been perceived as organisations or the role of leadership has been neglected in this context. Research shows that there is a relationship between the qualifications of staff and the quality of the settings (Sammons, 2010). Yet, little is known about the role, qualifications and self-conceptions of head teachers in day care centres. Two concepts of "good leadership" have strongly influenced organisational psychology: the concepts of "transformational leadership" (Bass, 1985, 1994) and "distributed leadership" (Harris, 2005). The current study uses both concepts to investigate current practices in Germany. First, a new model of good (pedagogical) leadership will be discussed. In a second step, results from qualitative interviews with 5 head teachers illustrate how leadership is encased. The sample was drawn from the evaluation of the German national initiative "Early Chances". Participation was voluntary, and all interviews were anonymised. Interviews revealed that a vision of leadership is still lacking in head teachers' professional self-conceptions. Most head teachers perceive administrative leadership as more important than pedagogical leadership. Considering the importance of leadership, discussing and highlighting the different aspects of leadership is of utmost importance for improving practice in early years' settings.

Keywords: leadership, management, quality, day care centre, conception

Language lessons through the Physical Education curriculum for pre-school and first grade in Greek Muslim male and female students

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The purpose for the implementation of the aforementioned P.E. programme was to improve the linguistic competence of both first grade and Pre-school pupils. Information concerning such programmes is not found either in Greek or International bibliography rendering this programme originality and authenticity. However, researchers drew on Content-based Second Language Instruction. 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. 115 pupils participated in the programme, (61 boys and 54 girls). The results were derived at by using the CogAT cognitive test. A written consent was required by the pupils' parents. The results were analysed by the repeated t-test in order to explore whether there were differences in the following situations: a. between boys and girls, b. between first grade and Pre-school pupils and c. between first and last assessment. The results revealed that the girls produced better results regardless their age in comparison to boys' and, furthermore, performed much better in the final assessment. Concluding, the researchers continue implementing the programme since the results were very encouraging concerning the P.E sessions' influence in improving the linguistic capability of pupils with a different mother-tongue from the dominant one.

Keywords: language lessons, physical education, pre-school, first grade, children

Kompisväskan- Antibullying material for Nursery school children

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To create an understanding of what kind of appearance bullying before school age has. After the study we have created a practical material The Buddy Bag (Kompisväskan) an anti-bullying material for Nursery schools. 2009–2010, Folkhälsan and the Mannerheim League for Child Welfare conducted a project entitled “Prevention of bullying among pre-school children”. A qualitative study of bullying among children in Finnish day care centres was made. There is a limited amount of research information about bullying among children before school age. In Finland only a few thesis about the subject exists. Research has shown that early intervention is important. A qualitative study about how bullying appears in Finnish day-care centres was made (interviews and observations). Due to the lack of research, discussion on the definition of bullying among small children is limited. However, as the aim is to prevent the same kind of phenomenon that we consider to be bullying at school, using the same definition when studying bullying. The result shows that the most common forms of bullying was exclusion from the peer group. Also, other psychological forms of bullying, such as threatening or blackmailing, were more common than physical or verbal forms of bullying. Bullying in Kindergarten appears to be a rather similar phenomenon to that of school bullying. The Buddy Bag against bullying in Nursery school was created within the main findings of the study in mind.

Keywords: bullying, early intervention, children’s rights, social exclusion, participation

Kindergarten teachers’ discourse on a group-discussion activity

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This study aims to explore deeply the kindergarten teachers’ understanding of group -discussion activity in the classroom and draw education implication for of a group -discussion activity. A group-discussion activity is being pointed out as either the teacher delivering his/her knowledge unilaterally (Hong, et. al, 2007) or teaching the core knowledge concepts to the children. The group-discussion activity may be presented by the teacher, but through mutual cooperation and discussions, different ideas are compared and reviewed, where each person's experience and knowledge are connected and shared. Interviews and class observations were conducted to 3 teachers who have 3-8 career in Korea, from 2012.8 - 2013.10. The data were analysed qualitatively by content analysis. The participating teachers understood the purpose, object and agreed with all of them. 1. Educational meanings for kindergarten teachers are the chances to confirm boost up and identify the Child Development, the link of learning themes and activities, the place of study on knowledge, the challenge for encouraging children’s self-confidence, the clue of class valuation. 2. Facing challenges for kindergarten teachers are the maintenance for children’s participation and interest, the accepting scope of children’s reaction, the group composition for class efficiency, parents’ over concern and request about learning. The subject and content's relationship with the everyday curriculum should be elevated so that the children can naturally understand the activity from the whole day's flow of activities. And teachers should analyse requests from parents.

Keywords: kindergarten teachers, discourse, group-discussion activity, educational meanings, facing challenges

Kindergarten teachers’ attitudes in literary education: are there any Hungarian national characteristics?

ANDREA PAPP BUJDOSÓ, Faculty of Child and Adult Education of the University of Debrecen, Hungary

This research is interested in capturing the views of Hungarian students regarding the attitudes that are required to work with children in the early years sector - field of literary education: The role of the kindergarten teacher in delivering literary experience: the competence based approach. The role and importance of tales in a young child's life. Child personality and tales. Tale aesthetics is a source of delight. Opportunities for emotional education. Tales as shapers of communal and social emotions. This study is related to an international research on the Key Attitudinal Competencies Needed for Early Childhood Practitioners. Games and tales are a child's mother tongue: with their help a child can join the word around him/her and obtain knowledge of life through them. Language is known to be a system in constant change which is continually shaped by its users and is formed to match their needs to reflect the nature of its users. Research presents the results of a questionnaire survey and analyse. The research uses the results of the individual and collective story-analyses and practical activities. Questionnaires collections were anonymous. The references are made in compliance with the requirements of professional ethics, scientific objectives. Are there in the national children's literature any specifics or typical issues? Is children's literature in the kindergarten mainly "feminine" literature? Tale experience is fundamentally determined by the

exemplary method of presentation by the kindergarten teacher: the high priority role of narrating tales by heart, rich performing skills and the credibility of the teacher.

Keywords: early childhood practitioners, children's literature, attitudinal competencies, gender, love, empathy, compassion

Japanese teachers' time management for assessment and recording, and planning and preparation

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The purpose of this study was to examine Japanese teachers' time to spend for assessment and recording, and planning and preparation in their nursery centre. 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). Increasing the times was expected to improve the quality of nursery teaching and care. 1064 teachers from 565 centres were asked to write down time to spend for teaching and care, assessment and recording, planning and preparation, and so on, in a certain day. They all spent more than 8 hours in the day at their centre. Prior informed consent was obtained from their centre managers. Mean time for assessment and recording was 23.4 minutes. The range was from 0 to 230 minutes. 28.7 % of the teachers spent no time for assessment and recording. Mean time for planning and preparation was 24.3 minutes. The range was from 0 to 240 minutes. 45.0 % of the teachers spent no time for planning and preparation. Comparisons between teachers who spent and did not spend the times indicated to spend for paperwork and meeting were shorter for the former than for the latter teachers. This result was discussed in relation to teachers' role, ability for time management by teachers and developing the ability with teacher training.

Keywords: The Carroll model, teachers' time management, quality of teaching and care, assessment and recording, planning and preparation

Involving parents in preschools' work with language stimulation of multilingual children

ANJA PESCH, University of Tromsø, The Arctic University of Norway, Norway

My PhD-project has two main aims: 1) To study how parents of multilingual children can be included in preschools' work with their children's language stimulation. 2) To focus on how preschool teacher education qualifies for work with multilingual children and their families. The project aims to compare the influence of different educational systems, and I will carry out fieldwork in Norway and Germany. Both countries face similar challenges regarding language development among multilingual children. Still, there are some differences in the structure of the early childhood education sector. This qualitative study provides new insights to how cooperation between preschools and parents may add benefits to multilingual children's language development and to how teacher education can prepare students for this task. The project is based on Cummins' (2000) framework which states that bilingual children's languages have a common base, and points to the importance of developing both languages. A fundamental idea is that language is developed within social contexts (Vygotsky 1962). Preschool and home can be regarded as important contexts for children, which stresses the importance of cooperation between the child's home and preschool. Preschool is regarded as the most important area for language stimulation in addition to the child's home. The project has an ethnographic approach, with interviews and observation as the main methods. The project follows the rules for research ethics of the Norwegian Social Science Data Services (NSD). I will have some preliminary results in September. 'Preschool' refers to educational institutions for children aged 1- 6.

Keywords: multilingual children, multilingual families, home-preschool collaboration, early childhood education, preschool teacher education

Interventions for children's interpersonal problem solving, empathy, and work values in female Japanese undergraduates

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This study investigated the kind of support that would be desirable for promotion of social development of children. Specifically, the use of two types of intervention strategies in a hypothetical, problem-solving situation for children and empathy and work values were investigated among female Japanese undergraduates in a teacher-training course and other courses. The strategies were: (A) promoting children's social skills, or (B) promoting reconciliation between children. Nair and Ngang (2012) proposed co-curricular activities would play a role enhancing pupils' problem solving skills. In the social information-processing model (Crick & Dodge, 1994) Stage-4, it is hypothesised that children access possible responses from

memory, or construct new behaviours in response to immediate social situations. However, it is possible that most young children have not acquired adaptive social-cognitive skills and depend on the support provided by their teacher. Female Japanese undergraduates (N = 89) in a teacher-training course and other courses completed questionnaires that assessed their career choice, work values, empathy, and intervention strategies. All participants that had given informed consent were invited to participate in the study. Participation was voluntary and anonymous, and students could withdraw from the study at any time. Two-way analyses of variance indicated that students in the teacher-training course who conceived Strategy-B had higher empathic helping scores than students who conceived Strategy-A. Moreover, students in the teacher-training course had higher scores for work values than students in the other courses. These results suggest the need to enhance activities to develop children's social and cognitive skills in teacher-training programmes.

Keywords: intervention strategies, social problem-solving situation, empathic helping, work values, Japanese

How can we use documents to improve better partnership with parents in early childhood education?

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This research examine how ECE teachers are using documents to show what children are playing and learning in ECE settings and improve better partnership with parents. Many research shows that family involvements provide positive effects on children (PTA 2009). In Japan it officially became ECE teachers' duty to support families from 2000, and there are many researches focusing on family involvements, but only a few researches focusing on documentation comparing it from elementary school education. In ECE settings, children's show multiple learning during free play activities. Teachers are creating appropriate environments to enrich children's play and supporting children's investing. These free play based practices and their effects are quite hard to make visible to parents. All documents handed to parents of 5-year-old and 1st-grade classes in A-city were gathered during Sep-Dec. in 2008. The contents and describing methods of 211 pages documents from 11 centres, 316 from 7 kindergartens, and 265 from 15 elementary schools were compared and examined. All the data was confirmed by the letter of acceptance. The findings show that there are many episodes of play, pictures, and educational hints in ECE documents to show what children are learning during free play activities. Elementary school teachers tend to request parents to prepare and support (3 times more than ECE teachers) but ECE teachers tend to suggest and inviting parents to build better partnerships. This research shows uniqueness of ECE documentations and suggest the way to make ECE play based learning and its importance more visible to parents.

Keywords: family involvements, early childhood teachers, letters and documents, ECE professionalism, play based education

How can kindergarten teachers promote children's metacognition in mathematical problem solving?

RUTI NEEMAN, Efrata College of Education, Israel

This study aims to examine how kindergarten teachers can promote metacognition in mathematical problem solving through the use of self-regulated learning in a structured intervention (the IMPROVE model). This model (Kramarski & Mevarech, 2003) was used to guide elementary age children's thinking in three problem-solving phases using self-instruction to answer metacognitive questions in small group work. The current research adapted this model to kindergarten children. Self-regulated learning (SRL) in mathematics has drawn considerable attention following findings that learners lack knowledge and skills for effectively managing learning (PISA, 2003). Metacognition is essential to the SRL process. Relatively little research examines mathematical metacognition in young children (Whitebread & Coltman, 2010). The intervention involved training in metacognitive skills using problem based mathematical situations with teacher mediation. A quantitative measure of children's mathematical abilities was performed before and after the intervention for both experimental and control groups. The structured activities and mathematical play was video recorded and analysed using both cognitive and metacognitive parameters. Participants included 60 children ages 4-5. Kindergarten supervisors, teachers, and parents granted approval for this research procedure to be carried out. Children exposed to the IMPROVE model developed more mathematical problem-solving proficiency, metacognitive strategic knowledge, and self-efficacy than control group children. The IMPROVE group's discourse was mathematically richer, clearer, and better illustrated than the control group. The study enhances our understanding of the role of metacognition in young children and how to build sequential learning to facilitate effective teaching incorporating metacognition in mathematics.

Keywords: metacognition, self-regulated learning, self-efficacy, mathematical problem-solving, strategies

Grandparents' contribution in the life and education of their SEN preschool grandchild

MARIA KYPRIOTAKI AND EKATERINA KORNILAKI, University of Crete, Greece

The study aims to explore grandparents' (GPs) involvement in the life and education of their preschool grandchildren, with or without special educational needs (SEN). Although there is growing evidence on grand-parenting a typically developing child, less is known about GPs' involvement in the case of their SEN grandchild, especially in different life aspects and education. Except from parents and siblings, grandparents have also a crucial role in child upbringing. Research shows they can offer physical, instrumental, emotional and financial support. The grandparents that took part in the study were classified into two groups: a) 89 had a typically developing preschool grandchild, and b) 24 had a preschool grandchild with SEN. GPs completed a questionnaire entailing, apart from demographic information, questions rating the degree of their involvement: a) in the care of the child, b) in indoors and c) outdoors activities and d) in school life. Ethical principles relating to basic individual protection requirements were met with regard to information, informed consent, confidentiality and use of data. GPs are an important source of support both for their typical and SEN grandchild. Care is their prime responsibility, followed by indoors and outdoors activities, with no differences in the degree of involvement between the two groups. However, grandparents of SEN children had less contact with the child's educators. Professionals and policy makers should acknowledge and respect GPs role, especially in the life of their SEN grandchild and provide them with knowledge, skills and encouragement.

Keywords: grandparents, special educational needs, grandchild, contribution, education

Gender, professionalism and individual Inclinations of ECE workers

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The research is supposed to provide an insight in the relation between the gender of ECE workers, their professional behaviour and the impact of their individual inclinations on their pedagogical work. The relation between the gender of ECE workers, their professional behaviour and their individual inclinations hasn't been the objective of substantial scientific research. There are only a few smaller studies (cf. Sandberg & Pramling-Samuelsson 2005) with comparable contents. The study has several backgrounds: recent concepts of early education (sustained shared thinking), attachment theory (cf. Grossmann & Grossmann 2006) and the sociological concept of the habitus (cf. Bourdieu 1993). The data includes videotaped play situations of male and female ECE workers with one child out of their group and qualitative interviews with the educators. The video-data has been analysed through a ratings process and a statistical content analysis. A qualitative content analysis has been conducted with the interviews. The male and female professionals and the parents of the children were asked for permission of being videotaped and interviewed using the data for subsequent scientific analysis. Male and female ECE workers of our sample may show substantial similarities in their pedagogical behaviour. Their activities are nevertheless influenced by gender biased individual inclinations. These findings from the analysis of the play situations are confirmed by the analysis of the interviews with the educators. Children seem to benefit from the collaboration of male and female ECE-workers. Nevertheless the underlying gender connotation of their behaviour should not be overlooked in training and practice.

Keywords: gender, professionalism, individual inclinations, male and female ECE workers, pedagogical behaviour

Fathers with a typical and a disabled preschool child: roles and involvement in care, education and development

MARIA KYPRIOTAKI, University of Crete, Greece

The study aims to explore the beliefs between parents of typically developing children and parents of children with special educational needs (SEN) towards the real and ideal involvement of fathers in their children's care, education and development. Although there is growing evidence on parenting a typically developing child, less is known about the involvement of fathers with SEN children, especially from the perspective of both parents. Apart from mothers and other family members, fathers serve important roles in child development and care, however, their roles can vary considerably depending on different factors. The study consisted of two groups of parents: a) a group of 40 parents of typically developing preschool children and, b) a group of 53 parents of preschool children with SEN. Parents were administered a structured questionnaire, which was designed to assess parental beliefs towards the roles of fathers (social, instrumental and breadwinner) in everyday life, as well as fathers' ideal contribution in their children's lives. The items were developed by Fthenakis (1998). Requirements concerning information, informed consent, confidentiality and usage of data were carefully met, both orally and in writing. Our analyses indicate that there are no significant differences between parents of children

with SEN and parents of typically developing children regarding fathers' roles and involvement in children's lives. However, there are significant differences between the two groups as regards their beliefs towards the ideal fatherhood. Professionals and policy makers should acknowledge fathers' roles, especially in the life of their SEN children and provide them with services.

Keywords: fathers, preschool children, special educational needs, fatherhood, care

Evaluating the quality of Israeli kindergarten classrooms using an American-based classroom assessment scoring system

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We are examining the cultural validity of the well-known Classroom-Assessment-Scoring-System (CLASS, Pianta et al., 2008) in Israel. The CLASS is a highly validated assessment system used extensively in the US to establish the quality of preschool to high school classrooms. Whereas its validity is highly established in the US, it remains an empirical question whether this system could be adopted in different societal and cultural settings, for example in Israel where the school system is fundamentally different than that of the US. The CLASS also serves as the basis for a state-of-the-art intervention programme aiming to improve classroom climate and in particular: emotional support, classroom organisation, and instructional support. Could this programme be replicated in the very different Israeli system? In our RCT study of 50 kindergarten classes and teachers and 230 children, we measure classroom quality 3 times: at the beginning and end of the kindergarten year and in the middle of the next year. We also assess children's emotional, social, and cognitive outcomes during the same data points (during the last data point the children are already in first grade). In addition, half of the classes were randomly assigned to our intervention group. All Ethical Standards as set by the EU are met in this study. Data analysis is still underway (Time 1 just ended) but we will have data from T1 and T2 ready to be presented at the conference. This study could shed important light on questions related to the cultural validity of classroom quality definitions.

Keywords: classroom climate, intervention, kindergarten, children's outcomes, cultural validity

Environmental awareness through outdoor activities

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The aim of the project is to develop new tools for kindergarten teachers to help children to discover the biological diversity and relationships in nature through play and artistic use of natural materials. How should children best be taught to understand ecological issues and get positive attitudes towards nature and the preservation of natural environments. Our project builds upon previous studies on children's play and learning and how practical work in the outdoor environment can be used to help children develop positive attitudes and love for nature. Research study with focus on learning activities and art and craft, in natural environment to raise awareness on biological diversity and understanding of processes in nature in preschool children. Theoretical studies, develop a project plan, implementing the project plan and collecting information by using questionnaires and observations of children. Respecting the participants anonymity and vulnerability, but still include their interests, experiences and knowledge. Our study aims to show if practical work in nature can support the understanding and knowledge of biological diversity and the motivation to protect the environment. More awareness of the value of practical outdoor activities in the kindergarten.

Keywords: biodiversity, arts and craft, outdoor activities, environmental awareness, children's play and learning

Enacting funds of knowledge in early childhood education: A case study of two prekindergarten teachers in the United States

ANNE KARABON, University of Wisconsin-Madison, United States

This study explored how two prekindergarten teachers in the United States took up the anthropological approach funds of knowledge (Gonzalez, Moll, & Amanti, 2005) in early childhood classrooms. Attention to sociocultural-historical perspectives in early childhood development (ECD) programmes has challenged teachers to reconsider the relationship between development knowledge and cultural awareness (Ryan & Grieshaber, 2005). In order to understand how young children make sense of the world and construct knowledge, early childhood teachers must look at the complex interwoven nature of the individual and social, cultural and historical experiences (Rogoff, 2003, Cochran-Smith, 2004). Using classroom observations, interviews, audio-recorded professional development class sessions, and each teacher's culminating action research project, this study examined teachers' understandings and enactment of the funds of knowledge framework and in

turn how prekindergarten teachers use funds of knowledge to rethink their classroom environment, interactions and designing curricula. Protection and harm prevention were incorporated into this research project through Institutional Review Board (IRB) approval and all names and data were held confidential to protect the identity of participants. Respect and trust were built amongst al. Analysis of the data indicated a belief in the value of funds of knowledge and how teachers used classroom environment and interactions as a vehicle to deepen their understanding of children's cultural experiences outside of schooling. Implications and recommendations for further professional development are suggested.

Keywords: funds of knowledge, early childhood education, case study, environment, interactions

Does the perspective of teacher change the evaluation of early childhood education?

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The purpose of this study is to reveal if the perspective of teacher change the evaluation of early childhood education. Inoue, Yamana & Pang (2012) investigated the differences of child care and education between Japan and China using the two films of kindergartens of respective country. Generally speaking, many Japanese kindergartens adopt play-centred education while most of Chinese children at kindergarten receive education with more or less fixed curriculum. One hundred and twelve kindergarten and primary school teachers were required to watch two versions of 20 minutes long films that mainly focused on children's activities in the respective kindergarten (for from three- to five-year-old children) both in Japan and China. The authors were admitted to videotape the scenes of kindergartens only for research purposes. The participants were asked to evaluate the two films on 18 items of 6 point-rated scales. The results were compared with those of underground students which had been reported earlier (Inoue, Yamana, & Pang, 2012). The comparative analysis indicated that teachers might more easily recognised important factors of play-centred education on the following items such as (1) Most children seem to be doing what they want to do (2) The children come up with various ideas to play (3) The children have a lot of freedom in their activities. The distinctive difference between the two countries is that the children in the Japanese kindergarten mostly played spontaneously with some assistance by their teachers while those in the Chinese kindergarten were intentionally instructed many things counterparts.

Keywords: kindergartens, play, learning, teachers, videotaping

Creating physical environments for science in preschool: innovations in a collaborative project between practitioners and researchers

SOFIE ARELJUNG, Umeå University, Sweden

To advance our understandings of how the physical environment makes meaning to activities concerning science in preschool practice. Previous research has shown that learning can be facilitated by the use of artefacts, and has emphasised the reciprocity in relations between humans and things. A recent Swedish study of science in preschool has highlighted the elusiveness of the science learning object, the learning object was conformed due to the teachers' effort to be responsive to the children's spontaneous new interests. The current project relates to the aforementioned previous research by innovating physical environments for science in preschool, and by exploring preschool staff's/children's interaction with these environments. The study draws on works of feminist scholars who have scrutinised the nature of science knowledge and the traditions of organising knowledge through binary language, such as "objective-subjective", works of scholars of post-humanism who highlight non-human materialities as important actors when it comes to directing people's possibilities. The study is based on field notes, photographs and interviews from five preschools. Collaboration with a municipality centre for pedagogical development. Basic individual protection requirements, with regard to information, informed consent, confidentiality and the use of data, were carefully met. Discussion related to knowledge gained from the first phases of collaboration between researchers and practitioners: the joint creation of environments for science in preschool. (a) Contribute to the discussion about how to implement research in practice (b) give concrete examples of knowledge that can be gained in the meeting between researchers and practitioners, and the innovation that can develop from such meetings.

Keywords: emergent science, preschool, physical environment, design-based research, feminist critique of science

Cooperation of kindergarten and primary school in Saxony-Anhalt from the perspective of preschool teachers

ANJA SCHWENTESIUS, Magdeburg-Stendal University of Applied Sciences, Germany

The study aims at analysing the wishes and objectives as well as the need for support regarding the cooperation from the preschool teachers' view. Consequently, recommendations for the support in realising such cooperation. Consequently, recommendations for enhancing the cooperation between kindergarten and primary school will be developed. Because of the explicit distinction of the elementary and primary sectors in German educational system (e.g., ministerial responsibility, education and status of teachers, spatial separation) the preferable cooperation is difficult to implement. In current discussions in pedagogy and education policy, education is regarded as a life-long, individually and actively creative process. Kindergartens are increasingly perceived as venues of learning and education and kindergartens as well as schools intend an individualisation of educational processes is. In a postal survey of a regionally stratified random sample of 150 preschool teachers in Saxony-Anhalt, Germany, these aspects were determined. The assessment and analysis of the data were anonymously carried out. The results show that cooperation is often characterised by brief contacts (e.g. school visits with children or observations of teachers). Although the results suggest that some exchange of ideas is taking place, a substantial professional collaboration is missing. However, the surveyed teachers were predominantly satisfied with the cooperation. The results underline all teachers are fully aware of the importance of a continuing professional collaboration and the provision of good practise models. From the teachers' perspective, lacking of time is the main reason for the low intensity of cooperation. Therefore, appropriate framework conditions for cooperation should be established.

Keywords: professional collaboration, early education, educational system, preschool teachers, transition

Child protection: Parents' attitude towards sexual abuse on children in the Kingdom of Saudi Arabia

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The purpose of this study is to examine how sex education can assist parents and their children from sexual abuse in the Kingdom of Saudi Arabia (KSA). It forms part of a PhD. Parents play a fundamental role in shaping and forming the sexual behaviour of their children. However, in my master's study (Banunnah, 2012) it was clear that parents in the KSA do not see sex education as one of their roles, and expect this job to be taken up by the educational system. However, in KSA, most of parents in the KSA are concerned about child sexual abuse (Banunnah, 2012). Child sexual abuse has been shown to be less likely to occur when children are not ignorant of sexual matters (Halstead and Reiss, 2003). Ogunjini (2006) argues that it is imperative that appropriate directives to safeguard children are included in any sex education curriculum. This research draws on sociocultural concepts of sexual education for children in the KSA. This is an interpretive research, with mixed methods research using questionnaires and interviews. Ethical approval was obtained from the University of Sheffield and the Ministry of Education in Saudi Arabia prior to the start of the study. Participation in the study would be kept completely confidential. Discussion will focus on how sex education can protect children from sexual abuse and enhance the awareness for children and their families. It is important to demonstrate that sex education should be provided in the educational system in the KSA to protect children.

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

Changing Korean pre-service teachers' beliefs about science teaching through an early childhood science education course

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The purpose of this study is to investigate the beliefs of Korean early childhood pre-service teachers via an early childhood science education course and to analyse what aspects of the course influenced their beliefs about science teaching. Previous studies have mainly focused on elementary and secondary teachers, little qualitative research was found about how a science education course influences the teaching beliefs of early childhood pre-service teachers. Teachers' pedagogical beliefs as a means to realise changes toward constructivism in science education have received attention because they influence teaching behaviours. The participants were four Korean pre-service teachers who took the early childhood science education course, which emphasises constructivist views. Data resources included images and questionnaires regarding beliefs about science teaching, interview transcripts, and reflective journals. The participants' names were replaced with pseudonyms. The two participants who displayed teacher-centred beliefs before taking the course developed child-centred beliefs after the course because of the opportunities to analyse their experiences teaching science to young children and the reflective journals that they kept to change their beliefs throughout the course. The other participants with child-centred

beliefs moved further toward these convictions because the course helped them to analyse their own teaching. These changed views described science education as facilitating children's scientific thinking, such as connecting their performance to outcomes rather than to play. The results imply that a science education course should provide not only lectures but also exercises in which pre-service teachers experience constructivist learning and teaching to develop child-centred beliefs.

Keywords: beliefs about science teaching, early childhood pre-service teacher, science education course, constructivist science education, DASTT-C

Bilingual immigrant children's use of recontextualised language

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The aim is twofold: 1) to increase the knowledge of language skills of bilingual immigrant children 2) inquire whether preschool teacher education prepares students for improving bilingual children's Norwegian skills. Language cannot be understood as an abstract system, but is understood in its context. Reality is a construction of language created in social interaction (Vygotsky 2001). According to Cummins (2000) it is important when it comes to language acquisition to make a fundamental distinction between the basic interpersonal communicative skills (BICS) and the cognitive academic language proficiency (CALP). Social constructivism as frame for understanding how children learn and use language. Investigating how/ if CALP can be recognised in preschool children's language production. 1) Ethnographic approach to investigate how bilingual immigrant children make use of recontextualised language in preschool. 2) Focus group interviews regarding how professional knowledge is developed. The project has been accepted by NSD. The Norwegian Social Science Data Services. Key questions: What is recontextualised language, and how can we understand this language skill? How do bilingual immigrant children make use of recontextualised language? To what extent does teacher education prepare for the profession preschool teacher, more specific, for working with successive bilingual children and improving their language skills? Importance to preschool teacher education. Many bilingual immigrant children tend to get problems with their reading skills at school. This project wants to identify language skills of these children in preschool, try to understand how they are developed and discuss how preschool teacher education can improve to prepare students for these challenges.

Keywords: recontextualised language, bilingual immigrant children, preschool teacher education, preschool language skills, ethnography

Art and playfulness in early childhood education: A study in day care for teacher training

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How teachers create and support actions for artistic creation for daycare children? The aim of the study was to identify, describe and discuss the proposed experiments for children in this age group, with artistic and playful languages. Previous research by Kobayashi (2006, 2012, 2013) point to the lack of teachers for children 0-3 years regarding the importance of playful and artistic creation, this statement follows from the standardisation and impoverishment of experience in these areas. The theoretical framework used is the Brazilian documents for Early Childhood Education, published in the Brazilian Federal Constitution, with the guarantee of education from birth, and specific documents of early childhood education. Regarding the artistic and playful languages, the 100 languages of children. The research, bibliographic research, allowed the characterisation of the area and the subject under study. The instruments used were systematic direct observation in 2 daycare centres, interviews with groups of teachers observed and field diaries. This research authorised by institution ethical committee, the participants were provided with informed personal data protection consent. The research showed that the playful and artistic experiences with children, met the parameters of national documents, the nutritional care and hygiene are also prioritised, and do not relate to educate in their playful and artistic aspects, impoverishing the experiences and the uses of multiple languages infant. The results explained how the teachers, the schools studied, create and support artistic and playful actions for children, such results show the possibilities of changes this fact, in the formation processes.

Keywords: art, playfulness, daycare, teacher training, education

An itinerant consultation model improving inclusive preschool education in Japan: Examination of the needs for the service and the effective support for the teachers

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We have constructed an itinerant consultation system for the kindergartens in a municipality and have provided the services for the facilities over ten years. The purpose of this study was to clarify the teacher's needs for our support and then to extract its essence by some case studies. Ashizawa, et al (2008) specified the functions and structure of support in consultation. We modified the model of Ashizawa through analysis of the support needs in this study. Hamatani (2008) proposed a classification model of the inclusive state of children with special educational needs. That theory had four patterns from inclusive to exclusive condition such as participation, coexistence, dumping and isolation. As first step, we classified the support needs in a sample of 20 examples that we carried out in 2013. The next step, we analyse 20 cases performed by 10 consultants to clarify the support effects. We carried out the itinerant consultation that we took up as this study with consent from the administrative post. It was clarified that the needs to want to know the method to let a child with disability participate in group activity were high. In contrast, as well as a child with disability, the effectiveness of the support for a child group and the class environment that surrounded a child with a disability became clear. The result of this study is suggestive not only for the itinerant consultation, but also it is suggestive in inclusive early childhood education itself.

Keywords: itinerant consultation system, inclusive early childhood education, support needs and effects, support model, case study

An example of community-based early childhood education models from Turkey: Çanakkale Onsekiz Mart University ÇABA multipurpose early childhood education class

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The aim of this project is to provide ECE services for disadvantaged children and their families, to provide appropriate opportunities for pre-service teacher candidates helping them bring theory and practice together. While 92% of pre-school education in Turkey is delivered as institution based, 8% of it is delivered by alternative models. Community-Based Models aim at providing ECE for disadvantaged children, who don't have access to pre-school education and experience education problems and their families. An experimental activity was carried out with the aim of adopting the effectiveness of Multipurpose Class Early Intervention Programme (ÇASEMP). Children who received education in this class were meaningfully higher than those of children in the control group. After the research, children in the control group received education within the scope of a programme comprised of activities selected from ÇASEMP. Within the scope of the follow-up study, mothers to be interviewed were called before the interview, informed about the content of the study, their permission for interview and voice recording was obtained. Interviews were carried out face-to-face in school environment. As a result of a follow-up study which was carried out in 2012 with the aim of investigating these children's adaptation process to kindergarten and their developmental achievements, it was detected that the programme implemented had positive effects on the children's development. In the following stages it is aimed that ÇABA Multipurpose ECE Classes are made widespread by being opened up within the body of universities with the cooperation of local governance and non-governmental organisations.

Keywords: early childhood education, community-based ECE models, early intervention programmes, disadvantaged children, multipurpose ECE classes

Activity plan of science-art STEAM based on Korean kindergarten curriculum

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Research aim is to structure activities plan of science-art STEAM. First, there is an activity, which enables children to actively experience scientific investigation process by appreciating various artworks around them and obtaining curiosity in scientific concepts and principles in order to express the beauty, then, they would select materials and ways to express various ways of artistic expression. Secondly, there is another activity where the programme is constructed by selecting 8 topics in science-art STEAM programme. Set a standard for contents and methods appropriate for science-art activity using three unified methods which are based on the STEAM concept and create 11 kinds of activity plan on different daily events based

on these concepts. - Analysis of science-art combined activities of 3-5 year old Korean children's Nuri Curriculum Teacher's Textbook. Construct daily topic-based and age-based activity plan, which evenly includes contents on children science and art education. Check on science and art education contents through discussion with experts (childhood education, art education, science education). Thoroughly notify experts (childhood education, art education, science education) who are participating in the experts' discussion on the goal and content of the research, and tell them that their thoughts will be reflected in the result... Twelve activities plan on daily activities will be composed. Each activity plan will have different standards according to different age groups. Education on science and arts will be included evenly. Children can experience science-art combined activities based on STEAM. Teachers can teach science-art combined activities based on STEAM.

Keywords: children's' science-art STEAM, Korean education curriculum, children's science-art education, children's' science-art education, activity plan for children

About values and practices concerning education and care

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To create knowledge about how staff and parents in kindergarten in rural districts in Norway cooperate about values and practices concerning education and care. My study is part of a larger research project *The multicultural kindergartens in rural areas in Norway* (2008-2012), financed by The Research Council of Norway. My research is inspired by the research of Bouakaz, Brooker, Ehn and Hundeide. Sociocultural theoretical perspectives (Honneth and Bourdieu). Observations in four formal meetings between pre-school teachers and parents of children from cultural and linguistic minorities. The research project is approved by the Norwegian Social Science Data Services (NSD). Informed consents from the participants are available. Important ethical considerations are to understand the findings in an educational and political perspective, and write about it in an ethical way. Cultural capital possessed by parents seems to be neglected by the pre-school teachers who to a low degree were open-minded and including in the meeting with the parents' different cultural practices and values about education and care. An important challenge for teacher education: How to develop cultural awareness, knowledge and perspectives in the pre-school teacher education for meeting diversity in kindergarten as professionals?

Keywords: home-kindergarten-cooperation, cultural diversity, values, education, care

A socio-cultural look at enacting home-school relations

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This study addresses the question: How are a prekindergarten teacher's understandings of home-school relationships constructed? Teachers have multiple messages and experiences informing how they make sense of their work with families that come from personal histories, implicit messages about the population they serve and from their organisations' policies, teacher preparation programmes, professional development, and daily practices. The work is aligned with research that develops complex pictures of teachers and families' lived experience (Lightfoot, 2003, looks at how teachers' enact policy locally (Lubeck & deVries, 2000), and looks to historical structures that shape current practices (Beatty, 2012). Holland and her colleague's (1998) socio-cultural conceptualisation of identity is used. It weaves Vygotsky, Bakhtin, and Bourdieu's work together, showing how a person's identities are actively constructed through both daily experiences and contributions from their social, historical, and cultural contexts. This is a qualitative, instrumental case study that is grounded in interpretive and constructionist paradigms. Data was collected for 15 months. Data come from semi-structured interviews, audio-recorded professional development sessions and assignments, and participant observations of classroom practice, family events, and home visits. It's an IRB approved study. Pseudonyms and member checks are used. Positionality is considered. Findings and discussion describe how teachers receive both complimentary and divergent messages about what family/school relationships should look like and what this means for their daily practices with children and families. Implications have to do with knowing more about what influences teachers' interpretations and implementation of family involvement policies and early childhood tenets regarding home-school relationships.

Keywords: home-school relations, identity in practice, professional development, case study, intervention-based programming

A new model suggestion in Turkey toy libraries: Mobile and educated toy library project

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The purpose of this project is to support especially children who don't play with toys sufficiently and don't have enough toys and also live in unsuited conditions. Toy libraries support children by lending them educational materials which are suitable for their developmental properties and educational needs. Children's development is supported in the different ways by toy libraries. However in Turkey there are nearly ten toy libraries in five-six cities. These toy libraries usually build in the centres and connected to the municipalities. Therefore children who live near these toy libraries can benefit from their services. A central toy library and two buses obtained. These buses are going to be prepared as a toy library. These buses reach out to children who live in unsuited conditions and they are provided to play with qualified toys. In addition pre and post test will be applied to children to determine psychosocial, moral and cognitive development. Firstly in the content of Project, Uludag University Administration and Bursa Municipality has signed cooperation protocol. In mobile and centre libraries, volunteer university students and library staffs will work under the supervision of project coordinator. This Project is the first in Turkey and in the World because it contributes to parents by making them conscious about children development and education especially in disadvantaged areas. Findings of project on children will be obtained and discuss later. Toy libraries need to build especially in disadvantaged areas. It is aimed to disseminate all over Turkey.

Keywords: play, toy, toy library, child development, disadvantaged areas

"The Stavanger Project– The Learning Child" The leaders importance for development and changes in the kindergarten as a result of "The Stavanger Project"

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To examine the staff's competence and the changes made in kindergarten as a result of the participation in a research project on children's development. To find which management functions and leadership skills that have had an impact on these developments and changes. The Fifth Discipline (Senge, P. 1992), Self-determination theory(Decy and Ryan 2002), transformational leadership (Leithwood and Beatty 2008) and Single-loop learning and double-loop learning (Argyris and Schön 1978) make the basis for the project. The study builds on a social-constructivism understanding of learning. Theories about the leader's role, management functions, leadership that promote learning, skill development and change are important in the study. The Kindergarten as a learning organisation and theories of change are the main theoretical framework. An important issue is whether the leader of the kindergarten is a transformational leader in a Learning Organisation. Seven leaders from kindergartens that participate in the Stavanger Project have been interviewed. The interviews were made only with managers who have worked in the same kindergarten throughout the whole project period. To treat the interviewees with respect and to anonymise the responses to the survey. The study shows that the leader's commitment and motivation is very important for skill development and change. Knowledge and practices have been changed in the kindergarten during the project, especially among unskilled personnel. Focus on management in kindergartens.

Keywords: change, management, competence, leadership, learning

“Maths is everywhere” – beliefs of elementary and primary school teachers concerning the early mathematics education

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The interdisciplinary BMBF-network-project “AnschlussM” investigates the beliefs and teaching practices of elementary and primary school teachers concerning teaching and learning mathematics. Its aim is to design a structural model of teachers’ beliefs to increase the connection between kindergarten and primary school. “Connection between kindergarten and primary school” (von Bülow, 2011) “Teachers attitudes towards mathematics in early childhood education” (Thiel, 2010) “Attitudes of kindergarten educators about maths” (Benz, 2012). Beliefs, also known as ‘subjective theories’ or ‘attitudes’, are defined as subjective concepts, which influence our perception of the environment and our behaviour (according to Baumert & Kunter, 2006). The transition from kindergarten to primary school is marked by continuity and discontinuity (Griebel & Niesel, 2013). On the one hand, discontinuities can be seen as challenges supporting personal development (Liegler, 2011), on the other hand, a certain connection supports a continuous educational biography (Heinze & Grüßing, 2009). Three surveys: - Qualitative preliminary study (guided interviews, group discussions). - Questionnaire (n=1515). - Technology based assessment (TBA): Assessment of 11 maths-related, everyday situations (n=161). The relevant data protection provisions have been respected. Numbers and operations (one of five central mathematical themes in Germany) play an important role in the composition of mathematical learning arrangements. While elementary teachers focused on the children’s individual interests, primary school teachers are mainly interested in a reduction of heterogeneity. The competence to recognise mathematical potential in an everyday situation is generally less developed. The formation of elementary and primary school teachers needs to be improved to increase the personal mathematic-didactical and mathematical knowledge.

Keywords: beliefs, early mathematics education, connection, professionalism, transition

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