

# 24<sup>th</sup>

## EECERA ANNUAL CONFERENCE

'US, THEM & ME:

Universal, Targeted or Individuated Early  
Childhood Programmes'

**Crete, Greece 7<sup>th</sup>—10<sup>th</sup> September 2014**

# CONFERENCE PROGRAMME



University of Crete





EECERA is an independent, self-governing, international Association which promotes and disseminates multi-disciplinary research on early childhood and its applications to policy and practice. It has a substantial and influential worldwide membership. The Association continues in the tradition of European early childhood thought, sustaining the legacy of Pestalozzi, Owen, Froebel, Montessori, Steiner, Vygotsky, Piaget, Malaguzzi and other pioneers, whilst looking forward to encourage the exploration of new methodologies, concepts and applications.

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

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

The principle aims of EECERA are:

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



**The University of Crete:** The Department of Preschool Education of the University of Crete was established 25 years ago and, since then has developed a wide range of activities aiming at: (a) to provide quality teaching and initial training and preparation for its students, and (b) to promote educational research and pedagogical applications. The department offers undergraduate (eight semesters) and postgraduate studies.

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## WELCOME FROM THE CONFERENCE CHAIR

Dear Friends and Colleagues,

Our team at the University of Crete is honoured to welcome you to **EECERA's 24th Annual Conference** set in the delightful Creta Maris conference centre. The cradle of European Civilization - the Island of Crete and its genuinely friendly people, welcome you and wish you a wonderful stay! Some will be visiting for the first time, whilst others have now become regulars, but either way, we promise you a truly memorable Mediterranean experience.

The University of Crete, your host at EECERA 2014, has also always seen itself as a learning community. It is a young public educational institution committed to excellence in research and teaching. Established in 1973, the University accepted its first students in 1977-78. It now has 16 Departments in 5 Schools (Philosophy, Education, Social Sciences, Sciences & Engineering, and Medicine) as well as a number of affiliated research-oriented institutions. Currently, over 16,000 undergraduates and 2500 postgraduate students are registered here. The international orientation of the University is reflected in its track record of collaborations with many of the leading research and educational institutions in Europe and worldwide, as well as active promotion of mobility and exchange programmes.

Located at campuses in Heraklion and Rethymnon on the island of Crete, a site rich in ancient and modern Mediterranean cultures, the University offers a vibrant social and intellectual environment for research and education. As such, whether your contact with the University is brief or long-term, we trust it will be rewarding.

The conference theme '**US, THEM & ME: Universal, Targeted or Individuated Early Childhood Programmes**' has been created to generate an active and participatory dialogue which focuses on quality, social justice and equity in early childhood development (ECD) programmes. Worldwide, the evidence is clear about the beneficial impact of quality ECD, economically, socially and educationally. It has been shown to have the capacity to open up possibilities and opportunities for all children for lifetime achievement and fulfilment. It has also been shown that poor quality ECD exacerbates inequalities. The main purpose of this Conference is to explore these ideas through our excellent keynote lectures, your symposia, your papers and your poster presentations and the myriad conversations you will have throughout these three days.

The conference team has worked very hard to bring you to this point but now it is time for you to make this *your* Conference: to participate, contribute and be proactive. Do not approach this Conference as the reclusive academic but engage with people and share ideas and laughter.

We would like very much to thank our sponsors and exhibitors for their support and contributions to the Conference and we hope delegates will visit their stands which you will find where we take tea, coffee and lunch. We would like to thank the members of the Scientific Committee for their careful scrutiny of each and every paper presented here over these next three days in Crete.

On behalf of the 24<sup>th</sup> Annual EECERA Scientific and Organising Committees and on behalf of the University of Crete, I hope you have an enjoyable and fruitful Conference.

Yours sincerely,

Dr. Vasilis Grammatikopoulos  
Chair of the 24th EECERA Conference, Assistant Professor - University of Crete

## CONFERENCE CHAIR

Dr. Vasilis Grammatikopoulos, Assistant Professor - University of Crete

## LOCAL ORGANISING COMMITTEE

Vasilis Grammatikopoulos  
Eufimia Tafa  
George Manolitsis  
Ekaterini Kornilaki  
(University of Crete, Greece)

Conference Organisation and Support provided by Maria Leventi and Eleni Andrianaki (Ibis el Greco) and the Creta Maris Hotel and Conference Centre, Crete.

## EECERA SCIENTIFIC COMMITTEE

Christine Pascal (EECERA President)  
Tony Bertram, Centre for Research in Early Childhood  
Michel Vandenbroeck, University of Ghent, Belgium

The 24<sup>th</sup> EECERA Conference has been organised by the University of Crete with the support of CREC



University of Crete



# CONFERENCE PROGRAMME

## **Preconference: Sunday 7<sup>th</sup> September 2014**

12:00 – 17:30	Welcome and Registration	Zeus North, Conference Centre Level 1
19:30 – 20:30	Welcome Reception	Amphitheatre and Helipad

## **Special Interest Groups (SIGs)**

9:00 – 18:30	SIG Meetings	To be confirmed – please see notice board at EECERA desk
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## **EECERA Meetings**

9:00 – 12:15	EECERA Board of Trustees	To be confirmed – please see notice board at EECERA desk
13:00 – 15:30	EECERA Editorial Board Meeting	

## CONFERENCE PROGRAMME

### Day 1

Monday 8<sup>th</sup> September

<b>8:45 – 9:30</b>	Opening Ceremony	Zeus East & West
<b>9:30 – 10:30</b>	Keynote 1 (Wassilios Fthenakis)	Zeus East & West
<b>10:30 – 11:30</b>	Coffee Break & Poster Session	Zeus Veranda & Olympus (Coffee) Olympus (Poster Presentations)
<b>11:30 – 13:00</b>	Symposia Session A	Various – see full programme
<b>13:00 – 14:00</b>	Lunch	Cosmos restaurant & Estia Restaurant
	SIG Convenor Meeting	To be confirmed – please see notice board at EECERA desk
<b>14:00 – 15:30</b>	Symposia Session B	Various – see full programme
<b>15:30 – 16:00</b>	Coffee Break	Zeus Veranda & Olympus
<b>16:00 – 17:00</b>	Keynote 2 (Michelle Neuman)	Zeus East & West
<b>17:00 – 18:00</b>	EECERA Marketplace	Zeus North
<b>18:00 – 19:00</b>	EECERA Members' AGM	To be confirmed – please see notice board at EECERA desk



## CONFERENCE PROGRAMME

### Day 2

Tuesday 9<sup>th</sup> September

<b>8:00 – 9:30</b>	Symposia Session C	Various – see full programme
<b>9:30 – 10:00</b>	Coffee Break	Zeus Veranda & Olympus
<b>10:00 – 11:30</b>	Symposia Session D	Various – see full programme
<b>11:30 – 12:00</b>	Coffee Break	Zeus Veranda & Olympus
<b>12:00 – 13:30</b>	Symposia Session E	Various – see full programme
<b>13:30 – 14:30</b>	Lunch	Cosmos restaurant & Estia Restaurant
	Country Coordinators Meeting	To be confirmed – please see notice board at EECERA desk
<b>14:30 – 16:00</b>	Symposia Session F	Various – see full programme
<b>16:00 – 16:30</b>	Coffee Break	Zeus Veranda & Olympus
<b>16:30 – 18:00</b>	Symposia Session G	Various – see full programme
<b>19:00 til Late</b>	Conference Gala Dinner	Arolithos Village (Please note pre-booking is required)

## CONFERENCE PROGRAMME

### Day 3

Wednesday 10<sup>th</sup> September

<b>9:00 – 10:00</b>	Keynote 3 (Liz Washbrook)	Zeus East & West
<b>10:00 – 11:00</b>	Coffee Break and Poster Session	Zeus Veranda & Olympus (Coffee) Olympus (Poster Presentations)
<b>11:00 – 12:00</b>	Keynote 4 (Helen Penn)	Zeus East & West
<b>12:00 – 12:30</b>	Closing Ceremony including EECERA 2015 Launch	Zeus East & West
<b>12:30 onwards</b>	SIG Meetings	To be confirmed – please see notice board at EECERA desk
	Optional Social Programme	Various

## KEYNOTE ADDRESSES

Day 1: Monday 8<sup>th</sup> September 2014

Zeus East and West

**9:30 – 10:30                      Keynote I**

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

WASSILIOS FTHENAKIS

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

**16:00 – 17:00 Keynote II**

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

MICHELLE NUEMAN

*Results for Development Institute, Washington DC, USA*

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Day 3: Wednesday 10<sup>th</sup> September 2014

Zeus East and West

**9:00 – 10:00                      Keynote III**

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

LIZ WASHBROOK

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

**11:00 – 12:00                      Keynote IV**

**Can the Private Market deliver Equitable Early Childhood Services?**

HELEN PENN

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

## SPECIAL INTEREST GROUP (SIG) MEETINGS

*For meeting rooms, please see the notice board near the registration desk which is situated in Zeus hall of the Creta Maris Conference Centre*

### **Sunday 7<sup>th</sup> September**

Birth to Three	9.00 – 10.00
Professionalism	10.00 – 11.00
Mathematics	11.00 – 12.00
Working with Parents and Families	12.00 – 13.00
Transitions	13.00 – 14.00
Leadership & Integration	14.00 – 15.00
Outdoor Play & Learning	15.00 – 18.30
Gender Balance	<i>Day conference being held, times and location TBC</i>

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### **Tuesday 9<sup>th</sup> September**

Digital Childhoods	13.30 – 14.30
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### **Wednesday 10<sup>th</sup> September**

Early Career Researchers	13.00 – 14.00
Young Children's Perspectives	14.00 – 15.00
Rethinking Play	15.00 – 16.00

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Equity & Diversity	<i>Time &amp; date to be confirmed</i>
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# GENERAL INFORMATION

## HOST

The host of the 24<sup>th</sup> EECERA Annual Conference is the University of Crete with support from Ibis El Greco and CREC.

## LANGUAGE

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

## REGISTRATION DETAILS

The conference fee for participants includes: admission to the conference, documentation, coffee breaks and two lunches (on 8<sup>th</sup> and 9<sup>th</sup> September) and the Opening Reception (Sunday 7<sup>th</sup> September).

## COFFEE BREAKS AND LUNCHES

Tea & coffee will be served on the **Zeus Veranda** and in the **Olympus Hall** both within the Creta Maris Conference Centre. Lunch on the Monday & Tuesday will be served at two locations – the **Cosmos** and **Estia** restaurants – these are located in the Terra Building and the Maris Building and conference staff will be on hand to guide you. Please refer to map on back cover of this programme book for locations.

During the breaks please allow time to make your way to the symposium rooms for a prompt start to sessions.

## INFORMATION DESK

The 'Registration Desk' and 'Help Desk' will be located in **Zeus North** throughout the conference.

The Registration Desk will be open:

Sunday	12:00 – 17:30
Monday	from 07.30

To avoid congestion and delays to the first keynote we would ask you to register where possible, on the Sunday or to arrive in plenty of time on the Monday morning.

## MESSAGES

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

## STAFF ASSISTANCE

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

#### NOTE FOR PRESENTERS

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

#### NOTE FOR CHAIRS

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

#### SYMPOSIUM ROOMS

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

#### POSTERS

the following time has been allocated for poster sessions in the conference programme: Monday 7<sup>th</sup> September from 10.30 - 11:30 and Wednesday 8<sup>th</sup> September from 10.00 – 11.00. Please set up your poster in advance at your designated poster space in **Olympus Hall, Creta Maris Conference Centre**. You can set up your poster from 08:00 on Monday morning. Poster presenters are asked to be at their display during the entire Poster Presentation session. Please note that the conference host only provides the display space and it is your task to bring and display the title of your poster and any additional information relating to your presentation. You should also ensure that all your materials are removed at the end of the conference.

#### CONFERENCE BADGES

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

#### EXHIBITION

The Exhibitor stands will be located in **Zeus North** in the **Creta Maris Conference Centre** throughout the conference.

#### LIABILITY INSURANCE

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

# THEME

The conference theme **‘US, THEM & ME: Universal, Targeted or Individuated Early Childhood Programmes’** has been created to generate an active and participatory dialogue which focuses on quality, social justice and equity in early childhood development (ECD) programmes. Worldwide, the evidence is clear about the beneficial impact of quality ECD, economically, socially and educationally. It has been shown to have the capacity to open up possibilities and opportunities for all children for lifetime achievement and fulfillment. It has also been shown that poor quality ECD exacerbates inequalities.

The 24<sup>th</sup> EECERA conference will explore this overarching theme through three perspectives:

## **i. Should ECE programmes be universally accessible and affordable to all?**

This perspective explores the role and functions of ECE programmes within societies at different levels of economic development and wealth.

What is the contribution of ECE to societal development and well being?

What are the benefits of creating an open, accessible ECE system for all children and families, regardless of income or position?

What might such a system look like and what should it offer?

What is the role of the state in funding and regulating such a system?

What is the contribution of Non-Government Organisations (NGO) or free enterprise markets in such a universal system?

In an area where such an important lifelong contribution to human development and equality is made should ECE be universally available and, if so, of what should it consist?

Who has a voice in these decisions and how far are they heard and with what response?

## **ii. Should resource-rich programmes be targeted only at supporting those in greatest need?**

This perspective explores how societies and communities address the issue of distributing ECE programmes during a time of scarce and diminishing financial resources.

If ECE influences social mobility then how far should state funded ECE programmes focus only on those with the greatest need?

Is ECE predominantly about ‘school readiness’ or more than that?

Should intervention programmes focus on the ‘basics skills’, especially for those children, facing the greatest challenges?

What place do intervention programmes across health, parenting and family support have to play in addressing these inequalities?

Who participates in decisions about the deployment of scarce resources?

Who are the beneficiaries and what do those who are targeted feel about their participation in such programmes?

How far do those who are targeted have a voice in the process of their identification and participation in such programmes?

## **iii. Is ‘quality’ in ECE a universal concept or should it be individuated to context, and adapted to accommodate different social and cultural constructs of childhood?**

This perspective explores how far there can and should be a notion of a universal approach to ECE.

As more evidence is accumulated about the conditions which optimise young children's development and learning, how far can this knowledge be used to generate cross cultural ECE programmes which have universal application in different contexts and communities?

Or does maturational, cultural and social diversity require individuated, differentiated programmes which can directly reflect local values, traditions and expectations?

How are ECE programmes created and developed?

Who is involved in the process of knowledge and system creation and whose voices shape priorities?

Who has the knowledge about what works, is it universal and how is it controlled and disseminated?

## STRANDS

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

1. VALUES AND VALUE EDUCATION
2. CULTURE, COMMUNITY AND SOCIETY
3. ECEC CONTEXTS, TRANSITION & PRACTICES
4. CHILDREN'S RIGHTS, DEMOCRACY & PARTICIPATION
5. PLAY & LEARNING
6. DIVERSITY & INCLUSION
7. INNOVATIVE/ALTERNATIVE APPROACHES
8. LEARNING ENVIRONMENT
9. PROFESSIONALISM & TEACHERS' ROLE
10. LEADERSHIP & QUALITY
11. CURRICULUM & ASSESSMENT
12. PARADIGMS, THEORIES & METHODOLOGIES
13. INTERNATIONAL RESEARCH IN ECEC



## PROGRAMME OVERVIEW

MONDAY 8<sup>th</sup> SEPTEMBER 2014

SYMPOSIUM SET A: 11:30 – 13:00

		<b>Building/ Floor</b>	<b>Room</b>	<b>Symposium Title</b>
<b>A</b>	1	Terra Building Level 0	New Hall 1	Young Children’s Contributions to Discussions about Targeting and Segregation
<b>A</b>	2	Terra Building Level 0	New Hall 2	Understanding children life and participation experiences in ECEC services
<b>A</b>	3	Terra Building Level 0	New Hall 3	Towards democratically appropriate practices in early childhood education: researching child initiated pedagogies in Finland; Estonia; England and the USA
<b>A</b>	4	Terra Building Level 0	New Hall 4	The Pedagogical mediator: A case study on the person and the professional
<b>A</b>	5	Terra Building Level 0	New Hall 5	Teaching practices for reading aloud narrative and informational texts to kindergarten children
<b>A</b>	6	Terra Building Pool Level	New Hall 15	Risk taking in ECEC Settings
<b>A</b>	7	Terra Building Pool Level	New Hall 7	Study on the effective use of early childhood education and care (ECEC) in preventing early school leaving (ESL)”.
<b>A</b>	8	Terra Building Pool Level	New Hall 8	Children's expression and beliefs about spirituality, responsibility, caring and moral reasoning
<b>A</b>	9	Terra Building Pool Level	New Hall 9	Global and local priorities in ECEC Development
<b>A</b>	10	Terra Building Pool Level	New Hall 10	Quality Evaluation and Assessment; internal and external
<b>A</b>	11	Terra Building Pool Level	New Hall 11	Perceptions of school readiness in transition from pre-school to primary
<b>A</b>	12	Terra Building Pool Level	New Hall 12	The impact of conflicting expectations, level of children's social competence and children's experience of after-school and continuity
<b>A</b>	13	Terra Building Pool Level	New Hall 14	Different transitions, continuity and teacher consensus
<b>A</b>	14	Conference Centre Level 0	Minos South	Continuity and transitions linking learning

<b>A</b>	15	Conference Centre Level 0	Minos North	The significance of Arts in ECE
<b>A</b>	16	Conference Centre Level 0	Minos East	Children's voice
<b>A</b>	17	Conference Centre Level 0	Danae	Relationships, attitudes and perceptions with peers and with adults
<b>A</b>	18	Conference Centre Level 0	Europa	Empirical, multi-dimensional participatory assessments of quality and development
<b>A</b>	19	Conference Centre Level 0	Leda	Mentoring as development for ECE Teachers
<b>A</b>	20	Conference Centre Level 0	Aphrodite	Pedagogical theories in ECE
<b>A</b>	21	Conference Centre Level 0	Artemis	Play interactions and development
<b>A</b>	22	Conference Centre Level 0	Athena	ECE leadership
<b>A</b>	23	Conference Centre Level 1	Secretariat 1	Early childhood practitioners' and parents' relationships
<b>A</b>	24	Maris building Level 1	Apollo East	Teachers' stress, emotional well-being and professionalism
<b>A</b>	25	Maris building Level 1	Apollo West	Parent participation, conversations and trust

## PROGRAMME OVERVIEW

MONDAY 8<sup>th</sup> SEPTEMBER 2014

SYMPOSIUM SET B: 14:00 – 15:30

	<b>Building/ Floor</b>	<b>Room</b>	<b>Symposium Title</b>
<b>B</b>	1 Terra Building Level 0	New Hall 1	Social policy in ECEC; Brussels threefold
<b>B</b>	2 Terra Building Level 0	New Hall 2	Researching Masculinities in Early Childhood Settings
<b>B</b>	3 Terra Building Level 0	New Hall 3	Re-orchestrating a profession; the early childhood work force
<b>B</b>	4 Terra Building Level 0	New Hall 4	Professional practise under pressure? Views on challenges and possibilities of kindergarten teachers' professional development
<b>B</b>	5 Terra Building Level 0	New Hall 5	Playing and sharing experiences with young children
<b>B</b>	6 Terra Building Pool Level	New Hall 15	Pedagogical documentation - making learning visible
<b>B</b>	7 Terra Building Pool Level	New Hall 7	Teachers intervention strategies in ECE
<b>B</b>	8 Terra Building Pool Level	New Hall 8	Experience, knowledge and understanding of quality
<b>B</b>	9 Terra Building Pool Level	New Hall 9	Music and song in young children's lives
<b>B</b>	10 Terra Building Pool Level	New Hall 10	Parent and professional partnerships and transitions
<b>B</b>	11 Terra Building Pool Level	New Hall 11	Intergenerationality; care and education of young children
<b>B</b>	12 Terra Building Pool Level	New Hall 12	Grouping structures in ECE centres
<b>B</b>	13 Terra Building Pool Level	New Hall 14	Pathways and partnerships for quality
<b>B</b>	14 Conference Centre Level 0	Minos South	Quality improvement and assessment, and as a concept of "event"
<b>B</b>	15 Conference Centre Level 0	Minos North	Part one: Inclusion and Diversity at Times of Transition
<b>B</b>	16 Conference Centre Level 0	Minos East	Cognition and symbols

<b>B</b>	17	Conference Centre Level 0	Danae	Working with families and parents
<b>B</b>	18	Conference Centre Level 0	Europa	Outdoor Environment
<b>B</b>	19	Conference Centre Level 0	Leda	Language Stimulation
<b>B</b>	20	Conference Centre Level 0	Aphrodite	Comparative studies of political and cultural contexts
<b>B</b>	21	Conference Centre Level 0	Artemis	Play, culture and socialisation in ECE
<b>B</b>	22	Conference Centre Level 0	Athena	Movement and physical activity play
<b>B</b>	23	Conference Centre Level 1	Secretariat 1	Outdoor Play & Learning: Teacher & Child Perspectives

## PROGRAMME OVERVIEW

TUESDAY 9th SEPTEMBER 2014

SYMPOSIUM SET C: 8:00 – 9:30

		<b>Building/ Floor</b>	<b>Room</b>	<b>Symposium Title</b>
<b>C</b>	1	Terra Building Level 0	New Hall 1	Professional development in ECE
<b>C</b>	2	Terra Building Level 0	New Hall 2	Parents' perspectives in transition to school
<b>C</b>	3	Terra Building Level 0	New Hall 3	Outdoor Play and Learning: Place
<b>C</b>	4	Terra Building Level 0	New Hall 4	Key Attitudinal Competences for Early Childhood Practitioners
<b>C</b>	5	Terra Building Level 0	New Hall 5	EC Educators with different professional backgrounds
<b>C</b>	6	Terra Building Pool Level	New Hall 15	Mental health and vulnerability
<b>C</b>	7	Terra Building Pool Level	New Hall 7	Scientific concepts and ECE Teachers
<b>C</b>	8	Terra Building Pool Level	New Hall 8	Early Childhood Teacher Education
<b>C</b>	9	Terra Building Pool Level	New Hall 9	Student Teachers' Development
<b>C</b>	10	Terra Building Pool Level	New Hall 10	Biophilia, outdoors and nature in ECE
<b>C</b>	11	Terra Building Pool Level	New Hall 11	Preschool, nature and animals

C 12	Terra Building Pool Level	New Hall 12	Creativity and drawing in ECE
C 13	Terra Building Pool Level	New Hall 14	Images, perceptions and definitions of quality in ECE
C 14	Conference Centre Level 0	Minos South	Developing mathematical awareness in ECE
C 15	Conference Centre Level 0	Minos North	Mathematics and ECE
C 16	Conference Centre Level 0	Minos East	Bi/ multilingualism in preschool
C 17	Conference Centre Level 0	Danae	ECE Teacher perspectives and play
C 18	Conference Centre Level 0	Europa	ECE Teachers' commitment and retention
C 19	Conference Centre Level 0	Leda	Developing professional Identity
C 20	Conference Centre Level 0	Aphrodite	Values, identity and biography in preschool teachers
C 21	Conference Centre Level 0	Artemis	Parents' and teachers' roles
C 22	Conference Centre Level 0	Athena	Early Years and emergent literacy.
C 23	Conference Centre Level 1	Secretariat 1	Multiple perspectives on quality for the youngest ones; part 1. General quality; interactions; learning and well-being
C 24	Conference Centre Level 1	Zeus East	ECE Practitioners' responses to inclusion
C 25	Conference Centre Level 1	Zeus West	Early identification of risk factors in development

## PROGRAMME OVERVIEW

TUESDAY 9th SEPTEMBER 2014

SYMPOSIUM SET D: 10:00 – 11:30

	<b>Building/ Floor</b>	<b>Room</b>	<b>Symposium Title</b>
<b>D</b>	1 Terra Building Level 0	New Hall 1	Early Childhood Literacy
<b>D</b>	2 Terra Building Level 0	New Hall 2	Measuring Quality in Norwegian ECEC
<b>D</b>	3 Terra Building Level 0	New Hall 3	Mapping Early Childhood Educational Transitions
<b>D</b>	4 Terra Building Level 0	New Hall 4	Learning Spaces for Inclusion and Social Justice
<b>D</b>	5 Terra Building Level 0	New Hall 5	Learning and caring landscapes outdoor and indoor
<b>D</b>	6 Terra Building Pool Level	New Hall 15	Leadership levels; practices and organisational context.
<b>D</b>	7 Terra Building Pool Level	New Hall 7	Leadership for learning 2: The Learning Challenge in ECEC's in Norway
<b>D</b>	8 Terra Building Pool Level	New Hall 8	Effective parent and practitioner responses to inclusion
<b>D</b>	9 Terra Building Pool Level	New Hall 9	On the role of Science in Swedish pre-schools – student teachers' attitudes and teaching experiences – children's learning – teacher communication
<b>D</b>	10 Terra Building Pool Level	New Hall 10	Comparative post colonial teacher competencies
<b>D</b>	11 Terra Building Pool Level	New Hall 11	Social competence and empathy
<b>D</b>	12 Terra Building Pool Level	New Hall 12	Early Childhood Education perceptions of morality, spirituality, ethics and well-being
<b>D</b>	13 Terra Building Pool Level	New Hall 14	Pedagogical documentation
<b>D</b>	14 Conference Centre Level 0	Minos South	Gender differences in ECEC Pedagogy
<b>D</b>	15 Conference Centre Level 0	Minos North	Developing inclusive ECEC systems
<b>D</b>	16 Conference Centre Level 0	Minos East	Values in practitioner development

<b>D</b>	17	Conference Centre Level 0	Danae	Identifying factors that determine quality in ECE provision
<b>D</b>	18	Conference Centre Level 0	Europa	Links between quality provision and outcomes for children
<b>D</b>	19	Conference Centre Level 0	Leda	Supporting emotionally intelligent early years practice in England and Hong Kong
<b>D</b>	20	Conference Centre Level 0	Aphrodite	Identifying factors that determine quality in ECE provision
<b>D</b>	21	Conference Centre Level 0	Artemis	Literacy and digital technology
<b>D</b>	22	Conference Centre Level 0	Athena	Effective provision for infants and toddlers
<b>D</b>	23	Conference Centre Level 1	Secretariat 1	Outdoor Play & Learning: Involvement & empowerment
<b>D</b>	24	Conference Centre Level 1	Zeus East	Incorporating digital technology into children and teacher's lives.
<b>D</b>	25	Conference Centre Level 1	Zeus West	Children's interactions with objects, technologies and spaces



## PROGRAMME OVERVIEW

TUESDAY 9th SEPTEMBER 2014

SYMPOSIUM SET E: 12:00 – 13:30

	<b>Building/ Floor</b>	<b>Room</b>	<b>Symposium Title</b>
E	1 Terra Building Level 0	New Hall 1	Leadership for learning 1: ECEC's in Norway: Organizational Contexts for learning
E	2 Terra Building Level 0	New Hall 2	Kindergarten practices as social actions and reactions
E	3 Terra Building Level 0	New Hall 3	Outdoor Play and Learning: Nature and sustainability
E	4 Terra Building Level 0	New Hall 4	Innovations using video reflection and parent- practitioner research to improve practice in ECE
E	5 Terra Building Level 0	New Hall 5	Inclusive services for diverse parents: perspectives of parents; professionals and provisions
E	6 Terra Building Pool Level	New Hall 15	How to educate unique children in diverse early learning environments
E	7 Terra Building Pool Level	New Hall 7	How to become professional? Views on reflection; professional judgement and participant observation
E	8 Terra Building Pool Level	New Hall 8	How do 'We' Support 'Their' Play? An Exploration of Adult Approaches to Supporting Children's Play
E	9 Terra Building Pool Level	New Hall 9	Graphical symbols as content in Early Childhood Education
E	10 Terra Building Pool Level	New Hall 10	Examining preschool and home through social interaction II
E	11 Terra Building Pool Level	New Hall 11	Multimedia in Preschool
E	12 Terra Building Pool Level	New Hall 12	Digital challenges: gaming, leadership
E	13 Terra Building Pool Level	New Hall 14	Developing knowledge in science and maths
E	14 Conference Centre Level 0	Minos South	Professional identities
E	15 Conference Centre Level 0	Minos North	Earthquakes, magnetism and buoyancy: Exploring ECE Science

E 16	Conference Centre Level 0	Minos East	Scientific inquiry: International and historical perspectives
E 17	Conference Centre Level 0	Danae	ECE and healthy diet
E 18	Conference Centre Level 0	Europa	Teachers' decision-making, involvement and participation
E 19	Conference Centre Level 0	Leda	Challenging behaviour in ECE
E 20	Conference Centre Level 0	Aphrodite	Strategies for challenging behaviour
E 21	Conference Centre Level 0	Artemis	EECERA Ethical code for Early childhood Researchers
E 22	Conference Centre Level 0	Athena	Public/ Private funding and Childcare Markets
E 23	Conference Centre Level 1	Secretariat 1	Play and narratives
E 24	Conference Centre Level 1	Zeus East	Promoting physical activity in ECEC
E 25	Conference Centre Level 1	Zeus West	Dealing with sensitive topics in ECE

## PROGRAMME OVERVIEW

TUESDAY 9th SEPTEMBER 2014

SYMPOSIUM SET F: 14:30 – 16:00

	<b>Building/ Floor</b>	<b>Room</b>	<b>Symposium Title</b>
<b>F</b>	1 Terra Building Level 0	New Hall 1	Gender and professional development in ECEC
<b>F</b>	2 Terra Building Level 0	New Hall 2	Family Day Care in Germany - necessary steps towards quality and continuity
<b>F</b>	3 Terra Building Level 0	New Hall 3	Digital knowledge of ECE teachers and parents
<b>F</b>	4 Terra Building Level 0	New Hall 4	Examining preschool and home through social interaction
<b>F</b>	5 Terra Building Level 0	New Hall 5	Examination of Concepts of School Readiness among Parents and Educators.
<b>F</b>	6 Terra Building Pool Level	New Hall 15	Evaluation of the early childhood education in Greece: Results from the pilot study of THALES EARLY-Q project.
<b>F</b>	7 Terra Building Pool Level	New Hall 7	ECEC settings as an arena for staff development: securing quality
<b>F</b>	8 Terra Building Pool Level	New Hall 8	Early Childhood Science Education; Research methodology and findings of fieldworks
<b>F</b>	9 Terra Building Pool Level	New Hall 9	Early Childhood Education: the right to citizenship practices...
<b>F</b>	10 Terra Building Pool Level	New Hall 10	Developing ECE Practitioners
<b>F</b>	11 Terra Building Pool Level	New Hall 11	Creativity: Music, writing and dramatic play in ECE
<b>F</b>	12 Terra Building Pool Level	New Hall 12	Multiculturality and diversity in preschool
<b>F</b>	13 Terra Building Pool Level	New Hall 14	Linguistic and cultural diversity
<b>F</b>	14 Conference Centre Level 0	Minos South	Using objects, drawings and story-telling to facilitate dialogue with young children and their families
<b>F</b>	15 Conference Centre Level 0	Minos North	Art and dramatic play used to develop ideas of democracy in ECE

<b>F</b>	<b>16</b>	Conference Centre Level 0	Minos East	Cultural diversity and inclusion
<b>F</b>	<b>17</b>	Conference Centre Level 0	Danae	Diverse methods of capturing well-being, empathy and "emotional roots"
<b>F</b>	<b>18</b>	Conference Centre Level 0	Europa	Exceptional children and "special" programmes
<b>F</b>	<b>19</b>	Conference Centre Level 0	Leda	Outdoor Play & Learning: Physical activity and risk
<b>F</b>	<b>20</b>	Conference Centre Level 0	Aphrodite	ECE Teacher Education: competencies, professionalism and development
<b>F</b>	<b>21</b>	Conference Centre Level 0	Artemis	Childminders and teachers' pedagogical approaches to children (0-3years)
<b>F</b>	<b>22</b>	Conference Centre Level 0	Athena	Reflection, enquiry and professional space in ECE
<b>F</b>	<b>23</b>	Conference Centre Level 1	Secretariat 1	Parent participation strategies
<b>F</b>	<b>24</b>	Conference Centre Level 1	Zeus East	Developing pedagogical places and spaces

## PROGRAMME OVERVIEW

TUESDAY 9th SEPTEMBER 2014

SYMPOSIUM SET G: 16:30 – 18:00

	<b>Building/ Floor</b>	<b>Room</b>	<b>Symposium Title</b>
<b>G</b>	1 Terra Building Level 0	New Hall 1	Discovering the strengths in diversity
<b>G</b>	2 Terra Building Level 0	New Hall 2	Dilemmas in Early Years curricula
<b>G</b>	3 Terra Building Level 0	New Hall 3	Developing Professional Identities of Early Childhood Student Teachers
<b>G</b>	4 Terra Building Level 0	New Hall 4	Children's perspectives on learning – A comparative study in
<b>G</b>	5 Terra Building Level 0	New Hall 5	Children as actors of ECEC-Systems and Programmes
<b>G</b>	6 Terra Building Pool Level	New Hall 15	Assessment and Planning; Te Whariki in Action: Perspectives from Aotearoa New Zealand
<b>G</b>	7 Terra Building Pool Level	New Hall 7	Assessment and evaluation: Towards an ethical praxis
<b>G</b>	8 Terra Building Pool Level	New Hall 8	Action research for a participatory and dialogic paradigm in early childhood education
<b>G</b>	9 Terra Building Pool Level	New Hall 9	Accessibility; affordability; quality in ECE – a critical and comparative approach to the marketisation of childcare in different welfare states
<b>G</b>	10 Terra Building Pool Level	New Hall 10	Perspectives on parent-professional partnerships
<b>G</b>	11 Terra Building Pool Level	New Hall 11	Inclusion, partnerships and supporting cultural identity
<b>G</b>	12 Terra Building Pool Level	New Hall 12	Outdoor Education, Play and Physical Development
<b>G</b>	13 Terra Building Pool Level	New Hall 14	Developing parent-educator partnerships
<b>G</b>	14 Conference Centre Level 0	Minos South	Part two: Inclusion and Diversity at Times of Transition
<b>G</b>	15 Conference Centre Level 0	Minos North	Leadership practices in ECE

<b>G</b>	16	Conference Centre Level 0	Minos East	Global discourse on social justice and children's rights
<b>G</b>	17	Conference Centre Level 0	Danae	Children's agency
<b>G</b>	18	Conference Centre Level 0	Europa	Participatory research
<b>G</b>	19	Conference Centre Level 0	Leda	Hearing young children's voice and perceptions
<b>G</b>	20	Conference Centre Level 0	Aphrodite	Quality and inclusion related to the specificities of economic, social and cultural context
<b>G</b>	21	Conference Centre Level 0	Artemis	Multiple perspectives on quality for the youngest ones; part 2 - Quality related to child perspectives and aesthetic learning
<b>G</b>	22	Conference Centre Level 0	Athena	Quality enhancement programmes in ECE
<b>G</b>	23	Conference Centre Level 1	Secretariat 1	Children's rights in practice
<b>G</b>	24	Conference Centre Level 1	Zeus East	Knowledge, identities and transitions
<b>G</b>	25	Conference Centre Level 1	Zeus West	Access, need and entitlement to ECEC

## CONFERENCE PROGRAMME

MONDAY 8<sup>TH</sup> SEPTEMBER, 2014

SYMPOSIUM SET A: 11:30 – 13:00

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A/ 1

YOUNG CHILDREN'S CONTRIBUTIONS TO DISCUSSIONS ABOUT TARGETING AND SEGREGATION

Self-organised Symposium

Terra Building Level 0, New Hall 1

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CHAIR: HELEN PENN

University of East London, United Kingdom

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

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

**Holding children's meetings in diverse settings**

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

**Children's involvement in special needs reviews**

REBECCA CRUTCHLEY, University of East London, United Kingdom

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A/ 2

UNDERSTANDING CHILDREN LIFE AND PARTICIPATION EXPERIENCES IN ECEC SERVICES

Self-organised Symposium

Terra Building Level 0, New Hall 2

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CHAIR: GILLES BROUGERE

Université Paris, France

**Understanding children life and participation experiences in ECEC services**

PASCALE GARNIER, Université Paris, France

**What does participation mean?**

GILLES BROUGERE, Université Paris, France

**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

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A/ 3

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

Self-organised Symposium

Terra Building Level 0, New Hall 3

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CHAIR: LEENA ROBERTSON

Middlesex University, United Kingdom

**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

**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

**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)

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A/ 4

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

Self-organised Symposium

Terra Building Level 0, New Hall 4

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CHAIR: JOÃO FORMOSINHO

Childhood Association and Portuguese Catholic University, Portugal

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

HELEN LYNDON, CREC, United Kingdom

**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



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A/ 5

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

Self-organised Symposium

Terra Building Level 0, New Hall 5

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CHAIR: EUFIMIA TAFI

University of Crete, Greece

**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

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

ELENI VRETUDAKI AND EUFIMIA TAFI, University of Crete, Greece

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

ELISSAVET CHLAPANA, University of Crete, Greece

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A/ 6

RISK TAKING IN ECEC SETTINGS

Individual Papers

Terra Building Pool Level, New Hall 15

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CHAIR: ELS BERTRANDS

KHLeuven, Belgium

**Riscki: Facilitating risk perception and competence in young children**

ELS BERTRANDS AND ANN LAVRYSEN, KU Leuven, Belgium

**Risk-taking in children's play**

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

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

ZOI NIKIFORIDOU, Liverpool Hope University, United Kingdom

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A/ 7

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

Self-organised Symposium

Terra Building Pool Level, New Hall 7

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CHAIR: JAN PEETERS

VBJK, Belgium

**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

**Mapping of quality ECEC policies in Europe and policy recommendations**

HANNA SIAROVA, Public Policy and Management institute, Lithuania

**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

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A/ 8

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

Individual Papers

Terra Building Pool Level, New Hall 8

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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

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

SUSAN WALKER, QUT, Australia

**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

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A/ 9

GLOBAL AND LOCAL PRIORITIES IN ECEC DEVELOPMENT

Individual Papers

Terra Building Pool Level, New Hall 9

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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

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

JOSEPHINE NG, RMIT University, Australia

**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

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A/ 10

QUALITY EVALUATION AND ASSESSMENT; INTERNAL AND EXTERNAL

Individual Papers

Terra Building Pool Level, New Hall 10

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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

**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

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

KIIKO IKEGAMI AND JOSEPH AGBENYEGA, Monash University, Australia

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A/ 11

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

Individual Papers

Terra Building Pool Level, New Hall 11

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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

**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

**Views of preservice primary teachers concerning school readiness**

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

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A/ 12

THE IMPACT OF CONFLICTING EXPECTATIONS, LEVEL OF CHILDREN'S SOCIAL COMPETENCE

AND CHILDREN'S EXPERIENCE OF AFTER-SCHOOL AND CONTINUITY

Individual Papers

Terra Building Pool Level, New Hall 12

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CHAIR: ANNA KIENIG

University of Białystok, Poland

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

ANNA KIENIG, University of Białystok, Poland

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

HILDE DEHNÆS HOGSNES, Høgskolen i Buskerud og Vestfold, Norway

**Conflicting expectations on early childhood practitioners: problematic or productive?**

KATHLEEN ORLANDI, Liverpool Hope University, United Kingdom

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A/ 13

DIFFERENT TRANSITIONS, CONTINUITY AND TEACHER CONSENSUS

Individual Papers

Terra Building Pool Level, New Hall 14

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CHAIR: JOHANNA EINARSDOTTIR

University of Iceland; School of Education, Iceland

**The importance of consensus among teachers.**

INGELA FRIBERG AND INGMARIE BENGTSSON, Kristianstad University, Sweden

**Continuity in children's learning in preschool and primary school**

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

**Different transitions**

LINA LAGO, Department of Social and Welfare studies, Sweden

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A/ 14

CONTINUITY AND TRANSITIONS LINKING LEARNING

Individual Papers

Conference Centre Level 0, Minos South

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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

**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

**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

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A/ 15

THE SIGNIFICANCE OF ARTS IN ECE

Individual Papers

Conference Centre Level 0, Minos North

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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

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

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

**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

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A/ 16

CHILDREN'S VOICE

Individual Papers

Conference Centre Level 0, Minos East

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CHAIR: ELENI LOIZOUC

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

**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

**Children as Beings and Becomings: An integrated approach**

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

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A/ 17

RELATIONSHIPS, ATTITUDES AND PERCEPTIONS WITH PEERS AND WITH ADULTS

Individual Papers

Conference Centre Level 0, Danae

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CHAIR: MATHIAS URBAN

University of Roehampton, United Kingdom

**Exploring preschool children's perceptions of teacher roles**

ANETTE BOYE KOCH, VIA University College, Denmark

**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

**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

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A/ 18

EMPIRICAL, MULT-DIMENSIONAL PARTICIPATORY ASSESSMENTS OF QUALITY AND DEVELOPMENT

Individual Papers

Conference Centre Level 0, Europa

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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

**Participative approach of quality in ECEC**

MARIE PAULE THOLLON BEHAR, Rockefeller, France

**A multi-dimensional approach to quality in prechool 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

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A/ 19

MENTORING AS DEVELOPMENT FOR ECE TEACHERS

Individual Papers

Conference Centre Level 0, Leda

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CHAIR: MARLENE MCCORMACK

Early Childhood Ireland, Ireland

**Mentoring in workplace-based early childhood education**

ASTRID HALSNES, NLA University College, Norway

**Multiple perspectives on a mentoring process**

MARLENE MCCORMACK, Early Childhood Ireland, Ireland

**Practitioners' perspectives on Aistear in Action**

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

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A/ 20

PEDAGOGICAL THEORIES IN ECE

Individual Papers

Conference Centre Level 0, Aphrodite

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CHAIR: PIA WILLIAMS

University of Gothenburg, Sweden

**The variation theory and Maria Montessori's sensory training materiel**

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

**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

**Pedagogical systems theory for early childhood education**

ULLA HÄRKÖNEN, University of Eastern Finland, Finland



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A/ 21

PLAY INTERACTIONS AND DEVELOPMENT

Individual Papers

Conference Centre Level 0, Artemis

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CHAIR: STIG BROSTRÖM

Aarhus University, Institut 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

**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

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A/ 22

ECE LEADERSHIP

Individual Papers

Conference Centre Level 0, Athena

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CHAIR: MARJATTA KALLIALA

University of Helsinki, Finland

**ECEC Managers as strategic leaders**

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

**Recognizing key challenges facing early years leaders in the Kingdom of Saudi Arabia.**

LUBNA ALSHANQITI, Canterbury Christ Church University, United Kingdom

**Dialogic relations in healthy organizations**

MERETE MOE, Queen Maud University College, Norway

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A/ 23

EARLY CHILDHOOD PRACTITIONERS' AND PARENTS' RELATIONSHIPS

Individual Papers

Conference Centre Level 1, Secretariat 1

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CHAIR: ANETTE SANDBERG

Mälardalens högskola, Sweden

**Child documentation as an agent in parent-practitioner discussion?**

MAARIT ALASUUTARI, University of Jyväskylä, Finland

**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

**Speaking opportunities in daycare settings**

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

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A/ 24

TEACHERS' STRESS, EMOTIONAL WELL-BEING AND PROFESSIONALISM

Individual Papers

Maris building Level 1, Apollo East

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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

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

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

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A/ 25

PARENT PARTICIPATION, CONVERSATIONS AND TRUST

Individual Papers

Maris building Level 1, Apollo West

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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

**Communities of care: vulnerability and shared caregiving**

SHEILA GARRITY, National University of Ireland, Galway, Ireland

**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

MONDAY 8<sup>TH</sup> SEPTEMBER, 2014

SYMPOSIUM SET B: 14:00 – 15:30

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B/ 1

SOCIAL POLICY IN ECEC; BRUSSELS THREEFOLD

Self-organised Symposium

Terra Building Level 0, New Hall 1

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CHAIR: JAN PEETERS

VBJK, Belgium

**Making mainstream ECEC services more inclusive**

QUENTIN VERNIERS, RIEPP, Belgium

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

ANKIE VANDEKERCKHOVE AND VEERLE VERVAET, VBJK, Belgium

**Single mothers facing the lack of childcare facilities in Brussels**

MARTIN WAGENER, UCLouvain-CriDIS, Belgium

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B/ 2

RESEARCHING MASCULINITIES IN EARLY CHILDHOOD SETTINGS

Self-organised Symposium

Terra Building Level 0, New Hall 2

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CHAIR: TIM ROHRMANN

Evangelic High School, Dresden, Germany

**Professionalism and masculinity in ECEC: Men's voices from around the world**

DAVID BRODY, Efrata College of Education, Israel

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

JANINE RYAN, University Centre Doncaster, United Kingdom

**Male preschool teachers' parents views about the career of their sons**

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

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B/ 3

RE-ORCHESTRATING A PROFESSION; THE EARLY CHILDHOOD WORK FORCE

Self-organised Symposium

Terra Building Level 0, New Hall 3

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CHAIR: MARIE LAVELLE

Plymouth University, United Kingdom

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

MARIE LAVELLE, Plymouth University, United Kingdom

**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

**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

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B/ 4

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

Self-organised Symposium

Terra Building Level 0, New Hall 4

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CHAIR: GERD SYLVI STEINNES

Volda Univeristy College, Norway

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

GERD SYLVI STEINNES, Volda Univeristy College, Norway

**Promoting quality in leadership through interactive research**

ELIN ØDEGÅRD, Telemark University College, Norway

**Does professional competence make a difference?**

LIV TORUNN EIK, Buskerud and Vestfold University College, Norway

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B/ 5

PLAYING AND SHARING EXPERIENCES WITH YOUNG CHILDREN

Self-organised Symposium

Terra Building Level 0, New Hall 5

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CHAIR: ELLY SINGER

Utrecht University, Netherlands

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

ELLY SINGER, Utrecht University, Netherlands

**Rough and tumble play: young children and teachers sharing joy**

MARITTA HÄNNIKÄINEN, University of Jyväskylä, Finland

**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

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B/ 6

PEDAGOGICAL DOCUMENTATION - MAKING LEARNING VISIBLE

Self-organised Symposium

Terra Building Pool Level, New Hall 15

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CHAIR: LASSE LIPPONEN

Department of Teacher Education, University of Helsinki, Finland

**Pedagogical documentation – a Tool to Support Children’s Learning Processes**

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

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

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

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

THERESE LARSSON, Malmö University, Sweden

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B/ 7

TEACHERS INTERVENTION STRATEGIES IN ECE

Individual Papers

Terra Building Pool Level, New Hall 7

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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

**Visualization 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 De-automatization 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

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B/ 8

EXPERIENCE, KNOWLEDGE AND UNDERSTANDING OF QUALITY

Individual Papers

Terra Building Pool Level, New Hall 8

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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 Importance of preschool teachers' knowledge for quality in early childhood education**

KERSTIN BÄCKMAN AND ANNIE HAMMARBERG, University of Gävle, Sweden

**Preschool educators' metaphors at the beginning and the end of the Child-centered project**

ANNELI NIIKKO, The University of Eastern Finland, Finland

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B/ 9

MUSIC AND SONG IN YOUNG CHILDREN'S LIVES

Individual Papers

Terra Building Pool Level, New Hall 9

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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

**The challenge of coordinating perspectives in a musical play activity**

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

**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

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B/ 10

PARENT AND PROFESSIONAL PARTNERSHIPS AND TRANSITIONS

Individual Papers

Terra Building Pool Level, New Hall 10

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CHAIR: JOANNE LEHRER

Université du Québec à Montréal, Canada

**Improving parent-professional partnerships by considering parents' views**

ANTJE ROTHE, Leibniz University of Hanover, Germany

**Parent-early childhood educator relations during the transition to kindergarten in marginalized neighbourhoods: A narrative multi-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

**Parent-caregiver partnership during the infant transition to child care**

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



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B/ 11

INTERGENERATIONALITY; CARE AND EDUCATION OF YOUNG CHILDREN

Individual Papers

Terra Building Pool Level, New Hall 11

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CHAIR: ANNA SIIPPAINEN

University of Jyväskylä, Finland

**Intergenerational relations in day-care with evening services**

ANNA SIIPPAINEN, University of Jyväskylä, Finland

**The intergenerationality - Untapped potential**

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

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B/ 12

GROUPING STRUCTURES IN ECE CENTRES

Individual Papers

Terra Building Pool Level, New Hall 12

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CHAIR: IOANNA PALAIOLOGOU

CCCU, United Kingdom

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

ANNIKA ROSENQVIST, University of Gothenburg, Sweden

**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

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B/ 13

PATHWAYS AND PARTNERSHIPS FOR QUALITY

Individual Papers

Terra Building Pool Level, New Hall 14

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CHAIR: GERRY MULHEARN

Charles Sturt University, Australia

**Research partnerships – Joint pathways to quality?**

GERRY MULHEARN AND JENNIFER SUMSION, Charles Sturt University, Australia

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

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

**Learning within three practice boundaries**

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

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B/ 14

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

Individual Papers

Conference Centre Level 0, Minos South

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CHAIR: CARMEL BRENNAN

Early Childhood Ireland, Ireland

**Aistear in Action - a journey in quality improvement**

CARMEL BRENNAN, Early Childhood Ireland, Ireland

**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

**Quality as event**

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

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B/ 15

PART ONE: INCLUSION AND DIVERSITY AT TIMES OF TRANSITION

Self-organised Symposium

Conference Centre Level 0, Minos North

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CHAIR: JENNY WILDER

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

**Collaboration in transitions: Young children with learning disabilities in Sweden**

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

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

BOB PERRY AND AMY MACDONALD, Charles Sturt University, Australia

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B/ 16

COGNITION AND SYMBOLS

Individual Papers

Conference Centre Level 0, Minos East

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CHAIR: MIRIAM ROSENTHAL

Hebrew University Jerusalem, Israel

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

ALEKSANDER VERAкса, Lomonosov Moscow State University, Russia

**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 use of picture books in ecological education**

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

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B/ 17

WORKING WITH FAMILIES AND PARENTS

Individual Papers

Conference Centre Level 0, Danae

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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

**Fighting poverty: key strategies of parents and professionals**

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

**The role and competences of the professionals who work with families in Espais Familiars or Earlychildhood Centres**

SÍLVIA BLANCH, Universitat Autònoma de Barcelona, Spain

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B/ 18

OUTDOOR ENVIRONMENT

Individual Papers

Conference Centre Level 0, Europa

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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

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

LEHTE TUULING, Tallinn University Rakvere College, Estonia

**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

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B/ 19

LANGUAGE STIMULATION

Individual Papers

Conference Centre Level 0, Leda

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CHAIR: ROSE DRURY

The Open University, United Kingdom

**Voice behaviour in Kindergarten**

MARIT HELDAL, Queen Maud University College, Norway

**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

**Good classroom interaction accessible to all**

TEIJA HOLST, University of Turku, Finland

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B/ 20

COMPARATIVE STUDIES OF POLITICAL AND CULTURAL CONTEXTS

Individual Papers

Conference Centre Level 0, Aphrodite

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

JANET HARVELL, University of Worcester, United Kingdom

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

KARIN ELISE FAJERSSON, Oslo University College, Norway

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B/ 21

PLAY, CULTURE AND SOCIALISATION IN ECE

Individual Papers

Conference Centre Level 0, Artemis

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CHAIR: MAELIS KARLSSON LOHMANDER

University of Gothenburg; Department of Education; Communication and Learning, 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

**Constructions of play and learning**

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

**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

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B/ 22

MOVEMENT AND PHYSICAL ACTIVITY PLAY

Individual Papers

Conference Centre Level 0, Athena

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CHAIR: PASCALE GARNIER

Université Paris, France

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

HANNE VÆRUM SØRENSEN, VIA University College, Denmark

**Early childhood educators' experience of an alternative physical education model**

NIKI TSANGARIDOU AND NICHOLAS GENETHLIOU, University of Cyprus, Cyprus

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B/ 23

OUTDOOR PLAY & LEARNING: TEACHER & CHILD PERSPECTIVES

Self-organised Symposium

Conference Centre Level 1, Secretariat 1

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CHAIR: ELLEN BEATE HANSEN SANDSETER

Queen Maud University College of Early Childhood Education, Norway

**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

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

ANGELIKI BITOU, VNS of OAED, Greece

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

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

TUESDAY 9<sup>TH</sup> SEPTEMBER, 2014

SYMPOSIUM SET C: 8:00 – 9:30

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C/ 1

PROFESSIONAL DEVELOPMENT IN ECE

Individual Papers

Terra Building Level 0, New Hall 1

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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

**Rethinking the Wings of ECE: Enhancing Best Practices Through The Pedagogy of Teacher Enthusiasm**

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

**Collaboration in action**

MARION BRENNAN, Pen Green

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C/ 2

PARENTS' PERSPECTIVES IN TRANSITION TO SCHOOL

Self-organised Symposium

Terra Building Level 0, New Hall 2

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CHAIR: WILFRIED GRIEBEL

State Institute of Early childhood Education and Research, Germany

**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

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

ANNA KIENIG, University of Bialystok, Poland

**Family transitions as children start school**

BOB PERRY AND SUE DOCKETT, Charles Sturt University, Australia



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C/ 3

OUTDOOR PLAY AND LEARNING: PLACE

Self-organised Symposium

Terra Building Level 0, New Hall 3

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CHAIR: TIM WALLER

Anglia Ruskin University, United Kingdom

**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

**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

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

TROND LOGE HAGEN, Queen Maud University-College, Norway

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C/ 4

KEY ATTITUDINAL COMPETENCES FOR EARLY CHILDHOOD PRACTITIONERS

Self-organised Symposium

Terra Building Level 0, New Hall 4

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CHAIR: VERITY CAMPBELL-BARR

Plymouth University, United Kingdom

**Lost in translation: International comparisons of ‘child centred practice’**

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

**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

**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

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C/ 5

EC EDUCATORS WITH DIFFERENT PROFESSIONAL BACKGROUNDS

Individual Papers

Terra Building Level 0, New Hall 5

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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

**Reflections of a man on moving from plain clothes specialist policing into Early Childhood Education as an Academic**

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

**Embracing Professional Diversity in Inter-professional Contexts**

WENDY MESSENGER, University of Worcester, United Kingdom

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C/ 6

MENTAL HEALTH AND VULNERABILITY

Individual Papers

Terra Building Pool Level, New Hall 15

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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

**Space; place and identity. An Exploration of Early Intervention for Young Children with Autism in Ireland.**

MIRIAM TWOMEY, Trinity College Dublin, Ireland

**Children's vulnerability**

PÄIVI MARJANEN, Laurea University of Applied Sciences, Finland

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C/ 7

SCIENTIFIC CONCEPTS AND ECE TEACHERS

Individual Papers

Terra Building Pool Level, New Hall 7

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CHAIR: TERESA HEENEY

Early Childhood Ireland, Ireland

**Popular science books; informal contexts and scientific literacy on childhood education**

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

**The story behind children's preconceptions and early years teachers**

MARIA KAMBOURI, Roehampton University, United Kingdom

**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

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C/ 8

EARLY CHILDHOOD TEACHER EDUCATION

Individual Papers

Terra Building Pool Level, New Hall 8

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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

**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

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

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

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C/ 9

STUDENT TEACHERS' DEVELOPMENT

Individual Papers

Terra Building Pool Level, New Hall 9

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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

**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

**" 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

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C/ 10

BIOPHILIA, OUTDOORS AND NATURE IN ECE

Individual Papers

Terra Building Pool Level, New Hall 10

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CHAIR: HELEN MOYLETT

Early Learning Consultancy, United Kingdom

**Minority parents (non-Scandinavian) and their experiences with Norwegian nature and outdoors discourses in day-care centres**

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

**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

**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

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C/ 11

PRESCHOOL, NATURE AND ANIMALS

Individual Papers

Terra Building Pool Level, New Hall 11

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CHAIR: JANE BONE

Monash University, Australia

**Ways of dealing with childrens questions about the nature: A study based on Swedish preschool practice**

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

**What do children learn from and with pets?**

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

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

JANE BONE AND TRACY YOUNG, Monash University, Australia

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C/ 12

CREATIVITY AND DRAWING IN ECE

Individual Papers

Terra Building Pool Level, New Hall 12

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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 ERMANNIO MAZZA, Università degli Studi di Parma, Italy

**Supporting young children drawing in early years foundation stage settings**

KATHY RING, York St John University, United Kingdom

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C/ 13

IMAGES, PERCEPTIONS AND DEFINITIONS OF QUALITY IN ECE

Individual Papers

Terra Building Pool Level, New Hall 14

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CHAIR: BABS ANDERSON

Liverpool Hope University, United Kingdom

**Defining quality in public school KGs in a Lebanese context**

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

**Perception of early childhood education in Montenegro**

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

**Images of quality: South African early childhood teachers' perspectives**

TERESA HARRIS (1) AND NKIDI PHATUDI (2), James Madison University, United States; (2) University of Pretoria, South Africa

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C/ 14

DEVELOPING MATHEMATICAL AWARENESS IN ECE

Individual Papers

Conference Centre Level 0, Minos South

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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 relation between mathematical and motor skills in toddlers**

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

**Developing number sense components in a context of play**

MARIA KYRIAKOU, University of Cyprus, Cyprus

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C/ 15

MATHEMATICS AND ECE

Individual Papers

Conference Centre Level 0, Minos North

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CHAIR: LIZ DUNPHY

St Patrick's College of Education, Ireland

**Teaching mathematics in Swedish preschool - Didactic situations**

KERSTIN BÄCKMAN, University of Gävle, Sweden

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

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

**Norwegian preschool teacher`s mathematical competences**

PER-EINAR SÆBBE, Universitetet i Stavanger, Norway

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C/ 16

BI/ MULTILINGUALISM IN PRESCHOOL

Individual Papers

Conference Centre Level 0, Minos East

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CHAIR: CLODIE TAL

Levinsky College of Education, Israel

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

RSOY ERDEMIR, Boğaziçi University, Turkey

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

JENNIFER MUELLER AND NANCY FILE, UW-Milwaukee, United States

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C/ 17

ECE TEACHER PERSPECTIVES AND PLAY

Individual Papers

Conference Centre Level 0, Danae

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CHAIR: ELENI LOIZOUC

UNIVERSITY OF CYPRUS, Cyprus

**Teachers' concepts on scaffolding make-believe play.**

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

**What do ECEC teachers think about play?**

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

**Teacher education programs supporting play practices**

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

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C/ 18

ECE TEACHERS' COMMITMENT AND RETENTION

Individual Papers

Conference Centre Level 0, Europa

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CHAIR: OLIVER THIEL

Queen Maud University College of Early Childhood Education, Norway

**Committment to kindergarten teacher's job and induction training**

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

**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

**"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

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C/ 19

DEVELOPING PROFESSIONAL IDENTITY

Individual Papers

Conference Centre Level 0, Leda

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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

**Professional learning communities in ECE**

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

**Professional narratives of Finnish kindergarten teachers from 1973 to 2013**

MARJATTA KALLIALA, University of Helsinki, Finland

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C/ 20

VALUES, IDENTITY AND BIOGRAPHY IN PRESCHOOL TEACHERS

Individual Papers

Conference Centre Level 0, Aphrodite

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CHAIR: ELLY SINGER

Utrecht University, Netherlands

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

ANTJE ROTHE, Leibniz University of Hanover, Germany

**Kindergarten teachers' narrative identity**

GEIR AASERUD, Bergen University College, Norway

**Searching for values in practitioners' narratives**

MONIKA RÖTHLE AND EVA JOHANSSON, University of Stavanger, Norway

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C/ 21

PARENTS' AND TEACHERS' ROLES

Individual Papers

Conference Centre Level 0, Artemis

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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

**“Running the blend”: the role of teachers' tacit and explicit knowledge in empowering parents through counseling services in day nurseries**

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

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

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

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C/ 22

EARLY YEARS AND EMERGENT LITERACY.

Individual Papers

Conference Centre Level 0, Athena

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CHAIR: SIGRID BØYUM

Sogn og Fjordane University College, Norway

**Literacy activities in preschool**

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

**Young children's morphological awareness and early reading comprehension**

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

**Digital literacy in early childhood education**

MARI ANN LETNES, Norway

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C/ 23

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

Self-organised Symposium

Conference Centre Level 1, Secretariat 1

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CHAIR: ELLEN OS

Oslo and Akershus University college of applied Science, Norway

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

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

**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

**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

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C/ 24

ECE PRACTITIONERS' RESPONSES TO INCLUSION

Individual Papers

Conference Centre Level 1, Zeus East

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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

**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

**Relationships between preschool teachers' implementation of embedded instruction and engagement behaviors of young children with disabilities**

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

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C/ 25

EARLY IDENTIFICATION OF RISK FACTORS IN DEVELOPMENT

Individual Papers

Conference Centre Level 1, Zeus West

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CHAIR: HELEN LYNDON

CREC, United Kingdom

**The children at risk**

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

**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

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

RIITTA VIITALA, University of Jyväskylä, Finland

TUESDAY 9<sup>TH</sup> SEPTEMBER 2014

SYMPOSIUM SET D: 10:00 – 11:30

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D/ 1

EARLY CHILDHOOD LITERACY

Individual Papers

Terra Building Level 0, New Hall 1

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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

**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

**Elicited narratives in preschool. Narratives and early literacy.**

SIGRUN SLETTNER, Vestfold university college, Norway

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D/ 2

MEASURING QUALITY IN NORWEGIAN ECEC

Self-organised Symposium

Terra Building Level 0, New Hall 2

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CHAIR: ELISABETH BJØRNESTAD

Oslo and Akershus University College of Applied sciences, Norway

**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

**Quality from different points of view – parents and center leaders**

ANNE-GRETHER 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

**Use of international tools to measure quality in Norwegian ECEC**

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

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D/ 3

MAPPING EARLY CHILDHOOD EDUCATIONAL TRANSITIONS

Self-organised Symposium

Terra Building Level 0, New Hall 3

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CHAIR: BOB PERRY

Charles Sturt University, Australia

**Mapping transitions: A critical appraisal**

SUE DOCKETT AND BOB PERRY, Charles Sturt University, Australia

**The challenge of mapping early childhood transitions in Scotland**

ALINE-WENDY DUNLOP, University of Strathclyde, United Kingdom

**Mapping Transitions – An 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

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D/ 4

LEARNING SPACES FOR INCLUSION AND SOCIAL JUSTICE

Self-organised Symposium

Terra Building Level 0, New Hall 4

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CHAIR: KIRSTEN LAURITSEN

University College of Nord-Trondelag, Norway

**Spaces for solidarity; democracy and individualism in Swedish preschools and preschool classes**

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

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

FRIDA JONSDOTTIR, University of Iceland, Iceland

**Social Justice in preschool education: Cases in Finland**

HEINI PAAVOLA, University of Helsinki, Finland

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D/ 5

LEARNING AND CARING LANDSCAPES OUTDOOR AND INDOOR

Self-organised Symposium

Terra Building Level 0, New Hall 5

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CHAIR: KARI-ANNE JØRGENSEN

Buskerud and Vestfold University College, Norway

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

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

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

INGUNN FJØRTOFT, Telemark Univeristy Collete, Norway

**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

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D/ 6

LEADERSHIP LEVELS; PRACTICES AND ORGANISATIONAL CONTEXT.

Self-organised Symposium

Terra Building Pool Level, New Hall 15

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CHAIR: To be confirmed

**Who decides what? Organisation and coordination of the ECE- sector at the municipal level.**

**Exploring leadership praxis**

KARIN HOGNESTAD AND MARIT BØE, Telemark University College

**Leading distributed pedagogical leadership**

MARIT BØE, Telemark University College, Norway

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D/ 7

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

Self-organised Symposium

Terra Building Pool Level, New Hall 7

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CHAIR: OLE FREDRIK LILLEMUR

Queen Maud University College of Early Childhood Education, Norway

**Leadership for developing a common view on children's learning**

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

**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

**How preschool teachers work to promote inclusion and social competence?**

ANN ELISE RØNBECK, UiT, The Arctic University of Norway, Norway

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D/ 8

EFFECTIVE PARENT AND PRACTITIONER RESPONSES TO INCLUSION

Individual Papers

Terra Building Pool Level, New Hall 8

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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

**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

**'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



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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

Terra Building Pool Level, New Hall 9

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CHAIR: SUSANNE THULIN

Kristianstad University, Sweden

**The role of Science in Swedish pre-schools – student teachers’ attitudes and teaching experiences**

ANDREAS REDFORS AND SUSANNE THULIN, Kristianstad University, Sweden

**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 role of Science in Swedish pre-schools – children’s collaborative learning scaffolded by iPads**

MARIE FRIDBERG, ANDREAS REDFORS AND SUSANNE THULIN, Kristianstad University, Sweden

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D/ 10

COMPARITIVE POST COLONIAL TEACHER COMPETENCIES

Individual Papers

Terra Building Pool Level, New Hall 10

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CHAIR: MATHIAS URBAN

University of Roehampton, United Kingdom

**Competent systems and workforce challenges. Perspectives from Colombia**

MATHIAS URBAN, University of Roehampton, United Kingdom

**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

**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

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D/ 11

SOCIAL COMPETENCE AND EMPATHY

Individual Papers

Terra Building Pool Level, New Hall 11

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CHAIR: LENIRA HADDAD

Federal University of Alagoas, Brazil

**Giving children ownership in conflict resolution**

CANDACEE WHITE, American International School of Budapest, Hungary

**Poor peer relationships as a hindrance to social learning in peer groups**

MARITA NEITOLA, Department of Teacher Education, University of Turku, Finland

**Investigating educator perspectives of their capacity to support the development of social competence in young children**

LESLEY JONES, Australian Catholic University, Australia

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D/ 12

EARLY CHILDHOOD EDUCATION PERCEPTIONS OF MORALITY, SPIRITUALITY, ETHICS AND WELL-BEING

Individual Papers

Terra Building Pool Level, New Hall 12

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CHAIR: NÓIRÍN HAYES

Dublin Institute of Technology, Ireland

**Greek ECE practitioners' perceptions of the ethical dimensions of their role**

LEFTHERIA ARGYROPOULOU, Dept. Of Preschool Education, University of Crete, Greece

**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

**Supporting spirituality and wellbeing: a strengths approach**

JANE BONE, Monash University, Australia

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D/ 13

PEDAGOGICAL DOCUMENTATION

Individual Papers

Terra Building Pool Level, New Hall 14

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CHAIR: KAREN HAWKINS

Southern Cross University, Australia

**Documentation and communication in Swedish preschools**

ANETTE EMILSON, Linneaus University, Sweden

**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

**'Mine; thine and ours': Positioning pedagogical documentation in thirdspace**

SUALLYN MITCHELMORE AND ALMA FLEET, Institute of Early Childhood, Macquarie University, Australia

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D/ 14

GENDER DIFFERENCES IN ECEC PEDAGOGY

Individual Papers

Conference Centre Level 0, Minos South

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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

**Educational style of male and female teachers in German kindergarten – A comparison study**

MICHAEL GLÜER, University of Bielefeld, Germany

**The role of adults: Quality; Care and Organisation**

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

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D/ 15

DEVELOPING INCLUSIVE ECEC SYSTEMS

Individual Papers

Conference Centre Level 0, Minos North

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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

**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

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D/ 16

VALUES IN PRACTITIONER DEVELOPMENT

Individual Papers

Conference Centre Level 0, Minos East

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CHAIR: FAYE STANLEY

Wolverhampton university, United Kingdom

**In the middle ground between caring and control: values in practitioners' narratives**

ANNA-MAIJA PUROILO AND ANNU HAHO, University of Oulu, Finland

**Values education : Practitioners values when working with children aged 3 to 4 years - rhetoric versus reality**

FAYE STANLEY, Wolverhampton University, United Kingdom

**Values and values education in preschool childcare institutions**

PÄRJE ÜLAVERE AND MARIKA VEISSON, Tallinn University, Estonia

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D/ 17

IDENTIFYING FACTORS THAT DETERMINE QUALITY IN ECE PROVISION

Individual Papers

Conference Centre Level 0, Danae

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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

**Investigating possible factors correlated with the effect of ECE programs**

KARIEN COPPENS, Maastricht University, Netherlands

**The impact of group size in preschool**

PIA WILLIAMS, SONJA SHERIDAN AND INGRID PRAMLING SAMUELSSON, University of Gothenburg, Sweden

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D/ 18

LINKS BETWEEN QUALITY PROVISION AND OUTCOMES FOR CHILDREN

Individual Papers

Conference Centre Level 0, Europa

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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

**Mediation or moderation? Mechanisms through which childcare quantity; type and quality influence children's externalizing and internalizing 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

**Age sixteen: Academic outcomes in the Irish IEA preprimary project-early years; home and school contexts**

SIOBHAN KEEGAN, Dublin Institute of Technology, Ireland

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D/ 19

SUPPORTING EMOTIONALLY INTELLIGENT EARLY YEARS PRACTICE IN ENGLAND AND HONG KONG

Self-organised Symposium

Conference Centre Level 0, Leda

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CHAIR: DILYS WILSON

Middlesex University, United Kingdom

**Developing supervision practice for early years practitioners**

DILYS WILSON, Middlesex University, United Kingdom

**A case study of the FAST programme as a strategy to ease transition into primary school.**

BETH GALLAGHER, Middlesex University, United Kingdom

**Teacher training programme in supporting kindergarten-primary school transition in Hong Kong**

EUNICE YIM, Open University of Hong Kong, Hong Kong

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D/ 20

IDENTIFYING FACTORS THAT DETERMINE QUALITY IN ECE PROVISION

Individual Papers

Conference Centre Level 0, Aphrodite

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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

**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

**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

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D/ 21

LITERACY AND DIGITAL TECHNOLOGY

Individual Papers

Conference Centre Level 0, Artemis

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CHAIR: BERENICE NYLAND

RMIT University, Australia

**E-picture book: a new paradigm in education**

EDITA ROGULJ and DANIELA ZIVKOVIC, University of Zagreb, Croatia

**weRead. Tablet computers in supporting individual emerging literacy skills with 7-year-old children**

TUIJA TURUNEN AND HANNA-MAIJA MÄÄTTÄ, University of Lapland, Finland

**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

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D/ 22

EFFECTIVE PROVISION FOR INFANTS AND TODDLERS

Individual Papers

Conference Centre Level 0, Athena

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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 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

**Exploring professionals' perceptions of effective provision for two year old children in England**

SHIRLEY ALLEN AND ANGELA SCOLLAN, Middlesex University, United Kingdom

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D/ 23

OUTDOOR PLAY & LEARNING: INVOLVEMENT & EMPOWERMENT

Self-organised Symposium

Conference Centre Level 1, Secretariat 1

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CHAIR: NATALIE CANNING

The Open University, United Kingdom

**The DNA of play and empowerment: thematic analysis of four year old children's outdoor play**

NATALIE CANNING, The Open University, United Kingdom

**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

**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

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D/ 24

INCORPORATING DIGITAL TECHNOLOGY INTO CHILDREN AND TEACHER'S LIVES.

Individual Papers

Conference Centre Level 1, Zeus East

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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

**e-citizenship in kindergarten**

MARINA SOUNOGLU, University of Thessaly, Greece

**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



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D/ 25

CHILDREN'S INTERACTIONS WITH OBJECTS, TECHNOLOGIES AND SPACES

Individual Papers

Conference Centre Level 1, Zeus West

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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

**Kindergarten rules and space**

LISBETH SKRELAND, University of Agder, Norway

**Exploring children's creative play with traditional and technological construction  
resources**

LORNA ARNOTT, DEIRDRE GROGAN AND PAULINE DUNCAN, University of Strathclyde,  
United Kingdom

TUESDAY 9<sup>TH</sup> SEPTEMBER, 2014

SYMPOSIUM SET E: 12:00 – 13:30

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E/ 1

LEADERSHIP FOR LEARNING 1: ECEC'S IN NORWAY: ORGANIZATIONAL CONTEXTS FOR LEARNING

Self-organised Symposium

Terra Building Level 0, New Hall 1

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CHAIR: YNGVE SKJÆVELAND

Queen Maud University College, Norway

**The implementation of ECECs as learning organizations in Norway in a political context**

YNGVE SKJÆVELAND, Queen Maud University College, Norway

**Directors' work with children's learning in ECECs as learning organizations**

KJELL AAGE GOTVASSLI, Nord-Trøndelag University College, Norway

**Professionalism in ECEC institutions**

KJETIL BØRHAUG, University of Bergen, Norway

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E/ 2

KINDERGARTEN PRACTICES AS SOCIAL ACTIONS AND REACTIONS

Self-organised Symposium

Terra Building Level 0, New Hall 2

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CHAIR: MAI BRIT HELGESEN

Uit Norges Arktiske Universitet, Norway

**Acceptance and exclusion among children**

MAI BRIT HELGESEN, Uit Norges Arktiske Universitet, Norway

**Language practices in a Sami kindergarten in Norway**

CAROLA KLEEMANN, UiT The Arctic University of Norway, Norway

**Governing the bodies in kindergarten through micro techniques of power**

GØRIL FIGENSCHOU, UiT The Arctic University of Norway, Norway

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E/ 3

OUTDOOR PLAY AND LEARNING: NATURE AND SUSTAINABILITY

Self-organised Symposium

Terra Building Level 0, New Hall 3

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CHAIR: EVA ÄRLEMALM-HAGSÉR

Mälardalen University, Sweden

**Children's self-induced play outdoor and in nature**

MERETE LUND FASTING, University of Agder, Norway

**Encounters in the outdoor environment – understandings and practices from the Swedish preschool**

EVA ÄRLEMALM-HAGSÉR, Mälardalen University, Sweden

**Connecting young children with nature: An assessment of early childhood centres**

KRISTI LEKIES, Ohio State University, United States

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E/ 4

INNOVATIONS USING VIDEO REFLECTION AND PARENT-PRACTITIONER RESEARCH TO

IMPROVE PRACTICE IN ECE

Self-organised Symposium

Terra Building Level 0, New Hall 4

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CHAIR: KATE HAYWARD

Pen Green Research Base, United Kingdom

**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

**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

**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

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E/ 5

INCLUSIVE SERVICES FOR DIVERSE PARENTS: PERSPECTIVES OF PARENTS; PROFESSIONALS AND PROVISIONS

Self-organised Symposium

Terra Building Level 0, New Hall 5

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CHAIR: MICHEL VANDENBROECK

Ghent University, Belgium

**What parents in families living in poverty say about the care and education of very young children?**

FLORENCE PIRARD, Liège University, Belgium

**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

**ECEC and informal social support in contexts of diversity**

NAOMI GEENS, Ghent University, Belgium

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E/ 6

HOW TO EDUCATE UNIQUE CHILDREN IN DIVERSE EARLY LEARNING ENVIRONMENTS

Self-organised Symposium

Terra Building Pool Level, New Hall 15

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CHAIR: NINA SAJANIEMI

Univeristy of Helsinki, finland

**Stress and cognitive development in toddlers at day care**

NINA SAJANIEMI, University of Helsinki, Finland

**Children's play behavior and social competence in integrated special day care groups**

ALISA ALIJOKI, EIRA SUHONEN AND MARI NISLIN, University of Helsinki, Finland

**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

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E/ 7

HOW TO BECOME PROFESSIONAL? VIEWS ON REFLECTION; PROFESSIONAL JUDGEMENT  
AND PARTICIPANT OBSERVATION

Self-organised Symposium

Terra Building Pool Level, New Hall 7

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CHAIR: ANNA RIGMOR MOXNES

Buskerud and Vestfold University College, Norway

**The conditions of reflection in early childhood teacher education**

ANNA RIGMOR MOXNES, Buskerud and Vestfold University College, Norway

**Professional judgement in the pedagogical work of kindergarten teachers**

LIV TORUNN EIK, Buskerud and Vestfold University College, Norway

**Participant observation as an approach to working with children; space and materiality**

SOLVEIG NORDTØMME, Buskerud and Vestfold University College, Norway

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E/ 8

HOW DO 'WE' SUPPORT 'THEIR' PLAY? AN EXPLORATION OF ADULT APPROACHES TO  
SUPPORTING CHILDREN'S PLAY

Self-organised Symposium

Terra Building Pool Level, New Hall 8

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CHAIR: MANDY ANDREWS

Plymouth University, United Kingdom

**Them and us - Practitioner understandings of play**

MANDY ANDREWS, Plymouth University, United Kingdom

**Is play free? Let the child play freely!**

EVA KOVACSNE BAKOSI, University of Debrecen Faculty of Child and Adult Education,  
Hungary

**The relationship between spontaneous play and play needs**

SÁNDOR PÁLFI AND MOLNÁR BALÁZS, Faculty of Child and Adult Education, University of  
Debrecen, Hungary

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E/ 9

GRAPHICAL SYMBOLS AS CONTENT IN EARLY CHILDHOOD EDUCATION

Self-organised Symposium

Terra Building Pool Level, New Hall 9

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CHAIR: MARIA MAGNUSSON

Linnaeus University, Sweden

**Sign of knowledge. The process of learning graphical symbols.**

MARIA MAGNUSSON, Linnaeus University, Sweden

**On the relationship between theories of literacy; the learning child and research outcomes**

ANDERS ARNQVIST, Karlstad University, Sweden

**Longitudinal pattern of invented spelling development and its relationship to children's linguistic foundations in preschool**

HILDE HOFSLUNDSNGEN (1) AND BENTE ERIKSEN HAGTVET (2), (1) Sogn og Fjordane University College, Norway; (2) University of Oslo, Norway

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E/ 10

EXAMINING PRESCHOOL AND HOME THROUGH SOCIAL INTERACTION II

Self-organised Symposium

Terra Building Pool Level, New Hall 10

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CHAIR: POLLY BJÖRK-WILLÉN

Department of social and welfare studies, Sweden

**Newly arrived children's communicative tools: A study on children's interaction in Swedish preschool context**

ELLINOR SKAREMYR, Karlstad University, Sweden

**Play formulations in children's planning of peer group activities**

JAKOB CROMDAL, Section for Educational Practice, Sweden

**Transformation of children's language use in Swedish preschool halls**

POLLY BJÖRK-WILLÉN, Department of Social and Welfare studies, Sweden

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E/ 11

MULTIMEDIA IN PRESCHOOL

Individual Papers

Terra Building Pool Level, New Hall 11

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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

**Technobabies: Very young children's use of touchscreen technology**

JANE O'CONNOR, Birmingham City University, United Kingdom

**How to select developmentally appropriate iPad applications and computer programs for young children?**

WEI-YING HSIAO, University of Alaska Anchorage, United States

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E/ 12

DIGITAL CHALLENGES: GAMING, LEADERSHIP

Individual Papers

Terra Building Pool Level, New Hall 12

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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

**«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

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E/ 13

DEVELOPING KNOWLEDGE IN SCIENCE AND MATHS

Individual Papers

Terra Building Pool Level, New Hall 14

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CHAIR: JANE MURRAY

The University of Northampton, United Kingdom

**Do we trust the process? Learning in preschool**

KARIN ALNERVIK AND MONICA NILSSON, Höskolan För Lärande Och Kommunikation i Jönköping, Sweden

**The use of ICT in kindergarten for teaching subtraction based on realistic mathematics education**

NICHOLAS ZARANIS, University of Crete, Greece

**Teaching evaporation in preschool education: do teachers implement contemporary recommendations?**

PARASKEVI KAVALARI, DOMNA-MIKA KAKANA AND VASILIA CHRISTIDOU, University of Thessaly, Greece

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E/ 14

PROFESSIONAL IDENTITIES

Individual Papers

Conference Centre Level 0, Minos South

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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

**Two support staff work life stories: listening to understand**

INÊS CÂMARA, Aga Khan Foundation, Portugal

**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



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E/ 15

EARTHQUAKES, MAGNETISM AND BUOYANCY: EXPLORING ECE SCIENCE

Individual Papers

Conference Centre Level 0, Minos North

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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

**Learning about buoyancy or learning about.. what..? Conducting science sessions in a Swedish preschool practice.**

JONNA LARSSON, IPKL, University of Gothenburg, Sweden

**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

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E/ 16

SCIENTIFIC INQUIRY: INTERNATIONAL AND HISTORICAL PERSPECTIVES

Individual Papers

Conference Centre Level 0, Minos East

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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 play with physics experiments in the kindergarten and the preschool teacher students' reflections concerning these**

MERETE ØKLAND SORTLAND, Stord/Haugesund University College, Norway

**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

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E/ 17

ECE AND HEALTHY DIET

Individual Papers

Conference Centre Level 0, Danae

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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

**Nutritional habits of preschoolers**

ELVAN ŞAHİN ZETEROĞLU, Uludağ University, Turkey

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E/ 18

TEACHERS' DECISION-MAKING, INVOLVEMENT AND PARTICIPATION

Individual Papers

Conference Centre Level 0, Europa

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CHAIR: ANNE GREVE

Oslo and Akershus University College of Applied Science, Norway

**Teacher directed practice: Legitimated; marginalised and silenced**

ANNA KILDERRY, Deakin University, Australia

**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

**Teachers' involvement in children's free play: A phenomenological study**

SELDA ARAS, TED University, Turkey

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E/ 19

CHALLENGING BEHAVIOUR IN ECE

Individual Papers

Conference Centre Level 0, Leda

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CHAIR: JAN PEETERS

VBJK, Belgium

**A child with challenging behavior in kindergarten: Parents' narratives of their child.**

ERJA RAUTAMIES, University of Jyväskylä, Finland

**Korean early childhood educators' social and emotional strategies to address challenging Behaviors based on factor analysis of Teaching Pyramid Observation Tool (TPOT).**

JUNG DAE-HYUN and HEO KAY, ChongShin Univ., Korea (South)

**Does participation in child care affect problem behavior in primary school**

MASA VIDMAR, Educational Research Institute, Slovenia

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E/ 20

STRATEGIES FOR CHALLENGING BEHAVIOUR

Individual Papers

Conference Centre Level 0, Aphrodite

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CHAIR: LORNA ARNOTT

University of Strathclyde, United Kingdom

**“Punishment and reward” vs quality in adult-child relationship? A study of pedagogical leaders' supportive behavior practices in kindergarten.**

INGRID MIDTEIDE LØKKEN (1) and MARIANNE TORVE MARTINSEN (2), (1) Buskerud and Vestfold University College, Norway, (2) Telemark University College, Norway

**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

**Investigate the strategies that preschool and primary school teachers use in order to prevent aggressive behaviors in classes**

MERAL TANER DERMAN, Uludag University Education Faculty, Turkey

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E/ 21

EECERA ETHICAL CODE FOR EARLY CHILDHOOD RESEARCHERS

Individual Papers

Conference Centre Level 0, Artemis

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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

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E/ 22

PUBLIC/ PRIVATE FUNDING AND CHILDCARE MARKETS

Individual Papers

Conference Centre Level 0, Athena

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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

**Comparing parents beliefs about Private and Funded Child Care (CC)**

MARINA FUERTES, Centro de Psicologia da Universidade do Porto, Portugal

**US Head Start teachers challenge the status quo of "best practice"**

MARY JANE MORAN, The University of Tennessee, United States

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E/ 23

PLAY AND NARRATIVES

Individual Papers

Conference Centre Level 1, Secretariat 1

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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

**Australian children talking about play**

DESLEY JONES (1), SUSAN DANBY (2), (1) Ballymore Kindergarten and Preschool, Australia;  
(2) Queensland University of Technology, Australia

**Go and play says the green light! Promoting children's sense of belonging through narrative practices in day care centre**

ELINA VILJAMAA AND JAANA JUUTINEN, University of Oulu, Finland

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E/ 24

PROMOTING PHYSICAL ACTIVITY IN ECEC

Individual Papers

Conference Centre Level 1, Zeus East

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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

**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

**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

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E/ 25

DEALING WITH SENSITIVE TOPICS IN ECE

Individual Papers

Conference Centre Level 1, Zeus West

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CHAIR: MAELIS KARLSSON LOHMANDER

University of Gothenburg; Department of Education; Communication and Learning, Sweden

**Sex education in early childhood: A study to examine the sociocultural 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

**A cognitive approach on how children construct and understand the concept of death as a scientific knowledge**

GHADA ZAMKA, University of Hull, United Kingdom

**Child protection – was further vocational training helpful to qualify kindergarten teachers?**

SANDRA FRISCH AND FRANZISKA JASCHINSKY, Martin Luther University Halle-Wittenberg, Germany

TUESDAY 9<sup>TH</sup> SEPTEMBER, 2014

SYMPOSIUM SET F: 14:30 – 16:00

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F/ 1

GENDER AND PROFESSIONAL DEVELOPMENT IN ECEC

Self-organised Symposium

Terra Building Level 0, New Hall 1

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CHAIR: KARI EMILSEN

Queen Maud University College of Early Childhood Education, Norway

**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 child care centre as a workplace both for women and men**

BERNHARD KOCH, University of Innsbruck, Austria

**Comparing female and male ECE workers in a standardized pedagogical situation. Final results of the German "Tandem-Study"**

HOLGER BRANDES, MARKUS ANDRÄ, WENKE RÖSELER AND PETRA SCHNEIDER-ANDRICH, Evangelische Hochschule Dresden, Germany

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F/ 2

FAMILY DAY CARE IN GERMANY - NECESSARY STEPS TOWARDS QUALITY AND CONTINUITY

Self-organised Symposium

Terra Building Level 0, New Hall 2

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CHAIR: NINA WEIMANN-SANDIG

German Youth Institute, Germany

**Childminding and public welfare – A slippery road between early education and social work**

GABRIEL SCHOYERER, German Youth Institute, Germany

**Childminders as Employees – The gap between social security and the development of a profession**

NINA WEIMANN-SANDIG, German Youth Institute, Germany

**Basic training of childminders redesigned - First steps to pave the way towards recognition of competences in vocational education**

LUCIA SCHUHEGGER, German Youth Institute, Germany

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F/ 3

DIGITAL KNOWLEDGE OF ECE TEACHERS AND PARENTS

Individual Papers

Terra Building Level 0, New Hall 3

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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

**Digital literacy - the knowledge and wisdom in pre-school teacher education**

MARGRETHE JERNES, Department for pre-school teacher education, Norway

**Digital story tellers - The issues of social networking for children**

MICHELLE ROGERS, University of Worcester, United Kingdom

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F/ 4

EXAMINING PRESCHOOL AND HOME THROUGH SOCIAL INTERACTION

Self-organised Symposium

Terra Building Level 0, New Hall 4

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CHAIR: POLLY BJÖRK-WILLÉN

Linköping University, ISV, Sweden

**The educational practice of preschool in interaction**

SARA DALGREN, Institution of social and welfare studies, Sweden

**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

**The social organization of family practices with digital technologies**

SUSAN DANBY, Queensland University of technology, Australia



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F/ 5

EXAMINATION OF CONCEPTS OF SCHOOL READINESS AMONG PARENTS AND EDUCATORS.

Self-organised Symposium

Terra Building Level 0, New Hall 5

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CHAIR: NÓIRÍN HAYES

Dublin Institute of Technology, Ireland

**Findings of a national research study exploring the concepts of school readiness**

DEIRDRE BREATNACH, Mary Immaculate College, Ireland

**School readiness in the Irish context**

PATSY STAFFORD, National University of Ireland, Ireland

**Examination of concepts of school readiness among parents and educators: Conclusions**

SIOBHAN KEEGAN, Dublin Institute of technology, Ireland

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F/ 6

EVALUATION OF THE EARLY CHILDHOOD EDUCATION IN GREECE: RESULTS FROM THE PILOT STUDY OF THALES EARLY-Q PROJECT.

Self-organised Symposium

Terra Building Pool Level, New Hall 15

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CHAIR: EVRIDIKI ZACHOPOULOU

Alexander Technological Educational Institute of Thessaloniki, Greece

**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

**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

**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

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F/ 7

ECEC SETTINGS AS AN ARENA FOR STAFF DEVELOPMENT: SECURING QUALITY

Self-organised Symposium

Terra Building Pool Level, New Hall 7

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CHAIR: MARIT GRANHOLT

Oslo and Akershus University college of applied sciences, Norway

**ECEC settings as a learning environment in ECTE**

KAREN MARIE EID KAARBY, Oslo and Akershus University College of Applied Sciences, Norway

**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

**What characterizes 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

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F/ 8

EARLY CHILDHOOD SCIENCE EDUCATION; RESEARCH METHODOLOGY AND FINDINGS OF FIELDWORKS

Self-organised Symposium

Terra Building Pool Level, New Hall 8

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CHAIR: MICHAIL KALOGIANNAKIS

University of Crete, Greece

**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

**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

**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

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F/ 9

EARLY CHILDHOOD EDUCATION: THE RIGHT TO CITIZENSHIP PRACTICES...

Self-organised Symposium

Terra Building Pool Level, New Hall 9

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CHAIR: MARISTELA ANGOTTI

Faculdade de Ciencias E Letras, UNESP, Brazil

**From utopia to reality; the right to citizenship practices : Early Childhood Education**

MARISTELA ANGOTTI, Faculdade de Ciencias E Letras, UNESP, Brazil

**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

**Child right in early education to ludic actions**

MARIA DO CARMO MONTEIRO KOBAYASHI, São Paulo State University, Brazil

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F/ 10

DEVELOPING ECE PRACTITIONERS

Individual Papers

Terra Building Pool Level, New Hall 10

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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

**Educators' views on their study of brain development in the early years**

VICTORIA WHITINGTON, University of South Australia, Australia

**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

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F/ 11

CREATIVITY: MUSIC, WRITING AND DRAMATIC PLAY IN ECE

Individual Papers

Terra Building Pool Level, New Hall 11

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CHAIR: FAYE STANLEY

Wolverhampton university, United Kingdom

**Influence of dramatic play in the development of playfulness.....**

ASPASIA PANAGIOTAKI, Department of Preschool Education, Greece

**Communicative musicality: rhythmical imitations in mothers - infants interactions.**

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

**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

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F/ 12

MULTICULTURALITY AND DIVERSITY IN PRESCHOOL

Individual Papers

Terra Building Pool Level, New Hall 12

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CHAIR: SUE GASCOYNE

Play to Z Ltd, United Kingdom

**Re-examining intercultural programs in the Greek educational system**

EVAGGELIA KALERANTE AND THEODORE ELEFThERAKIS, University of Crete, Greece

**Diversity and participation in preschool**

SUSAN CATHERINE LYDEN, Buskerud & Vestfold University College, Norway

**Integrated approach to ECEC and integration within education: Two distinct movements**

LENIRA HADDAD, Federal University of Alagoas, Brazil

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F/ 13

LINGUISTIC AND CULTURAL DIVERSITY

Individual Papers

Terra Building Pool Level, New Hall 14

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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

**Linguistic diversity - what languages and which children?**

GUNHILD ALSTAD, Hedmark University College, Norway

**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

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F/ 14

USING OBJECTS, DRAWINGS AND STORY-TELLING TO FACILITATE DIALOGUE WITH YOUNG CHILDREN AND THEIR FAMILIES

Individual Papers

Conference Centre Level 0, Minos South

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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

**Preschool teacher perceptions: Where to go from here with the persona dolls approach**

EBRU AKTAN ACAR, Çanakkale Onsekiz Mart University, Turkey

**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 BAĞÇELI KAHRAMAN, HANDAN ASUDE BAŞAL AND RABIA ÖZEN, Uludag University, Turkey

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F/ 15

ART AND DRAMATIC PLAY USED TO DEVELOP IDEAS OF DEMOCRACY IN ECE

Individual Papers

Conference Centre Level 0, Minos North

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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,

**Dramatic play and empathy in early childhood**

ELENI KANIRA, Birmingham City University, United Kingdom

**Emotions Greek generalist preschool teachers experience while teaching through the arts**

MARINA SOTIROPOULOU - ZORMPALA, University of Crete, Greece

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F/ 16

CULTURAL DIVERSITY AND INCLUSION

Individual Papers

Conference Centre Level 0, Minos East

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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

**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

**Diversity and inclusion in Norwegian ECEC settings: How to recognize the total competence of individuals?**

TORA KORSVOLD, Queen Maud University College of Early Childhood Education (QMUC), Norway

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F/ 17

DIVERSE METHODS OF CAPTURING WELL-BEING, EMPATHY AND "EMOTIONAL ROOTS"

Individual Papers

Conference Centre Level 0, Danae

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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

**Emotional roots: what impact has it had?**

COLETTE TAIT

Pen Green Research, Development and Training Base, United Kingdom

**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

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F/ 18

EXCEPTIONAL CHILDREN AND "SPECIAL" PROGRAMMES

Individual Papers

Conference Centre Level 0, Europa

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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

**Learning program of pre-school children with severe motor impairments for inclusion**

MACHIKO SUZUKI AND NAOYA ITO, Kyoto University, Japan and Company Creact, Japan

**Studying teaching methods; strategies and best practices at resource rooms**

SOTIRIA TZIVINIKOU AND KALLIOPI PAPOUTSAKI, University of Thessaly, Greece

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F/ 19

OUTDOOR PLAY & LEARNING: PHYSICAL ACTIVITY AND RISK

Self-organised Symposium

Conference Centre Level 0, Leda

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CHAIR: SHIRLEY WYVER

Institute of Early childhood, Australia

**Enhancing children's participation in physically active play: The role of the educator**

KELLY TRIBOLET, Charles Sturt University, Australia

**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 Sydney Playground Project: Use of loose objects and risk reframing to improve quality of children's play**

SHIRLEY WYVER, Institute of Early Childhood, Australia

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F/ 20

ECE TEACHER EDUCATION: COMPETENCIES, PROFESSIONALISM AND DEVELOPMENT

Individual Papers

Conference Centre Level 0, Aphrodite

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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

**Expected competencies of ECE teachers: the impact of initial training**

MARIA HELENA CORDEIRO, Universidade Federal da Fronteira Sul, Brazil

**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



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F/ 21

CHILDMINDERS AND TEACHERS' PEDAGOGICAL APPROACHES TO CHILDREN (0-3YEARS)

Individual Papers

Conference Centre Level 0, Artemis

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CHAIR: HELEN BILTON

University of Reading, United Kingdom

**Teaching toddlers in preschool**

AGNETA JONSSON, Kristianstad University, Sweden

**Child minders dispositions of acting and their effects on their pedagogical work**

SANDRA FRISCH, Martin Luther University Halle-Wittenberg, Germany

**Tact with and without contact. The presence in professional educational relationship**

TERESA GODALL CASTELL AND NURIA LORENZO, Universitat de Barcelona, Spain

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F/ 22

REFLECTION, ENQUIRY AND PROFESSIONAL SPACE IN ECE

Individual Papers

Conference Centre Level 0, Athena

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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,

**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

**Situated & collaborative teacher inquiry with post-structuralist and cross-national provocations**

ROBYN BROOKSHIRE, University of Tennessee Knoxville, United States

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F/ 23

PARENT PARTICIPATION STRATEGIES

Individual Papers

Conference Centre Level 1, Secretariat 1

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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

**What's the use of ORIM**

SALLY SMITH, Parents Early Education Partnership (PEEP), United Kingdom

**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

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F/ 24

DEVELOPING PEDAGOGICAL PLACES AND SPACES

Individual Papers

Conference Centre Level 1, Zeus East

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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

**Place pedagogy in practices and curriculums - assemblages at work**

ASLAUG ANDREASSEN BECHER, Oslo and Akershus University College, Norway

**What can the time-space paths of children tell about pedagogical environment of ECEC?**

RAIJA RAITTILA, University of Jyväskylä, Finland

TUESDAY 9<sup>TH</sup> SEPTEMBER, 2014

SYMPOSIUM SET G: 16:30 – 18:00

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G/ 1

DISCOVERING THE STRENGTHS IN DIVERSITY

Self-organised Symposium

Terra Building Level 0, New Hall 1

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CHAIR: RENATE ZIMMER

University of Osnabrueck, Germany

**Together we are strong: fostering personal and interpersonal resilience factors in early childhood by movement experience**

ELKE HABERER, University of Osnabrück, Germany

**BASIK - an innovative approach of language observation**

NADINE MADEIRA FIRMINO, STEFANIE RIEGER AND RENATE ZIMMER, University of Osnabrück, Germany

**Interactions in (agemixed) groups of daycare-centres – observe; document and interpret them**

STEFANIE RIEGER, NADINE MADEIRA FIRMINO, Nifbe Forschungsstelle Bewegung und Psychomotorik, Germany

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G/ 2

DILEMMAS IN EARLY YEARS CURRICULA

Self-organised Symposium

Terra Building Level 0, New Hall 2

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CHAIR: BART DECLERCQ

Centre for Experiential Education, Belgium

**Curriculum and quality: parental involvement in nine countries**

JEROEN JANSSEN, Ghent University, Belgium

**Developmental domains in curricula. The dilemma between an holistic approach and analytic descriptions**

BART DECLERCQ, MIEKE DAEMS, CHARLOTTE VAN CLEYNENBREUGEL AND FERRE LAEVERS, Centre for Experiential Education [C-ExE], Leuven University, Belgium

**Self –regulation in the Early Years Foundation Stage in England**

HELEN MOYLETT AND NANCY STEWART, Early Learning Consultancy, United Kingdom

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G/ 3

DEVELOPING PROFESSIONAL IDENTITIES OF EARLY CHILDHOOD STUDENT TEACHERS

Self-organised Symposium

Terra Building Level 0, New Hall 3

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CHAIR: DAVID BRODY

Efrata College of Education, Israel

**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*

**How early childhood student teachers view their developing professional identity**

SHARON KAPLAN BERKLEY AND AVIGAIL FREEDMAN, Efrata College of Education, Israel

**The role of professional identity in mediation in science activities among pre-service teachers**

YAARA SHILO, Efrata College of Education, Israel

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G/ 4

CHILDREN'S PERSPECTIVES ON LEARNING – A COMPARATIVE STUDY IN

Self-organised Symposium

Terra Building Level 0, New Hall 4

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CHAIR: STIG BROSTRÖM

Aarhus University, Institut of Education (DPU), Denmark

**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

**Estonian preschool-children's view on their own learning**

MAIRE TUUL, Tallinn University, Estonia

**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

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G/ 5

CHILDREN AS ACTORS OF ECEC-SYSTEMS AND PROGRAMMES

Self-organised Symposium

Terra Building Level 0, New Hall 5

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CHAIR: SABINE BOLLIG

University of Luxembourg, Luxembourg

**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 contribution of children to learning as an observable phenomenon in kindergarten**

MARC SCHULZ, University of Siegen, Germany

**Performing day care childhoods: children as actors of their differential care arrangements**

SYLVIA NIENHAUS, University of Luxembourg, Luxembourg

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G/ 6

ASSESSMENT AND PLANNING; TE WHARIKI IN ACTION: PERSPECTIVES FROM AOTEAROA  
NEW ZEALAND

Self-organised Symposium

Terra Building Pool Level, New Hall 15

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CHAIR: WENDY LEE

Educational Leadership Project, New Zealand

**Designing for continuity: recontextualising planning - Te aromatawai me te ako: Motukore**

WENDY LEE, Educational Leadership Project, New Zealand

**Children contributing to their own assessment -Ngā huanga tamariki ki tō rātou aromatawai**

GILLIAN FITZGERALD, Educational Leadership Project, New Zealand

**Collaborative communities of learners and teachers: Waiho i te toipoto; kua i te toiroa**

LORRAINE SANDS, Educational Leadership Project, New Zealand

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G/ 7

ASSESSMENT AND EVALUATION: TOWARDS AN ETHICAL PRAXIS

Self-organised Symposium

Terra Building Pool Level, New Hall 7

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CHAIR: JÚLIA FORMOSINHO

Childhood Association and Portuguese Catholic University, Portugal

**Assessment and evaluation: starting with paradigmatical issues**

JÚLIA FORMOSINHO (1) AND CHRIS PASCAL (2), (1) Childhood Association and Portuguese Catholic University, Portugal; (2) CREC, United Kingdom

**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

**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

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G/ 8

ACTION RESEARCH FOR A PARTICIPATORY AND DIALOGIC PARADIGM IN EARLY CHILDHOOD EDUCATION

Self-organised Symposium

Terra Building Pool Level, New Hall 8

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CHAIR: SOFIA AVGITIDOU

University of western Macedonia, Greece

**A model for supporting professional learning to enhance peer acceptance through action research**

SOFIA AVGITIDOU, University of western Macedonia, Greece

**Dialogic practices in early childhood education: A collaborative action research to enhance professional learning.**

SONIA LIKOMITROU, University of Western Macedonia, Greece

**Enhancing children's participation in decision making through professional learning**

VASSILIKI ALEXIOU, University of Western Macedonia, Greece

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G/ 9

ACCESSIBILITY; AFFORDABILITY; QUALITY IN ECE – A CRITICAL AND COMPARATIVE  
APPROACH TO THE MARKETIZATION OF CHILDCARE IN DIFFERENT WELFARE STATES

Self-organised Symposium

Terra Building Pool Level, New Hall 9

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CHAIR: JOHANNA MIERENDORFF

Martin Luther University Halle-Wittenberg, Germany

**The mixed economy of child care in Luxembourg**

MICHAEL-SEBASTIAN HONIG AND ANETT SCHMITZ, University of Luxembourg, Luxembourg

**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

**Issues and challenges for childcare policy in Australia**

SUE DOCKETT, Charles Sturt University, Australia

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G/ 10

PERSPECTIVES ON PARENT-PROFESSIONAL PARTNERSHIPS

Individual Papers

Terra Building Pool Level, New Hall 10

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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 emotional labour of early childhood practitioners during their interactions with  
parents**

UTE WARD, University of Hertfordshire, United Kingdom

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G/ 11

INCLUSION, PARTNERSHIPS AND SUPPORTING CULTURAL IDENTITY

Individual Papers

Terra Building Pool Level, New Hall 11

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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

**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

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G/ 12

OUTDOOR EDUCATION, PLAY AND PHYSICAL DEVELOPMENT

Individual Papers

Terra Building Pool Level, New Hall 12

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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

**There's more to fingers than meets the eye - Understanding the potential of Children's Hands**

SUE GASCOYNE, Play to Z Ltd, United Kingdom

**Play as policy**

KARIN LAGER, Institution of Education, Communication and Learning, Sweden



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G/ 13

DEVELOPING PARENT-EDUCATOR PARTNERSHIPS

Individual Papers

Terra Building Pool Level, New Hall 14

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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

**Family-educator partnerships - Myth; fable and fantasy?**

WENDY GOFF, Monash University, Australia

**The transition to school - an opportunity (or not) to engage in dialogue**

KAREN WICKETT, Plymouth Institute of Education, United Kingdom

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G/ 14

PART TWO: INCLUSION AND DIVERSITY AT TIMES OF TRANSITION

Self-organised Symposium

Conference Centre Level 0, Minos South

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CHAIR: LINDA MITCHELL

University of Waikato, United States

**What works for families in transition to early childhood education**

LINDA MITCHELL AND MARETTA TAYLOR, University of Waikato, United States

**Families at the margins: mechanisms of inequality and early transition strategies to promote positive change and inclusion**

HELEN MARWICK, University of Strathclyde, United Kingdom

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G/ 15

LEADERSHIP PRACTICES IN ECE

Individual Papers

Conference Centre Level 0, Minos North

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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

**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

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G/ 16

GLOBAL DISCOURSE ON SOCIAL JUSTICE AND CHILDREN'S RIGHTS

Individual Papers

Conference Centre Level 0, Minos East

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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,

**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

**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

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G/ 17

CHILDREN'S AGENCY

Individual Papers

Conference Centre Level 0, Danae

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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

**Children's agency in Finnish kindergarten teacher's interviews**

KIRSI BISKOP, EIJA SEVÓN AND ANJA-RIITTA LEHTINEN, University of Jyväskylä, Finland

**The discourse of lifelong learning and children as "secret agents" in a Norwegian ECEC setting**

MONICA SELAND, Queen Maud University College, Norway

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G/ 18

PARTICIPATORY RESEARCH

Individual Papers

Conference Centre Level 0, Europa

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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

**The axiological challenges in participatory research with young children: Fragmentation or empowerment ?**

IOANNA PALAIOLOGOU, Christ Church University, United Kingdom

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G/ 19

HEARING YOUNG CHILDREN'S VOICE AND PERCEPTIONS

Individual Papers

Conference Centre Level 0, Leda

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CHAIR: BEVERLEY NIGHTINGALE

University Campus Suffolk, United Kingdom

**Unheard voices: All you need is time?**

BEVERLEY NIGHTINGALE, University Campus Suffolk, United Kingdom

**Ethical formation (bildung) in early childhood education**

KATHRINE MOEN, Nord-Trøndelag University College, Norway

**Children's narratives as a window for children's participation in Finnish day care centres.**

PIIA ROOS, University of Tampere, Finland

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G/ 20

QUALITY AND INCLUSION RELATED TO THE SPECIFICITIES OF ECONOMIC, SOCIAL AND CULTURAL CONTEXT

Individual Papers

Conference Centre Level 0, Aphrodite

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CHAIR: MUGYEONG MOON

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

**About a bad (said) past: colonization and childhood sociology in Brazil**

ANA LUCIA GOULART DE FARIA, ALEX BARREIRO, ELINA MACEDO, FLÁVIO SANTIAGO, SOLANGE AND ESTANISLAU DOS SANTOS, UNICAMP, Brazil

**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

**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

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G/ 21

MULTIPLE PERSPECTIVES ON QUALITY FOR THE YOUNGEST ONES; PART 2 - QUALITY RELATED TO CHILD PERSPECTIVES AND AESTHETIC LEARNING

Self-organised Symposium

Conference Centre Level 0, Artemis

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CHAIR: LEIF HERNES

Oslo and Akershus Univeristy College, Norway

**Eye for walking - ethnography on foot with the youngest children**

ANNE MYRSTAD AND TORIL SVERDRUP, University of Tromsø, The Artic Univeristy, Norway

**Making space for esthetic learning in early years education**

HEGE STØYLEN KVALBEIN LØBERG AND KATRINE GIAEVER, Oslo and Akershus Univeristy College, Norway

**Multiple perspectives on aesthetic learning regarding children under the age of three**

LEIF HERNES AND TONA GULPINAR, Oslo and Akershus Univeristy College, Norway

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G/ 22

QUALITY ENHANCEMENT PROGRAMMES IN ECE

Individual Papers

Conference Centre Level 0, Athena

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CHAIR: JOÃO FORMOSINHO

Childhood Association and Portuguese Catholic University, Portugal

**Implementation of quality programs 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 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

**Quality through Professionalisation**

MARLENE MCCORMACK, Early Childhood Ireland, Ireland

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G/ 23

CHILDREN'S RIGHTS IN PRACTICE

Individual Papers

Conference Centre Level 1, Secretariat 1

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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

**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

**Children's rights - an obvious starting point for educational activities in kindergartens?!**

MARINA LUNDKVIST, Åbo Akademi University, Finland

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G/ 24

KNOWLEDGE, IDENTITIES AND TRANSITIONS

Self-organised Symposium

Conference Centre Level 1, Zeus East

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CHAIR: SALLY PETERS

University of Waikato, New Zealand

**Transitions in indigenous education contexts**

MARGIE HOHEPA, University of Waikato, New Zealand

**“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

**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

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G/ 25

ACCESS, NEED AND ENTITLEMENT TO ECEC

Individual Papers

Conference Centre Level 1, Zeus West

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CHAIR: MARIE LAVELLE

Plymouth University, United Kingdom

**Legal entitlement – a appropriate tool to promote universal access to ECE services?**

ANTONIA SCHOLZ, German Youth Institute, Germany,

**'Care'; the Children's Act and government: A diagnosis of Early Childhood Development in South Africa**

CORINNE MEIER, University of South Africa, South Africa

**'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

## POSTER PRESENTATIONS Q & A

MONDAY 8<sup>TH</sup> SEPTEMBER: 10:30 – 11:30

AND

WEDNESDAY 10<sup>TH</sup> SEPTEMBER: 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) AND VEERLE MARTENS (3)

*(1) Karel de Grote University College, Belgium; (2) HUBKAHO University College, Belgium; (3) Artevelde University College, Belgium*

### **The prosocial behaviors of toddlers in child care center**

MARIKO YOSHIDA

*Mie University, Japan*

### **THE PERCEPTIONS OF CHILDREN ABOUT WAR & FAMILY**

AYŞE DURAN

*Adiyaman University, Turkey*

### **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 influence of a sleeping habit on emotional and behavioral problems among Japanese preschool children.**

MASANORI TAGUCHI (1) AND MIHOKO TOMINAGA (2)

*(1) Dokkyo University, Japan; (2) University of Nagasaki, Japan*



**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 educational function and welfare role of the unauthorized day care center (UDCC) in Japan (2): Research findings from interview with and observation at UDCC**

KAORU ONISHI

*Gifu Shotoku, Gakuen University Junior College, Japan*

**The educational function and welfare role of the unauthorized day care center (UDCC) in Japan (1): The outline and the features of the UDCC**

MASAFUMI OHNISHI (1) AND KORU ONISHI (2)

*(1) University of Fukui, Japan; (2) Gifu Shotoku Gakuen University Junior College, Japan*

**Teacher-principal-parent opinions about cooperation in preschool**

SILVI SUUR AND MARIKA VEISSON

*Tallinn University, Estonia*

**Support for mothers with children under six years in prison**

MARIA FERRER RIBOT AND MARIA RIERA

*University of Balearic Islands, Spain*

**Study on Preschool Children's Learning to Read at Home**

YOSHIKO SHIRAKAWA (1), TAKASHI MUTO (2), MIDORI KANAZAWA (3) AND TAKA AKI HARA (4)

*(1) Kyoritsu Women's University, Japan; (2) Shiraume Gakuen University, Japan; (3) Kansai Welfare University, Japan; (4) Kamakura Women's University, Japan*

**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*

**Social anxiety of preschool children and their attachment to teachers**

ZLATKA CUGMAS

*University of Maribor; Faculty of Education, Slovenia*

**Social and emotional skills of children in the project „Bildungshaus 3 – 10“**

NICOLE STURMHÖFEL, DORIS DREXL AND JUDITH STREB

*TransferCentre for Neuroscience and Learning, Germany*

**Retrospective analysis: intervention; communication and learning environments (2010-2014)**

TERESA GODALL CASTELL (1), NURIA LORENZO(2) AND SANDRA GALLARDO

*(1) Departament de Didàctica de la Expressió Musical i Corporal. Universitat de Barcelona, Spain; (2) Departament Didactica Organització educativa, Uniiversitat de Barcelona, Spain;*

*(3) School & Departament de DEMC Universitat de Barcelona, Spain*

**Reflecting language interaction- video based self-reflection for professionalization of ECE professionals**

JUDITH DURAND (1), SABINE NUNNENMACHER(2) AND MICHAELA HOPF (2)

*(1) DJI-Deutsches Jugendinstitut, Germany; (2) DJI; München, Germany*

**Reception Classes Practitioners' Understanding of the Relationship between Social - Emotional Development and Indoors and Outdoors Play**

SEVIM KARAOGLU

*The University of Sheffield; School of Education, United Kingdom*

**Reasoning about death in childhood: Do parents' socializing practices and fear of death matter?**

EKATERINA KORNILAKI (1) AND PLOUSIA MISAILIDI (2)

*(1) University of Crete; Department of Preschool Education, Greece; (2) University of Ioannina, Greece*

**QUALITY OF PEER-INTERACTION IN MIXED-AGE LEARNING SETTINGS - in the transition process from kindergarten to primary school**

AGNES KORDULLA AND PROF. DR. PETRA BÜKER

*Universität Paderborn, Germany*

**Qualification for lifelong learning of early childhood educators in preschools: expert views on current status and perspectives**

ELENA STERDT AND THOMAS KLICHE

*Magdeburg-Stendal University of Applied Sciences, Germany*

**Professional Autonomie in Early Childhood Education**

ARDA OOSTERHOFF (1), ALEXANDER MINNAERT (2), INEKE OENEMA-MOSTERT (1), SIENEKE GOORHUIS-BROUWER (1),

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SALLY HOUSTON AND DIANA HARRIS

*University of Greenwich, United Kingdom*

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*NLA University College, Norway*

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MARIA MARKODIMITRAKI

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*Freie Universität Berlin, Germany*

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OLGA KOULI, ANTONIS DALAKIS AND KATERINA PARASKEVA,

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JENNIE STOLZMANN-FRANKENHAEUSER

*Folkhälsans förbund, Finland*

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HYE JIN KWON

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MASUHARU SHIMIZU (1) AND TOSHIAKI MORI

*(1) Tezukayama University, Japan; (2) Hiroshima University, Japan*

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NAOKO NIIMI (1), RINA EMURA (2), KENICHI MAEDA (3) AND RYOUTA MAKI (4)

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SACHIKO KITANO

*Kobe University, Japan*

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RUTI NEEMAN

*Efrata College of Education, Israel*

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*University of Crete, Greece*

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MARIA KYPRIOTAKI

*University of Crete, Greece*

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YAIR ZIV

*University of Haifa, Israel*

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HJØRDIS BAKKE AND BJØRG SVINSHOLT

*Queen Maud University College of Early Childhood Education, Norway*

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ANNE KARABON

*University of Wisconsin-Madison, United States*

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TOMOYOSHI INOUE (1), YUKO YAMANA (2) AND PANG JUN (3)

*(1) Doshisha University, Japan; (2) Akita University, Japan; (3) Biwako Gakuin University, Japan*

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SOFIE ARELJUNG,

*Umeå University, Sweden*

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*Magdeburg-Stendal University of Applied Sciences, Germany*

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*University of Sheffield, the United Kingdom and University of Umm Al-Qura; the Kingdom of Saudi Arab*

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YOUNGMI GO AND JINJU KANG

*Soonchunhyang University, Korea (South)*

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MARIT SUNDELIN

*UiT The Arctic University of Norway, Norway*

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MARIA DO CARMO MONTEIRO KOBAYASHI

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KOJI TANAKA (1), NAOTO HAMATANI (1), KIYONE ASHIZAWA (2) , GAKU MIYAMA (1), TAKEHIRO IINO (3), AND MOTOKO IGARASHI



*(1) Tokyo Metropolitan University, Japan; (2) Teikyo University, (3) Japan Kyoto Tachibana University, Japan; (4) Shiraume University, Japan*

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EBRU AKTAN ACAR

*CANAKKALE ONSEKIZ MART UNIVERSITY, Turkey*

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EUN-JOO BAIK

*Mokwon University, Korea (South)*

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*Hedmark University College, Norway*

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*University of Wisconsin Madison, United States*

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ŞAHİN ZETEROĞLU

*Uludag University, Turkey*

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BJØRG DANIELSEN JØLBO

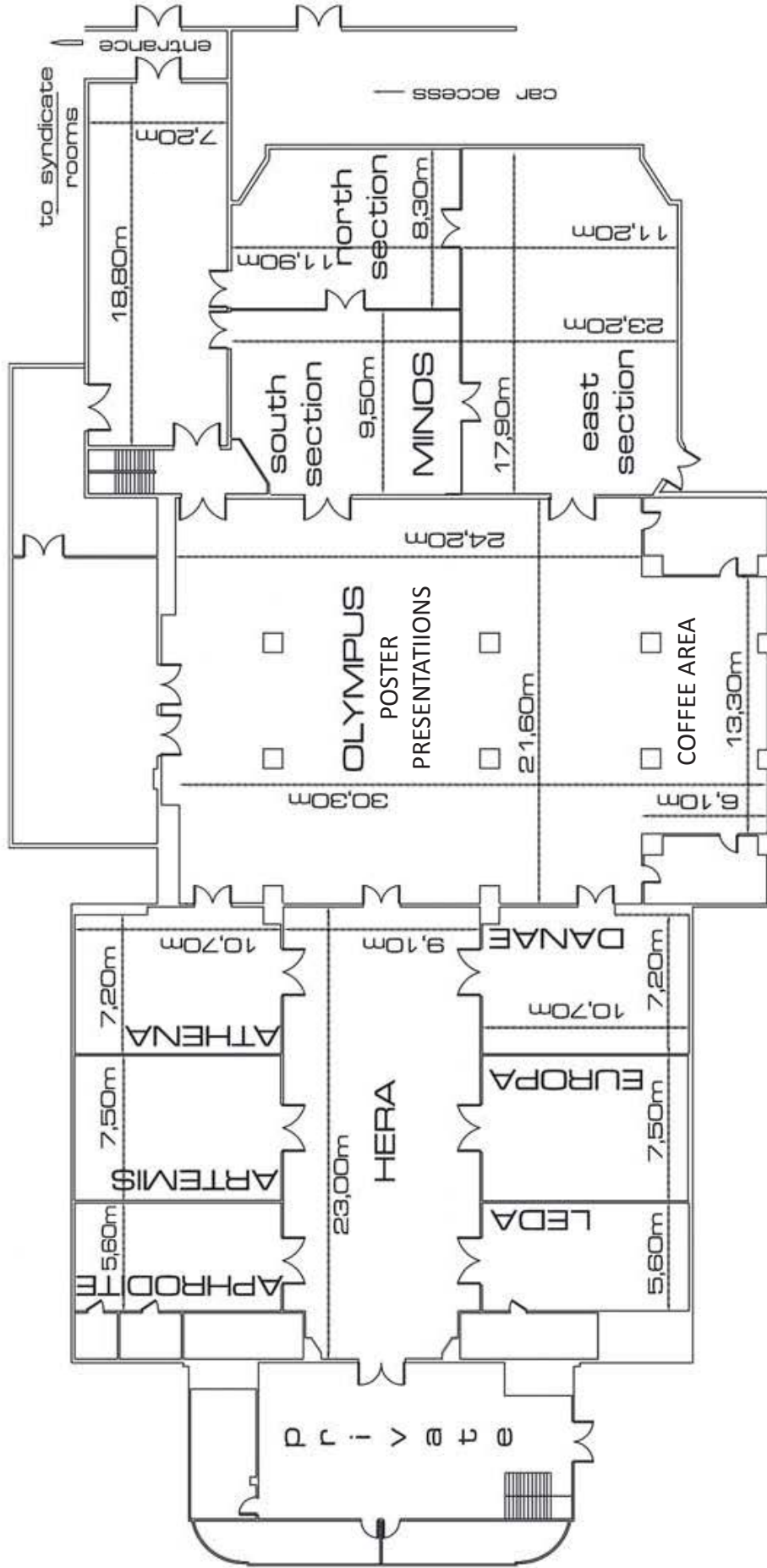
*Universitetet i Stavanger, Norway*

**“Maths is everywhere” – beliefs of elementary and primary school teachers concerning the early mathematics education**

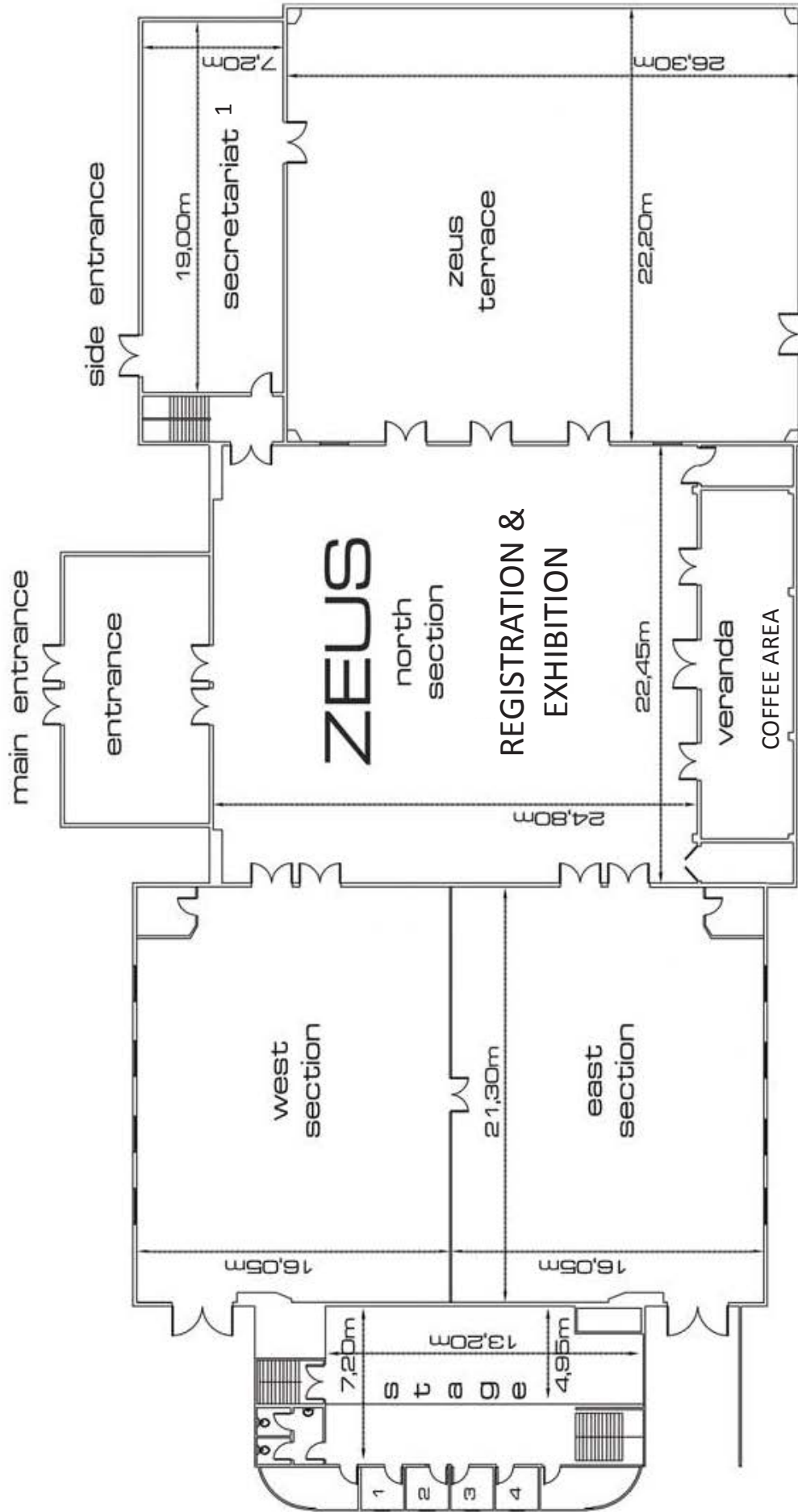
ANIKA WITTKOWSKI AND DIANA WENZEL-LANGER,

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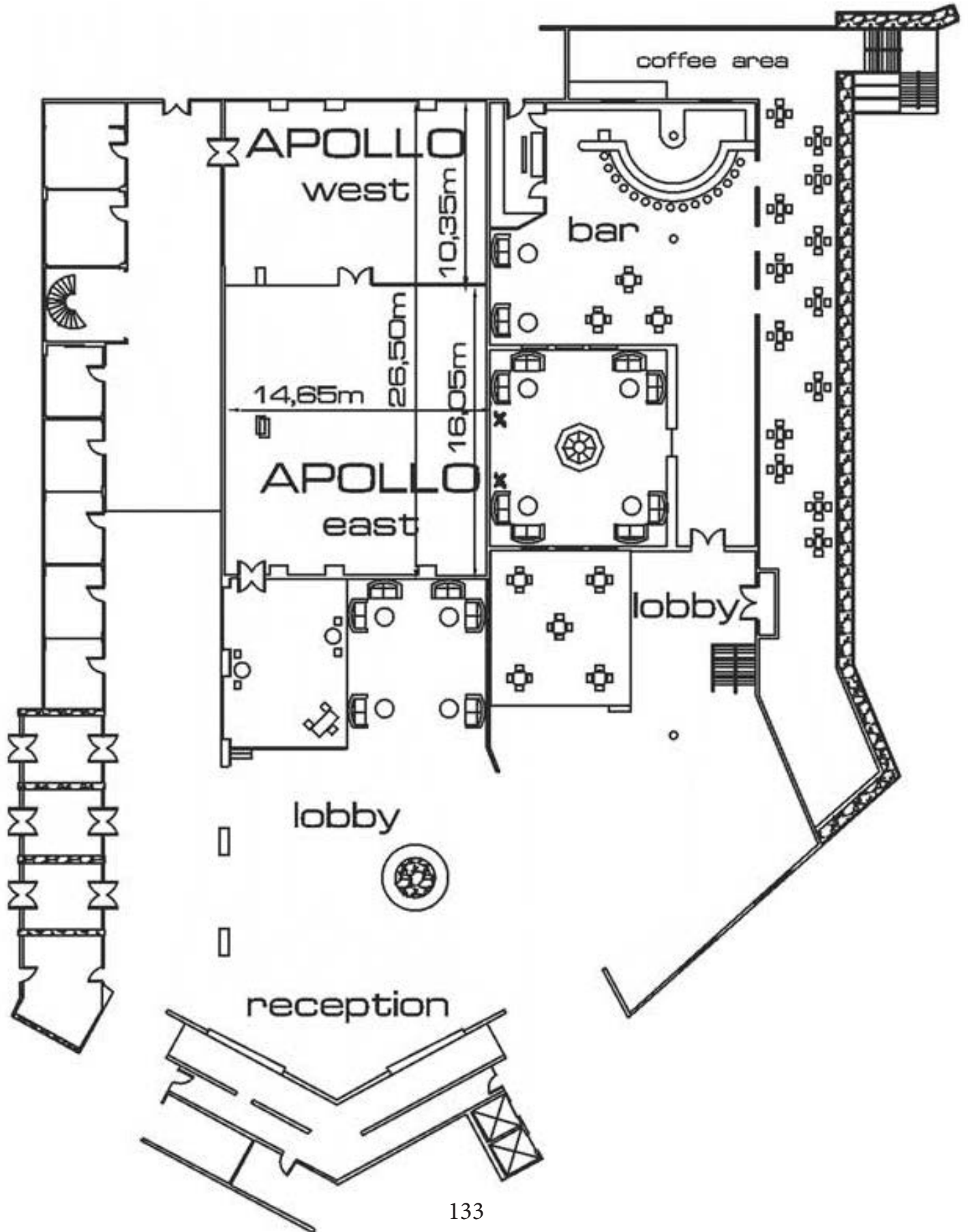
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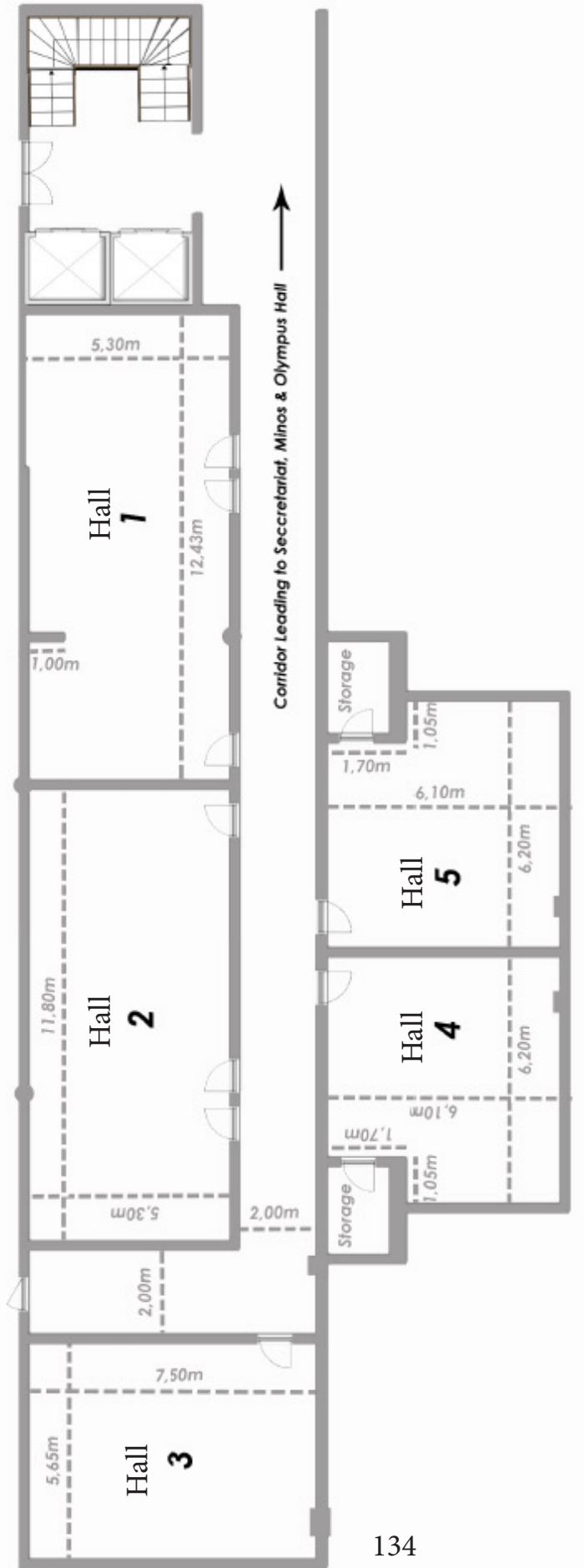
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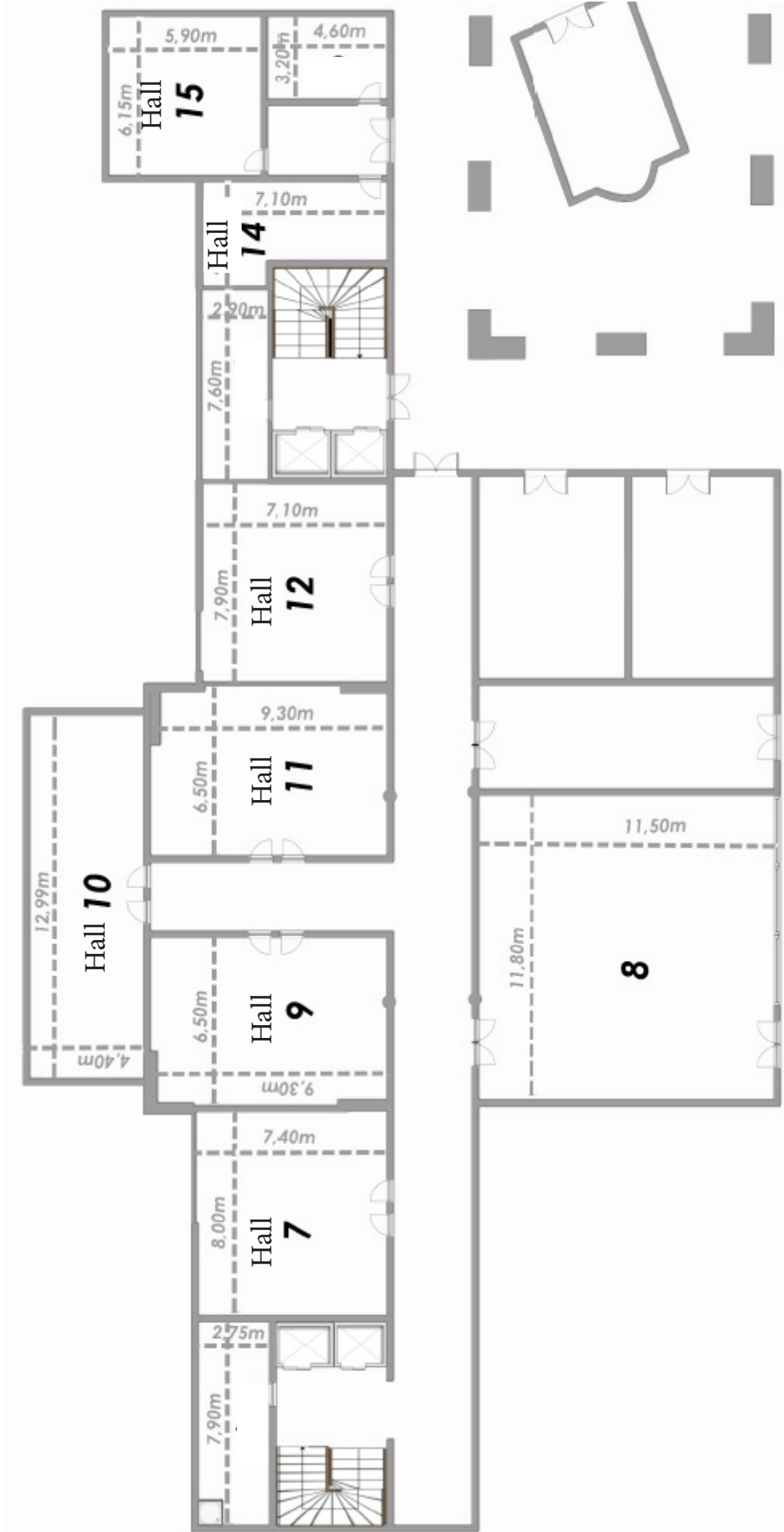
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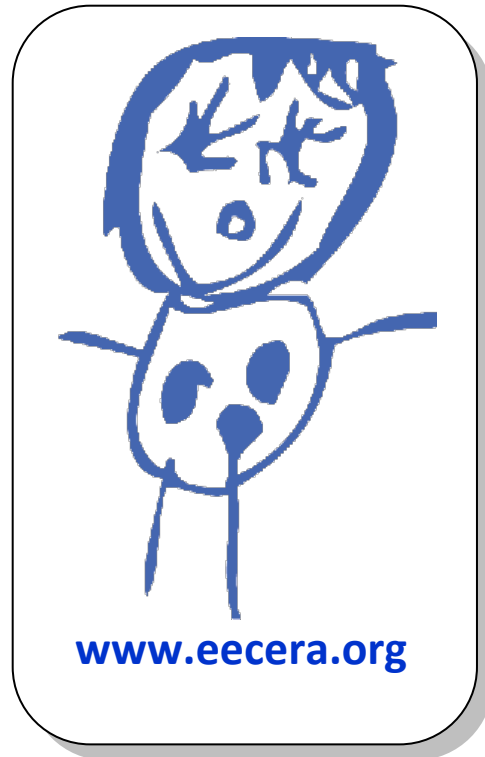
# Terra Building Level 0



# Terra Building Pool Level



# EECERA



## **Ethical Code for Early Childhood Researchers**

Version 1.1 (March 2014)



## EECERA Ethical Code for Early Childhood Researchers

### Introduction

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.

### EECERA Ethical Principles

Early Childhood researchers must have an ethic of respect for:

1. the child, family, community and society;
2. democratic values;
3. justice and equity;
4. knowing from multiple perspectives;
5. integrity, transparency and respectful interactions;
6. quality and rigour;
7. academic scholarship;
8. social contribution.

#### **1. The child, family, community and society**

The ethic of respect should:

- operate for all research participants from pre-birth throughout the course of life;
- ensure all the research participants are seen as subjects developing in the context of their families and communities, which are culturally situated as part of wider societies;
- ensure that all individuals and communities are treated in a way that is free from prejudice regardless of cultural identity.

#### **2. Democratic values**

The ethic of respect should:

- ensure all participants in the research process are viewed as subjects not objects with rights to participate in the research activity, either, directly or indirectly, actively or passively;

- ensure all participants and communities involved in research are treated fairly, sensitively, with dignity and without prejudice, regardless of age, religion, language, disability, health condition, gender identity, sexuality, race, ethnicity, class, national origin, culture, social economic status or marital, domestic or parental status;
- require research to embody a deep respect for the rights of people, especially children and more vulnerable members of a community, to have a voice and participate actively in all decisions and actions which affect them (paying due regard to the UN Convention on the Rights of the Child);
- acknowledge the rights of others to hold values, attitudes and opinions that differ from those of the researcher's own;
- be sensitive to culture, individual and role differences and strive to eliminate bias of any kind;
- aim to distribute power between all participants as far as possible and in a way that allows all involved to actively have voice in the research process and contribute equitably and appropriately to the research process.

### **3. Justice and equity**

The ethic of respect should:

- operate within a code that actively promotes democratic values and contributes to social justice and equity within communities and societies;
- be respectful of plurality at the level of paradigms, theories, disciplines and methodologies, arriving at a prismatic process of research that illuminates the complexity of human beings and gives credence to diverse voices, answers to different realities and promotes equality in our understanding of participants in the research.

### **4. Knowing from multiple perspectives**

The ethic of respect should:

- promote research that is original and informing, whilst showing respect for existing work and disciplines;
- aim to extend knowledge of understanding in all areas of early years activity and from all participants' perspectives, including learners, educators, practitioners, policy makers and the public;
- acknowledge the legitimacy of diverse educational research philosophies, paradigms and methodologies that exist and seek to reassure that its results do not selectively judge or constrain, directly or indirectly, the methodological distinctions of the research processes that emanate from them.

### **5. Integrity, transparency and respectful interactions**

The ethic of respect should:

- make public the set of ethical principles and actions which guide research practice;
- ensure researchers do not knowingly act in ways that jeopardize the welfare of others;
- ensure the avoidance of deception or non-disclosure towards research participants and that all research actions are transparent and documented fully, with data and methods made open for external scrutiny and critical review;

- ensure research processes and outputs are conducted in ways that are honest, fair and acknowledging of all contributions in the research and dissemination process;
- support researchers in making public the results of their research to all involved and the wider public unless to do so would cause harm;
- ensure research findings are communicated in a clear straightforward fashion and in language judged to be appropriate to their intended audience;
- ensure that researchers never compromise ethical behaviour in favour of collegiality.

## **6. Equality and rigour**

The ethic of respect should:

- ensure that research designs rigorously serve the questions and objectives of the study;
- ensure free, independent, critical and informed choices of authors, articles, theories and concepts included in any literature review and research design with full acknowledgement and citation;
- ensure the highest ethical standards for dealing with participants which guarantees participants their rights;
- ensure the highest standards of academic and professional rigour in presentation and dissemination of research.

## **7. Academic scholarship**

The ethic of respect should:

- ensure all those who have made a substantive contribution to the generation of an intellectual product are listed as authors/contributors;
- acknowledge that it is improper to list people who have not directly contributed to the research or written outputs of research;
- ensure that academic status or other indicators of power should not determine first authorship, but rather the order of authorship should reflect the relative leadership and contributions made by the researchers concerned;
- acknowledge the obligation on authors to attribute visibly all external sources of support, including sponsors or financial support for a project in which the researcher is involved directly or indirectly;
- ensure authors disclose the publication history of articles they submit for publication; that is, if the present article is substantially similar in content and form to one previously published, that fact should be noted and the place of publication cited.

## **8. Social contribution**

The ethic of respect should:

- ensure research embodies an awareness of social responsibility towards the communities and societies in which it is conducted;
- ensure research strives to advance scholarly knowledge and practice and serves the public good;

- ensure research has utility and meaning for all those involved in the research process;
- promote research which makes a contribution to the wider research community in a spirit of critical analysis and constructive criticism, and which generates impact on both policy and practice and the enhancement of knowledge in the field.

## Research Practice Guidelines

### 1. Responsibilities towards participants

#### ***Voluntary and informed consent:***

- Researchers must ensure that participation in research is on the basis of voluntary, informed consent. This means that all those involved, including young children, are provided with full and honest information about the content, purpose and process of the research and given the opportunity to agree or disagree to participate in the light of this information. At no time must a participant be put under any form of duress to participate.
- Obtaining consent should be viewed as an active and ongoing process. Participants should be given the right to withdraw from the research at any point.
- Participation should be renegotiated if the original research content, purpose or process changes significantly.
- In those few cases where it is not appropriate or possible to obtain informed consent, careful consideration must be given to the reasons for this and these should be recorded formally, and checked with a local ethics body.

#### ***Anonymity and confidentiality:***

- Researchers must recognise all individual's right to privacy. The confidentiality and anonymity of research participants should be seen as the norm in research, unless they specifically and explicitly waive this right.

#### ***Participants seen as subjects with rights not objects:***

- All research must be conducted with the human rights of all respondents being given absolute respect and acknowledgement. Participants should be viewed as subjects with rights at all times and never objectified or 'othered' in the research process.

#### ***Non-discriminatory and inclusive participation (voices of children and vulnerable families):***

- Researchers should aim to be inclusive and non-discriminatory in their identification and selection of research participants.
- Where participation for some individuals or communities is difficult, steps should be taken to actively address the barriers preventing participation.
- Researchers should also explore methodologies which allow alternative means for less enfranchised groups, including young children and the vulnerable, to make an authentic contribution to the research process.
- Researchers should take steps to avoid research designs that advantage one group of participants over another.

#### ***Use of incentives and non-exploitation:***

- Researchers should acknowledge that offering incentives to encourage participation can be problematic, and has the potential to produce bias in participant sampling and responses.
- In general, the use of incentives should be the exception rather than the norm in research, and where incentives are proposed, the nature of these should be carefully considered.
- Researchers must be careful to avoid the exploitation of participants for the purposes of their research, including over reliance on one group, over generous use of a group's or individual's goodwill and the lack of power by participants to resist demands and requests.

#### ***Non-malevolence, no harm should come:***

- Researchers must be aware that the research process may put pressure on, or lead to potentially harmful consequences for participants. They should take all necessary steps to reduce the sense of intrusion, pressure or stress which may flow from participation in the research.
- Researchers must immediately desist from any actions which cause distress to participants.
- Researchers should aim to minimise the impact of their research on participants, either bureaucratic, emotional, physical or otherwise, seeking to adhere to an ethic of 'minimal intrusion' on the lives of participants.

***Feedback to all participants:***

- All participants should be briefed at significant stages in the research process and at the conclusion of the research.
- Researchers must be prepared to change the research process following feedback from participants.
- All participants must be provided with copies of any reports or other publications arising from their participation.

## **2. Responsibilities towards the research process**

***High standards of professional integrity, rigour and competence:***

- Research should be conducted with the highest ethical standards as set out in these guidelines and recognised internationally.
- The rigour of the research should be evident in choice of theoretical and literature sources which should be meticulously and independently located, and rigorously cited to agreed conventions.
- The research design should rigorously serve the research objectives and questions.
- Research outputs and publications should be carefully and meticulously prepared and published to the highest academic standards.

***Participatory approaches with distributed power in research process:***

- Researchers should operate within the spirit of Articles 3 and 12 of the UN Convention on the Rights of the Child where the research involves children, or vulnerable young people and adults.
- Researchers must give all participants the opportunity to express their views freely on all matters affecting them, commensurate with their age.
- Researchers in a position of power or authority in relation to participants must indicate the steps taken to reduce the power differential.

***Data protection and security:***

- Research should comply with Data Protection legislation which ensures that all participants know about and have access to personal data stored in relation to them.
- Researchers should ensure confidential data, information or communications are kept securely and are protected from external intrusion and disclosure.
- Researchers must have permission from participants to disclose personal information to third parties or to grant third parties permission to access such data. A record must be kept of any disclosures.

***Openness and disclosure:***

- Researchers who believe confidentiality and anonymity agreements may allow illegal behaviour to continue must carefully consider making disclosure to the appropriate authorities.
- If the behaviour is likely to be harmful to the participants or others, the researcher must consider disclosure. Researchers should apprise the participants involved if they intend to disclose wherever possible.
- Researchers should keep careful documentation on the reasons for disclosure and their actions in making the disclosure in case of misconduct allegations or other serious consequences.

***Duty of care to researchers – non-exploitation or harassment (safety and welfare)***

- Researcher's rights and interests should be protected and risks to research staff in conducting research must be carefully assessed and minimised.

***Regular and open feedback to all participants:***

- All research participants, including young children, have a right to feedback on the research process and outcomes. Researchers should debrief participants at significant points in the research process and at the conclusion of the research, providing copies of any reports or publications arising from their participation.

**3. Responsibilities towards research outputs and dissemination process**

***Disclosure of sponsors and interested parties:***

- Sponsors or interested parties are considered to be any person or body that funds the research or facilitates it by allowing and enabling access to data and participants. The relationship between researchers and sponsors should be defined in a written agreement and disclosed in all research outputs and publicity.
- All interests in the research should be explicitly stated, including sources of financial support and relevant personal or professional relationships that may have the appearance of, or potential for, a conflict of interest with all those with an interest in the research.
- Researchers must give due respect and acknowledgement to all methodologies and related methods.

***Confidentiality and anonymity:***

- Any decisions to override agreements on confidentiality and anonymity must be taken after careful and thorough deliberation, and participants must be informed beforehand of the intention and reasons for disclosure.

***Intellectual property rights:***

- Sponsored research should follow the norm that researchers have a right to independently publish the findings of research, and that this right should not be lightly waived or unreasonably denied.
- Researchers have the right to disassociate themselves publicly from accounts of research they have conducted if they feel its presentation is misleading or selective.

***Reporting and publishing standards (clarity, audience and accuracy):***

- A wide range of dissemination strategies should be used to ensure greater reach of research outputs, including technology and websites.

- Reporting should adopt a communication style which is straightforward and accessible, and has clarity and fluency for those interested and involved in the research, and in a language that is appropriate to the intended audience.
- Researchers should take steps to ensure the accuracy and trustworthiness of all public communications about the research.

***Utility and social beneficence:***

- Research output should contribute to the generation of improvements in early childhood policy and/or practice and to the enhancement of knowledge.
- Researchers have responsibility to seek to make public the results of their research for the benefit of a wider understanding of early childhood policy and practice within wider society.



## Research Publication Guidelines

### 1. Authorship and sponsors

#### ***Order of authors, credit and non-citation:***

- The academic status or other indicators of power should not determine first authorship. All contributing authors should be credited in the order of the significance of their contribution in the authoring process.
- All those who have made a substantive contribution to the generation of an intellectual product are entitled to be listed as authors..
- There should be no 'ghost' authoring of publications and it is improper to list people who have not directly contributed to the research or written outputs of the research.

#### ***Status of authors and location of authors:***

- The status and institutional location of all authors should be made visible in all research materials and outputs.

#### ***Transparency, conflict of interest, funder visibility:***

- There is a fundamental obligation on authors to acknowledge and attribute all external sources, financial or in kind, such as organisations or sponsors who have contributed to the research programme directly or indirectly.
- Authors should disclose the publication history of articles or books they present for publication. If a present article or book is substantially similar in content and form to one previously published, that fact should be noted and the place of prior publication cited.

### 2. Rigour and integrity

#### ***Honesty, trustworthiness, reliability and validity***

- Researchers should ensure that their research processes and findings are transparent, honest and trustworthy, and that inferences and generalisations drawn from their research evidence are valid, reliable and credible.

#### ***Robust, appropriate and ethical methodology:***

- Researchers must protect the integrity of the community of researchers by ensuring they conduct their research to the highest standards.
- Research should promote methodologies and methods that are both robust and ethical in their execution.
- Researchers must employ methods that are fit for the purpose of the research, and where a specific method, approach or philosophy of research is promoted, an awareness of alternatives should be clearly visible, with the justification of the chosen approaches and methods being honest and justified.

#### ***Transparency of process and results***

- Researchers should report research processes and results transparently, accurately and in sufficient detail to allow knowledgeable and trained researchers to understand, interpret and critically appraise them.

### 3. Purpose and value

#### ***Current, relevant, pertinent and utility:***

- Research should have clear purpose, meaning and value to those who are involved in the research process and/or who are the subjects in the research focus.
- Research should have current relevance and utility to the wider communities and societies in which it is located. The impact of the research should be planned for and documented.

#### ***Knowledge generation, originality, innovation and challenge:***

- Research should aim to generate new knowledge which makes an original contribution to the field.
- Research should aim to be innovative and challenging of existing orthodoxies and assumptions, adopting a respectful but critical stance towards existing knowledge and practices.

#### ***Social contribution:***

- Researchers should acknowledge the professional responsibility they hold towards the communities and societies in which they live and work. In undertaking research they should strive to advance scholarly knowledge which makes a contribution to the quality of life of those communities and societies and serves the public good.

### 4. Malpractice

#### ***Multiple submissions:***

- Researchers must not submit a manuscript for publication to multiple journals unless the publisher explicitly permits the practice in the submission guidelines.
- On submission of the manuscript, the author grants that publisher first claim to publication.
- Manuscripts can only be submitted to a second publisher after an official decision has been received from the first publisher or the manuscript has been withdrawn.

#### ***Plagiarism or self plagiarism:***

- Researchers and authors in their teaching, writing and presentations should explicitly identify, credit and fully cite any author(s) that they take material, data or ideas quoted verbatim from their work, whether it is published, unpublished or electronically available.
- Researchers and authors in their teaching, writing and presentations must provide acknowledgement and reference to the use of other's work even if the work is not quoted verbatim or paraphrased, and they must not present other's work as their own whether it is published unpublished or in electronic form.
- Researchers must not submit for subsequent publication work that has been previously published unless it is published with citation of the first publication.

#### ***False claims, misrepresentation, fabrication, sensationalism, distortion:***

- Researchers must not make false claims, fabricate or misrepresent, research evidence, data, findings or conclusions.
- They must not sensationalise or distort findings in a way that compromises knowledge generation for public exposure.

#### ***Illegal use of research:***

- Research must not be used for illegal or fraudulent purposes.
- Researchers must not knowingly or negligently use their position for illegal or fraudulent purposes.

***Defamation and libel:***

- Researchers must not criticise other researchers or research practice in a defamatory or unprofessional manner.

**5. Communication and Publication**

***Clarity and accessibility of communication:***

- Researchers should strive to present their findings to a wide audience in a clear, unambiguous and accessible style which is appropriate to the intended audience.
- Researchers should use a wide range of dissemination strategies, including electronic and web based forums, to enhance knowledge transfer and the impact of the research findings.

***Responsibilities of researchers, authors, editors and reviewers:***

- It is the responsibility of all those involved in the generation and publication of research to ensure that the highest standards of professional competence, integrity, ethics and scholarship are safeguarded and promoted.
- Where researchers, authors, editors and reviewers become aware of malpractice they must present their concerns, in the first instance to those involved. Where possible, public accusations and allegations should be avoided as they bring the research community into disrepute. However, in the absence of resolution, or if it is in the public interest, then concerns should be made public.