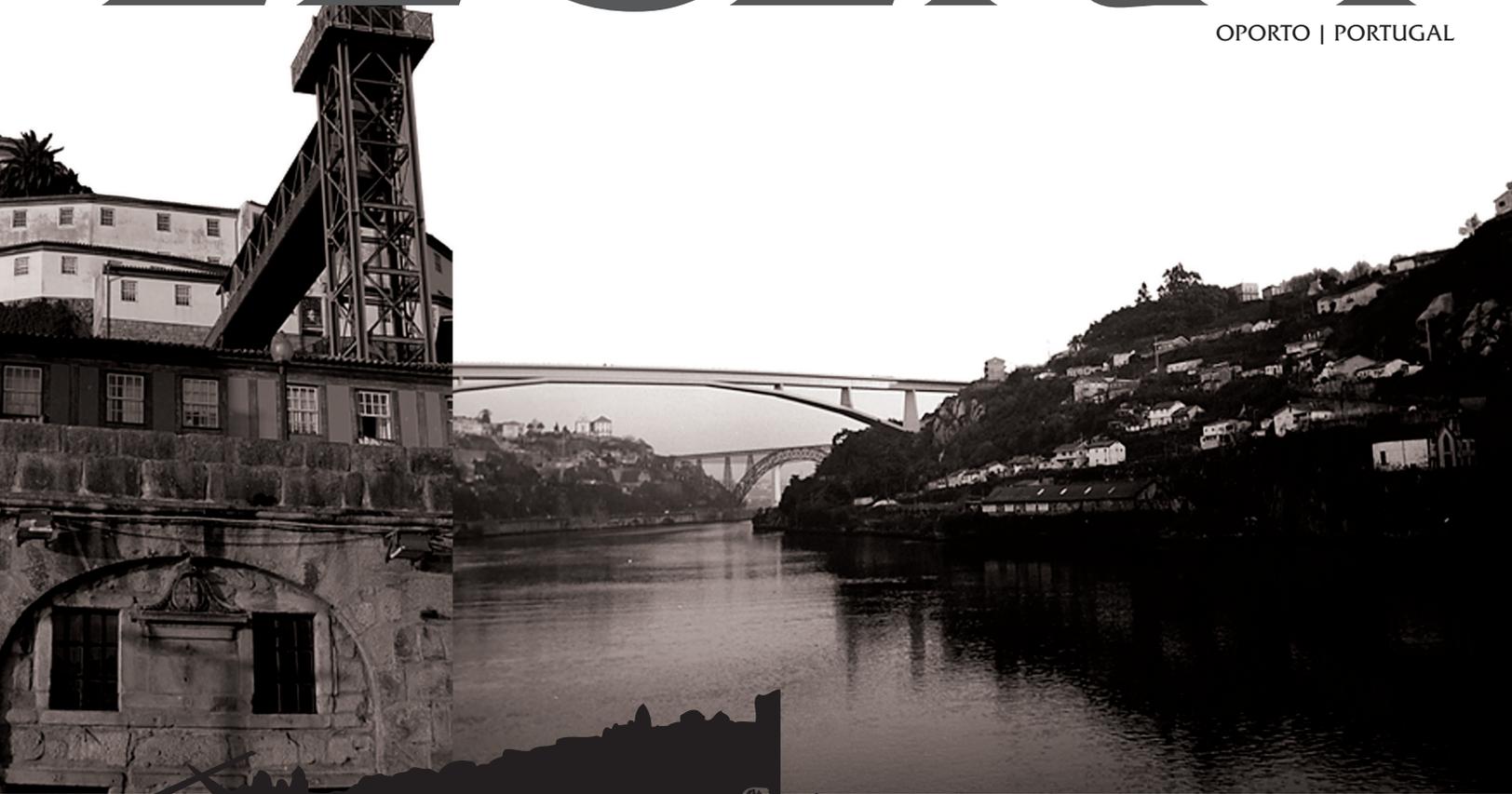


European Early Childhood Education Research Association

# EECERA

29th aug - 1st sep 2012

OPORTO | PORTUGAL



22<sup>ND</sup>

EECERA CONFERENCE

PRE-BIRTH TO THREE: identities, learning, diversities

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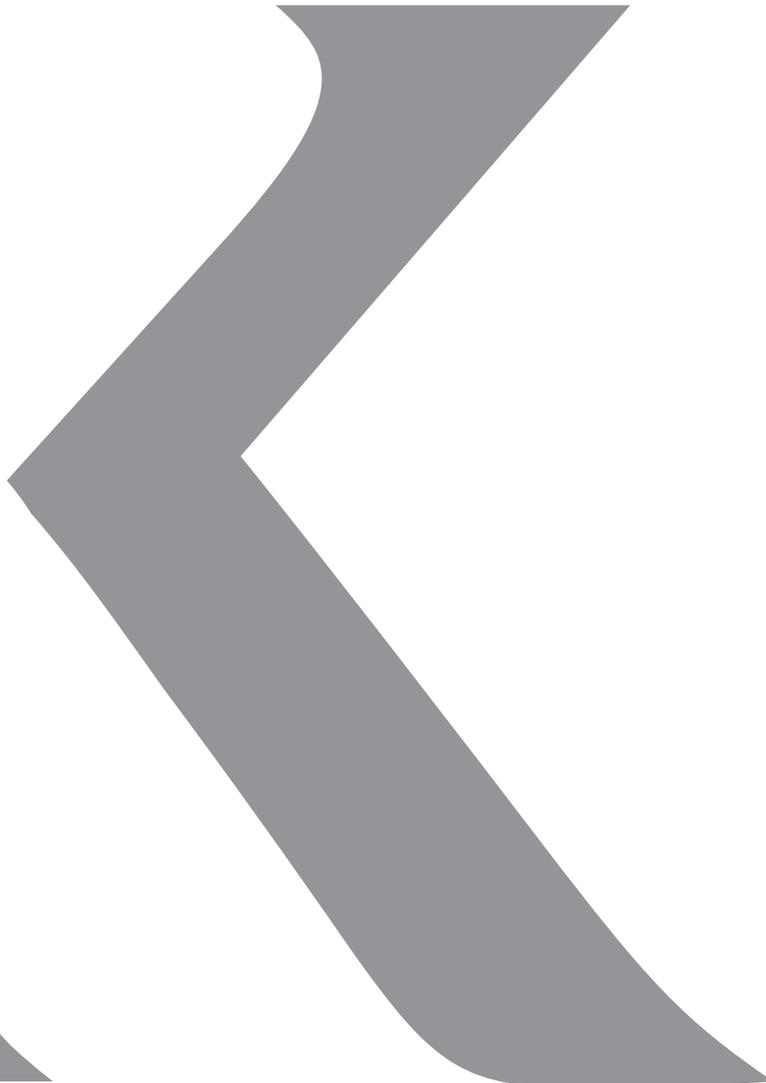
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## ENGLISH:

THE CONFERENCE LANGUAGE IS ENGLISH BUT, AS WE ALL KNOW, THERE ARE MANY DIFFERENT FORMS OF ENGLISH, EVEN IN WRITTEN ENGLISH WHERE AMERICAN AND UK CONVENTIONS DIFFER, E.G. 'COLOR' (US) OR 'COLOUR' (UK), AND 'ORGANIZATION' (US) OR 'ORGANISATION' (UK). MOST ENGLISH SPEAKERS IN MOST COUNTRIES USE THE US CONVENTIONS BUT IN THIS PROGRAMME BOOK WE HAVE COMPROMISED. AMERICAN CONVENTIONS ARE ONLY USED WITHIN ABSTRACTS WHERE AUTHORS, THEMSELVES, HAVE USED THEM. TO KEEP CONSISTENCY ALL THE REST OF THE PROGRAMME INCLUDING TITLES HAS ADOPTED ENGLISH CONVENTIONS.



KEYNOTE SPEAKERS



09:30-10:30

*Kei tua o te pae: tracing learning journeys beyond the horizon*

MARGARET CARR | University of Waikato, New Zealand

This paper speaks to two of the EECERA conference strands: continuity and transition. We often develop separate programmes for the under-threes and the over-threes in our early childhood provision, and separate programmes are almost certainly waiting for children when they arrive at primary school. These divisions have implications for any discussion of continuity in the early years. What if we look for ways to foreground longer-term processes of education, beginning with the under-threes? What would it mean for practice? And how do teachers and children construct the continuity of these longer-term processes over time and place?

I have been interested in Jay Lemke's questions about this. He asks some 'how' questions. "How do moments add up to lives? How do our shared moments add up to a social life as such?" (Lemke, 2000 p.273). He refers to school classrooms, not to early childhood education settings. However, it is worthwhile to consider these questions for early childhood, as many curriculum documents invite us to do. It is about zooming in and zooming out. However, 'to zoom out is hard' (Lemke, 2001 p.23). One of the reasons why zooming out is difficult is because we are looking beyond a known horizon. 'Kei tua o te pae' (translated into English as 'beyond the horizon') is a quote from a M ori lullaby by Hirini Melbourne. In Aotearoa New Zealand this was the name given to an early childhood resource on assessment for learning, acknowledging that longer-term processes will explore beyond the knowledges and skills that we know about now. A second reason is that we derive the zoomed-out processes from community, history and intergenerational habits and expectations, and this is a cultural and historical matter. A third reason is that when we analyse the ways in which we might trace a learning journey, we must include the opportunities available: the affordance and the perceived affordance of the educational environment: the people and the artifacts. Learning is then about participation. I will argue, therefore, that the longer-term processes that provide clues about continuity – explorations, expectations, habits of action, perceptions and participatory repertoires – centrally include learning dispositions. Furthermore, with Lemke (2000: 281), the presentation will explore the role of 'boundary objects' for linking short term events with longer term learning dispositions, and for linking learning across time and place.

These reflections, on how we might trace learning journeys, build from the Te Wh riki lens (the national early childhood curriculum in Aotearoa New Zealand) on learning, and on research with early childhood teachers as, together, teacher-researchers and university-researcher have sought some analytical clarity in these matters.

14:30 - 15:30

## *Between the politics of quality and the quality of practices*

MARIA MALTA CAMPOS | Carlos Chagas Foundation, Brazil

The educational policies around the globe have been subjected to the impact of the so-called neo liberal reforms since the last decades of the XX century. Roger Dale (2004) argued that a “globally structured agenda for education” became hegemonic and guided the reforms implemented in different national contexts. The concept of quality was an important element of the discourse that was defused with these reforms: the adoption of a new model of regulation for the educational systems was justified by the idea that if the quality of schools could be measured and this information made accessible to parents, teachers and administrators, a better level of social control and accountability would follow. The basic implication was that this new form of regulation would lead to a more competitive work force and better economic performances for the individual countries.

This process was mainly aimed at other levels of the school system and the education of small children up to the beginning of the primary school, especially from zero to three, was somehow left to its own traditions. Nevertheless, as Dahlberg and Moss have argued, the discourse about quality also flourished in this field, but with different tones and characteristics. For some time, crèches and early childhood education were relatively protected from national evaluation systems based on student test scores and other measures of school effectiveness.

Not anymore. In the last years, economists and neuro scientists have come up with a not so new discourse about the importance of early childhood education for the economic performance of the next generation of workers and citizens. This discourse is not very different from the one used by the compensatory educational programs developed in the sixties. But now, it is not only aimed at the preschool level, but also reaches children aged zero to three.

It is important to develop a critical analysis of this new trend, because it has a potential power to impact the social policies developed for very small children in many countries. The economical arguments points to a new use for the concept of quality, based on the minimal costs of the social and educational programs that could produce the desired impacts on the small children cognitive development. It seems that this definition of quality is more restricted and less democratic than the “modernist” conception that prevailed a few years ago. More so, because it also brings along some of the new regulation mechanisms already adopted for the other levels of the school system, in the context of the neo liberal reforms. What impact these new trends can have on the quality of practices developed with small children at crèches and preschools?

11:00 -12:00

## *Participatory Educational Environments: a challenge to educators pedagogic imagination*

JÚLIA FORMOSINHO | University of Minho and Childhood Association, Portugal

Theories and languages of the natural sciences are insulated from the world with which they are concerned because that world does not answer back. But social theory cannot be insulated from its “object-world, which is a subject world” (Giddens, 1982).

We need a social science of the social (Formosinho and Formosinho, 1998, 2005) because the object of social research is a subject, a social actor with agency.

This Conference joins this search for a social science of the social through presenting a group of praxeological research studies in which I have been involved as critical friend or context based teacher educator or academic supervisor (at the level of Masters and PhDs studies). I assume my position of interested part because of my participation (sometimes close participation) in these studies as well as because most of them have been developed within a pedagogical approach – Pedagogy-in-Participation – that I co-author. In the ambit of praxeological research the challenge lies in the proximity between researcher and researched. Rigour, as saturation of information, is to be developed through attachment (proximity, immersion, interactions) and not through detachment.

Assuming my attachment to these studies, I conducted a meta-analysis to understand and interpret some shared salencies and dense specificities that cut across them and saturate the information.

These data allow me to raise questions about what is empirical evidence.

A shared salience that springs out of all of them is the need for recreating educational environments along with the need for developing (in Bourdieu’s language), professional habitus or professional dispositions (in Derek’s language) or higher-order professional functions using Vygotsky’s concept in a liberal mode. What is their nature? How are they developed? What functions do they perform in the reinventing of educational environments? What is their relationship with children’s identities and learners’ development?

I hope that through our dialogue we will find some answers for these questions.

17:30 - 18:30

## *Young children and teachers: playing and learning together*

ELLY SINGER | Amsterdam University, Netherlands

“My childhood play took me to the extremes, and all of them, I now understand, were a fun way to test the social realities into which one is born. Surely this is a most important evolutionary function of play – finding out what is fun and fair or not fair in the field of life.” In this quote the neuropsychologist Jaak Panksepp (2010, p. 247), relates his personal childhood memories of play to what young humans share with other animals, especially mammals. Recent studies of the brain, and evolutionary psychology underpin the importance of play in mammal development (Bjorklund, 2007). Without play, surviving in our complex social world would be difficult. Social behavior, survival, and group life vary in relation to local conditions. Play is one of the major ways to learn specific skills, knowledge and communication adapted to specific birth circumstances. “Much of the social brain is created by experiences. The urge to play is a primary process. It helps achieving the programming of higher brain regions (Panksepp, 2010, 268). Enculturation by play starts from the very beginning. According to Malloch and Trevarthen (2009) this playful communication with the baby has the character of music and dancing. “As they play and make sense together, a baby and parent learn to act their part in a set of performances an mannerisms that grow as the beginnings of a cultural life” (Trevarthen, 2011, p. 180).

Play is like art. It is difficult to give a formal definition, though it is rather easy to recognize. Play is spontaneous; it engages and also takes effort. Play is enjoyable and it is often accompanied by laughter and by ‘play face’. Play can be simple and also very complex. Play has rules and rhythms that have to be followed and to be broken. Play mostly does not focus on a long-lasting product. For example, building sand castles along the beach can be a favorite child play, knowing that the next flood will destroy them. Play gives room for exploration and experiments. Play is the internal drive to continue an activity, even when the child faces repeated failures.

In this keynote various forms of play in early childhood will be discussed. This includes their importance for social, emotional, motor, cognitive and moral learning and development. When playing, young children learn the basic rules of communication and social life of the culture they live in. Attention is given to diverse cultural meanings of play during early childhood, and how theoretical insights into play inspire the pedagogy in early childhood education.

10:30 - 11:30

## *The Modern Praxeologist: Can we combine the Art, Science and Ethics of Early Childhood Research to Better Inform Practice?*

CHRIS PASCAL AND TONY BERTRAM | Centre for Research in Early Childhood, United Kingdom

This keynote explores the challenges and opportunities of practising an emerging paradigm of praxis in the constantly developing and reconceptualising field of early childhood research. Drawing on the work of theorists such as von Mises (1949), Freire, (1978), Wenger (2008) and Flyvberg (2001) it offers an illuminative portrait of a Modern Praxeologist, who through case study, dialogue and reflection, explores, systematically and rigorously, how praxis might inform, improve and change the knowledge creation process. In so doing it challenges where knowledge exists, where that knowledge is acknowledged and given voice, how and by whom is it scientifically accessed, and question the exclusive ownership of the term 'evidence based' by positivist, and RCT design research studies. Practice based research has the key intention of advancing practice through a process that is more than trying out new ideas or showing that something works but rather looks intensely into the deeper and value based questions of 'why' or 'how'. The validity of this kind of research is enhanced because it is grounded in real life situations and is based on a strong and robust ethical code of action which flows from a deep and intimate connection and involvement in the study site. Practice based research is often carried out by people involved in the situation, not outsider observers, and Practitioner Researchers might include anyone is involved in the service being studied eg. professionals, administrators, officers, leaders, students. Praxeology is emerging as a deeply reflective and dynamic form of practice based research, extending beyond Schön (1987) to incorporate Stenhouse (1975) McViff (2011) and Reason et al (2008) and a range of possible conceptual models and scientific methodologies. This presentation sets out some characteristics and principles of praxeological research and illustrates the contribution it can make to our professional and scholarly knowledge base in early childhood. Through modelling of how Early Childhood Praxeologists can generate robust and ethically secure research evidence, it will make a case that, within a developing climate of intense expectations, all practice should be 'evidenced', that all practitioners should be engaged in systematic professional inquiry about the processes, outcomes and impact of their work, and that this requires an ethical, reflective, dialogic and participatory approach. It is hoped that the ideas and issues set out in this keynote presentation will help to set the agenda for an intense dialogue during the conference about how knowledge generation, knowledge ownership and knowledge transfer in early childhood research can be rigorous, participatory, democratic and ethically sound.



SYMPOSIA

**A1 CHILDREN'S PERSPECTIVES ON QUALITY IN CHILD CARE**

Self-organised symposium

**CHAIR:** CHARLOTTE RINGSMOSE | University of Aarhus, Denmark

In this presentation we have gathered data from various research projects studying children's everyday lives and quality in child care. Focus here is on studying the interaction between the children and the childcare settings. The interest has been to explore and develop quality in childcare. The three presenters show different perspectives of researching children's everyday lives and quality in child care settings. The overall aim and purpose of the studies is to understand the children's first perspectives in order to create good learning environments and promote the children's wellbeing.

***Interplaying development*****CHARLOTTE RINGSMOSE** | University of Aarhus, Denmark

This particular research project is based on photo observations in different child care settings researching interactions between learning environments, children and adults. The aim is to visualize some of the interplays that form the basis of learning and development, and how the environments are perceived by the children. The theoretical framework is based on cognitive developmental psychology, and social learning theory, where children learn through interactions with the environment. The study focuses on joint attention is when "two individuals know that they are attending to something in common". (Tomasello, 1995a p. 106). This joint attention happens when you read a book together, or play a game. During this interaction children develop language and social understanding. We study how the physical environment interplays with adults and children providing good learning environments for the children. Theoretical references include: Carpendale & Lewis (2006); Vygotsky (1978). Methods are qualitative. This particular research project is based on photo observations in different child care settings researching interactions between learning environments, children and adults. The aim is to visualize some of the interplays that form the basis of learning and development. The research project aims to consider the children's perspectives. The research project has been registered in accordance with the national guidelines on anonymity and confidentiality. This particular research project presents photo observations in different child care settings researching interactions between learning environments, children and adults. The aim is to visualize some of the interplays that form the basis of learning and development through joint attention. Joint attention is when "two individuals know that they are attending to something in common". (Tomasello, 1995a p. 106). This joint attention happens when you read a book together, or play a game. During this interaction children develop language and social understanding. We study how the physical environment interplays with adults and children providing good learning environments for the children. Learning environments for young children must be designed based on knowledge from the children's perspectives. results are implications on how can we study and develop childcare with qualitative research. Examples are given.

**Keywords:** children's perspectives; learning environments; explore and develop quality

## *Children's drawing activities and narratives from their everyday lives*

ANNE MAJ NIELSEN | University of Aarhus, Denmark

In the Scandinavian countries it has become common to make children's perspectives on their own lives in family and child care part of research in these areas. This raises questions about what methods to use when we study young children. In this session the presenter will – together with Grethe Kragh-Müller and Charlotte Ringsmose – discuss drawing activities as a research method in the study of young children. This presentation focus on how pre-school children use visual signs and drawing materials in narratives about their everyday lives. The presentation applies a culture-psychological framework and includes examples from a research project that aimed to include the children's perspectives on their everyday life and what they experienced as important in their everyday life contexts. Theoretical references include: Braswell (2006); Vygotsky (1978). Methods are qualitative and the aim is to study children's perspectives on their everyday life as they articulate their experiences, emotions and thoughts in drawings and narratives. The research techniques included participant and video observation of nine 5-year old children's sensory and verbal articulations in group sessions where three children in each group were drawing and telling about experiences in their everyday life. The aim of the research project is to produce knowledge about children's perspectives on their everyday lives and the project has been carried out in accordance with the national guidelines on anonymity and confidentiality. The children's interaction and visual experiences contributed in specific ways to the construction and transformation of meanings and narratives. In the drawing activity and situation in the specific context various events and material tools and artefacts may appeal to the drawing child in ways that affect the drawing and contribute to knowledge about children's perspectives. In the drawing interviews the children drew and told about vital situations with persons and places that mattered in their life: siblings, parents, grandparents, friends and places for important activities. They were drawing and telling about personally experienced good and challenging situations with siblings and parents as well as the group participants inspired each other considering what and how to draw in the groups, and they experimented with new and interesting drawing implements. Drawing as a research and educational method can afford re-experiencing of vital situations just as drawing activity is sensitive to interaction and inspiration from peers and other participants as well as the drawing implements may inspire the visual expression. It is important for researchers or educators to take affordances of drawing implements and interactive processes into consideration as well as individual contributions of each child when drawings are used as research method or as a method to learn about children's experiences.

**Keywords:** children's perspectives; quality in children's lives; preschool

## *Researching children's everyday lives and quality in childcare*

CHARLOTTE RINGSMOSE AND GRETHE KRAGH-MÜLLER | University of Aarhus, Denmark

The research aims to study the perspectives of children on their everyday life in two cultures in order to create good learning environments and promote the children's wellbeing. To study drawing as a method in research with children. The theoretical approach of the presentation is framed within socio-cultural theories of children's development. Theoretical references include: Dreier (2008); Holzkamp (2005). Qualitative methods were used. Selected children were interviewed individually and in focus groups. All children were asked to create drawings of their likes and dislikes in child care. Observations of the children's everyday life were conducted. As the children were 4-5 year olds the researcher did observations prior to the interviews to get to know the children. Methods were adjusted to the children's age and development. In research with children ethics are important to consider.

For example it is important to get the children's consent, be aware of their well-being in participating and to secure confidentiality. The research project has been registered in accordance with the national guidelines on anonymity and confidentiality. The study showed various similarities and differences in the two countries. All children found that the most important thing in child care was good peer relationships and playing with friend, the american children less dependent on having close friends. Drawing was found to be a good method for obtaining information from many children. The implications of the study points to the importance of helping children to establish good peer relationships in child care and help them to solve conflicts. Also to establish good learning environments indoors and outdoors. Cross cultural studies provide the opportunity to reflect on your own cultural practices and develop these in order to provide the children with good learning opportunities and have a happy childhood.

**Keywords:** quality in child care; children's perspectives; drawing as a method researching children

## A2 CHILDREN'S PARTICIPATION IN THE PEER-COMMUNITY

Individual Paper

**CHAIR:** AILIE CLEGHORN | Concordia University, Canada

### *Translation, adaptation and content validation to the Portuguese population of the assessment of peer relations*

ELSA SOARES (1) AND ANA SERRANO (2) | (1) Fundação para a Ciência e a Tecnologia, Centro de Investigação em Educação, Instituto de Educação, Universidade do Minho, Portugal, (2) Instituto de Educação, Universidade do Minho, Portugal

The research aims were translation, adaptation and content validation to the Portuguese population of the Assessment of Peer Relations (APR). Many early childhood intervention studies refer to the importance of social interaction with peers as a critical context in which a child learns more advanced ways of social competence. It is in these early interaction situations that children find an abundance of natural learning opportunities that can influence cognitive, linguistic, and communicative development. Early difficulties with social interaction can adversely affect a child's future life adjustment and ability to realize full societal inclusion. These facts highlight the necessity of evaluating these skills as early as possible in order to develop successful intervention strategies. However, in Portugal, we find a very limited number of validated scales that evaluate social interaction. Following a review of available materials internationally, we focused on children's social performance in natural contexts as described in the Assessment of Peer Relations. A qualitative study was carried out, involving experienced translators, 1 pilot study and a panel with 8 experts. Ethical considerations included informed consent from participants and preservation of children's anonymity. Main findings: Useful tool for the assessment of children with interaction difficulties; Reminds the important parameters of peer related social competence; Alerts to the importance of active observation; Reminds the value of interactional activities; Useful instrument to choose strategies for increasing social participation of children; Leads to professional's self reflections and social organization of preschool contexts. APR can have important implications in the assessment and intervention with children with social interaction difficulties, changing professional's attitudes and increasing children's social inclusion.

**Keywords:** assessment; inclusion of children with special needs; peer social relations

## *Children's participation in the peer-community – Continuity and alteration in the children's communication*

LARS YNGVE ROSELL | University of Stavanger, Norway

The aim is to develop knowledge of children's (1-3 years of age) communications with peers and how this sets condition for participation in the peer-community. Demonstrating different aspects of communication characterized of continuity respectively dissonance or alteration, and how this can relate to children's (different) experience of alteration in the communication. The project is based on Merleau-Ponty's philosophical view of the life-world; "being-in-the-world", where we act and learn through our body (mind is an integrated part of the body). In this view the body has intentions; it's directed towards something, influenced by both the adapted and the actual body. To understand observation of human behavior, acting in a historical and cultural context, we need to interpret the situations and the actions on every child who participates. A study of intention and expression of meaning demands that we see the coherence between meaning and action, something that indicates that we move in the hermeneutic circle. Describing relations, or encounters, where children express meaning, imply that we start at one point in the empirical material and then alternate between the part and the whole. Gadamer describes another alternation, between pre-understandings and understanding, going in a dialog with the text/observation. It is important to keep the original presumption but also accepting the unfamiliar and even opposite of your own assumption. According to Heidegger the questions will also arise from the observation itself, and not just by the researcher. Ricoeur points out two dimensions in understanding/comprehension – recreate and create. Recreate indicates how children act and express themselves to each other. Create is about discovering similarities and differences in the children's expressions. The methodology is based on the hermeneutics, the method is observation, and the tool is video. Taping interactions on film gives the researcher a unique possibility to relive and investigate the authentic situations many times, and through this be able to justify the presentation of the children's embodied expressions, gestures, and facial expressions – alternate between the part and the whole. Based on Merleau-Ponty's view of the life-world, children are old enough to express accept for participation in research. The researcher is obligated to try interpret these expressions (i.e. NESH, 2006; KD, 2006), taking care of the rights of the child and protect the participants from immediate and future harm. By general knowledge about children and childhood, spending time in the Kindergarten and gaining knowledge about the everyday life, approaching the children with respect and a modest attitude, observing children's individual expressions codes of conduct and their communication in the peer group connected to the phenomenon focused in the research, and cooperating with teacher and parents, there is a possibility to better secure children's rights when participating in research. This paper presentation addresses preliminary interpretations on how inspiration and a third aspect (the personal and a matter) in every encounter influence the communication and the condition for children's participation with peers, involving protection of individual/private and/or common space. The discussion is based on empirical examples of interaction between children in a Norwegian preschool/kindergarten, emphasizing different types of relationships or encounters when there is continuity and/or alteration in the children's communication. Preliminary findings points towards the ambiguity in the children's communication and how they participate in different types of relationships or encounters. Some children tend however to participate more in one kind of relationships, something that may leave them with lesser social experience. This could address a closer focus on the different kind of activities, play-activities and peer-relationships that children 1-3 years of age seems to be engaged in, and the experience they express from them. Based on the ambiguity in the communications, the need for a third aspect in every encounter, and the children's protecting of an own and a common space, this project also emphasize the importance of supporting adults and addresses questions towards how the structure in Norwegian kindergartens reflects the competence of children 1-3-years of age.

**Keywords:** communication; peer relationships; video observation

## *Shaping the education and care experience of vulnerable scottish toddlers*

GRACE PATON | University of the West of Scotland, Scotland

Scottish Government policy expects a raft of early intervention strategies to improve outcomes for young children in vulnerable families. The policy aims to ensure balance between the child's best interests and the public good of the investment. One form of intervention is a funded place in an early childhood centre where the intervention is constructed as a parent/ professional partnership. The research was set in the "baby room" of such a centre, and aimed to examine the discursive practices impacting on the day- to -day education and care experience of toddlers who attended on a part-time basis. The theoretical framework used the Foucauldian concepts of discourse, disciplinary power and subjectivation, and the literature was reviewed by genealogical analysis, organised by the components of the experience:- the child , the parent and professional practice. Using a poststructuralist paradigm, data were collected using a broadly ethnographic approach, involving semi- structured interview, participant observation and analysis of documents and artefacts, allowing consideration of human and non -human discourses. Analysis comprised reflexive memo writing, coding using Straussian grounded theory, diagramming and situational analysis. Adherence to ethical standards set by the University and the Scottish Educational Research Association ensured informed consent and confidentiality, whilst taking account of vulnerability. Procedural steps included obtaining written consent from all adult respondents, secure storage of data, right to withdraw and transcript confirmation, as well as an undertaking to sensitively monitor children's reactions and respond to their wishes, communicated verbally and through body language and facial expression. Findings were presented as narratives illustrating diverse human and non-human discursive practices influencing the nature of the toddlers'experiences. The presentation includes an example, analysed using Foucauldian concepts. It is suggested that reform of professional qualifications, to allow study of reconceptualised images of children, parents and professional practice, might result in more productive partnership working, and improve everyday experiences for the toddlers.

**Keywords:** toddlers; early intervention; discursive practice

### A3 CHILDREN'S PERSPECTIVES 1 – CHILDREN'S PERSPECTIVES ABOUT LIFE

Individual Paper

**CHAIR:** ANDREW LOCKETT

## *The relationship between young children's understanding of the concept of death and their scientific knowledge*

GHADA ZAMKA | University of Hull, England

The aim is to investigate young children's understanding of the concept of death through their scientific knowledge. However, it expands the scientific knowledge view to include a new scientific perspective into the biological knowledge, which is the astronomical knowledge. The investigation of understanding young children the concept of death was diverted through several perspectives. It was started by the psychological perspective and transferred to the cognition which developed into investigation through scientific perspective, particularly the perspective of biology. This study follows the cognition perspective on investigation the understanding of the concept of death through four sub-concepts: irreversibility, inevitability, universality and non-functionality. The investigation through understanding the internal organ's function in causing life and death is an abstract concept. From

another point of view, scientifically, these functions could be affected by time, which is called lifespan. This depicts how life, which includes years, days and moments, transfers in particular time into disappearance and not-existence. This study is qualitatively, and used mixed methods (interviews, drawing & observation). The sample size is 29 children between 4 and 9 years. The tools of the study are two common stories for children. The first focuses on understanding the concept of death. The second story focuses on understanding the concepts of astronomy. Concerning ethical considerations, consent forms were sent to the Local Authority, schools and parents providing them with details of the interviews with children and confirming the confidentiality of the results. During the interviews, children were told that they are able to withdraw from the participation any time. Analyzing the data is still under progress and should be submitted during year 2012. NVivo programme is used in analysis. The data was collected from three schools in Scotland. The schools are independents in its decisions and not related to the Local Authority.

**Keywords:** the concept of death; the four sub-concepts of death (irreversibility, universality, non-functionality and inevitability); the scientific knowledge

### *Evolution of children's beliefs about pregnancy and intrauterine development and associated factors*

FILOMENA VELHO AND ROSA BRANCA TRACANA | Research Unit for Inland Development, Guarda Polytechnic Institute, Portugal

We want to know the type of children's beliefs about pregnancy and intrauterine development, as well as the acquisition of same, and examine the relations existing between the evolutionary process and features of each stage of the same beliefs and social and demographic variables. Talk about child sexuality implies mention aspects of sexual socialization in childhood. In this case the parents, the school, the friends and the media are of particular relevance. We agree with the view of Barragan (1991) that through psychosocial adjustment mechanisms of sex and sexual roles, we all do sexual education since birth. Our research is a quasi-experimental correlation study, with qualitative and quantitative methodology; the interview was the main method of data collection to the knowledge of those beliefs. Our sample is incidental, consisting of a sample group of 566 children aged 3 to 9 years. Authorization to fill the questionnaire (by the children) was asked to the parents and to the Director of the school. Before the questionnaire the children brought the letter of acceptance by their parents. The parent knew the kind of questions that the investigator want to do. The data were anonymous. The results show that children of 3-4 years identifies "physical symptoms" (74.5%) in pregnancy detection, and unaware of the intrauterine development (37.9%). Children from 5 to 6 years recognize the "perception of physical symptoms" (67.1%), in relation to gestation time they give "answers at random" (26.1%). The last group (7-9 years old) recognizes the "perception of social variables" (44.7%), continuing recognition of the "perception of physical symptoms" (31.6%). They show more knowledge of intrauterine development (84.4%) being very few able to explain (2.9%). This study will contribute to development of skills on sexual education in preschool.

**Keywords:** children; beliefs; pregnancy

## *Perspectives on relationships by young children with difficulties in self-regulation*

MARJA-LEENA LAAKSO, LEENA TURJA AND PIIA MANNINEN | University of Jyväskylä, Finland

The aim is to learn about the experiences of social interactions and the conflicts within these by children having difficulties in self-regulation skills. We also want to understand the strategies children have in solving these conflicts. We know about behavioral manifestations, cognitive correlates and developmental outcomes of early self-regulation difficulties (e.g., Barkley, 2001; Bronson, 2000; Kochanska & Murray, 2001). We also know that children having these experience recurring conflicts in their social relationships (e.g., Brown et al., 2008; Murray-Close et al., 2010). However, little attention has been paid to the experiences of the children themselves. These children have been considered as non-valid informants because of their defects in self-evaluation skills (see Klimkeit et al., 2006). A narrative method called “Story Magician’s Play Time” (SMPT) was used to collect young children’s stories of social interactions. In SMPT pictures and other play materials are used for constructing the stories. The researcher participates in the SMPT sessions by asking questions and playing with the objects as instructed by the child. The ethical bases of the study lies on the UN Convention on the Rights of the Child (CRC), especially on the principle: The views of the child shall be taken into account. The results revealed that children with difficulties in self-regulation were aware, skillful and creative in applying socially accepted strategies to solve conflicts in social relationships. The results will be discussed in terms of appreciating and exploiting children’s perceptions in various clinical and research contexts. The practices that allow children to narrate and discuss about everyday social interactions would probably strengthen children’s performance capacities and help to overcome fluency problems in social relationships.

**Keywords:** children’s perspectives; self-regulation difficulties; narrative method

## A4 POLICY AND PEDAGOGY IN IMMERSION PRESCHOOLS IN MINORITY LANGUAGES

Self-organised symposium

**CHAIR:** MAIRE MHIC MHATHUNA | Dublin Institute of Technology, Ireland

Symposium Policy and pedagogy are considered in the context of immersion language education for young children in Wales, Scotland and Ireland. Policy issues and resultant implications for language support and training will be discussed in the Welsh context. Two key initiatives, one promoting the use of Welsh in families and another which develops practitioners’ competence in the Welsh language, will be described. The Scottish experience leads to a discussion on the development of an appropriate early years pedagogy in Gaelic-medium preschools. Evidence from two studies on children’s learning experiences in Gaelic immersion preschools will be considered. Supporting child initiative and creativity, while fostering second language acquisition is the focus of the Irish study on language planning. The role of traditional lore in developing children’s language competency will be explored. Together, the three papers illustrate common strands and diverse elements in immersion preschools in minority languages.

## *Creativity, child initiative and language acquisition in a language planning project*

MAIRE MHIC MHATHUNA | Dublin Institute of Technology, Ireland

Due to demographic changes, the transmission of the once strong community language of Irish has been diminishing in modern families in Irish-speaking areas. This has resulted in various levels of competence in Irish among young children entering early years services in the Irish-speaking areas and resultant challenges for practitioners in their language planning. A language planning project was initiated by a local early years agency and the Dublin Institute of Technology in order to develop language planning tools for practitioners within a high quality early years curriculum. This paper adopts a socio-cultural approach to language learning and holds that language learning is a social process that is grounded in the socio-linguistic context in which young children acquire one or more languages in home, community and early years settings. Theoretical references include: Tabors (2008); Mhic Mhathúna (2008, 2009, 2012); Saville-Troike (2006). Three phases of the project were developed and practitioners were surveyed in regard to each phase. Over the three phases of the project it became clear that practitioners saw themselves both as early years educators and as language activists. The final phase of the project was delivered in February 2012 and focuses on language-rich areas of the curriculum such as drama, stories, songs and nursery rhymes. It draws strongly on traditional lore in the local dialect. The methodology and data collection in this project was approved by the Dublin Institute of Technology Ethics Committee and all participants were assured of full confidentiality and anonymity. The challenge of trying to foster child initiative and creativity while promoting second language development was met through a range of strategies. It also emerged that major changes in regulation and curriculum development affected practitioners' ability to implement the planning tools and that further work needs to be completed in order to synthesise the project tools with regulatory and curricular requirements.

**Keywords:** language planning; language acquisition; traditional lore

## *Two languages for all children: Promoting early childhood bilingualism through public policy in Wales post devolution*

SIAN WYN SIENCYN | University Of Wales, Trinity Saint David, Wales

Since the establishment of the Welsh Assembly in 2000, there have been a series of public policy and education policy initiatives to promote early bilingualism. Although Welsh medium immersion education has been an area significant increase both in numbers of children and in provision over the past thirty years, there has been very little development of bilingualism in the English medium sector. Access to the Welsh language has been seen as a subject of parental choice rather one of children's rights. The devolution process has provided impetus for debate and re-evaluation of national identity and the commitment shown by the Welsh government to the UN Convention on the Rights of the Child have broadened the policy agenda. The Foundation Phase 3 – 7 in Wales with its emphasis on the play curriculum and children's well-being has ensured a challenging new area of learning, Welsh language development. Two key initiatives have been the TWF project promoting the use of Welsh in families with young children and another is Geiriau Bach which promotes Welsh in early years provision. This paper will consider the evidence base for the public funding of these projects together with an evaluation of their impact on families, children and provision in general.

**Keywords:** language and public policy; bilingualism; early years curriculum

## *'Say it in Gaelic': Developing pedagogic practices for early years language immersion learning*

CHRISTINE STEPHEN (1) AND JOANNA MCPAKE (2) | (1) University of Stirling, Scotland, (2) University of Strathclyde, Scotland



This paper is about developing pedagogical practices that are appropriate for early years language immersion settings. It is concerned with the learning opportunities which are offered to 3- to 5-year olds as they start to master the target language and are expected to learn across the curriculum in a language that is not the one they encounter at home or in the community. Our empirical work has established that practitioners in Gaelic-medium preschools in Scotland have no access to training to equip them for the specific pedagogic demands that arise in immersion settings and that there is little developed pedagogy or language learning guidance on which to base their practices (Stephen et al, 2012). We will begin by interrogating socio-cultural learning theories, lessons from language research and ideas about participatory learning in order to establish a basis for an emerging early years language learning pedagogy, paying particular attention to issues of context, resources, identity, engagement and authenticity. This paper interrogates socio-cultural learning theories, and ideas about participatory learning (for example the work of Vygotsky, 1978; Hedegaard, 2009; Fleeer, 2010 and Rogoff, 2003) and lessons from language research such as Edenlenbos et al (2006). The implications for appropriate practice which we identify in the literature will then be examined in relation to findings from two empirical studies. In the first study we observed children's learning experiences in Gaelic immersion preschools, carrying out extensive time-interval and focal child observations of their activities and language use in three Gaelic-medium settings over the course of one school year (Stephen et al, 2011). The second study has adopted a guided enquiry approach (Stephen and Plowman, 2008) to explore the implementation of an innovative pedagogic tool (a story-telling app) designed to enhance children's opportunities to hear and communicate in Gaelic. All the empirical work reported in this paper was subject to approval by the University of Stirling School of Education Ethics Committee. All the practitioners and the parents of the target children observed gave consent based on specific warrants about the methods and analysis to be used, anonymity in dissemination and the confidentiality of individual responses. We were always careful to obtain the assent of children and pay attention to verbal and non-verbal signs of willingness to engage with the researcher. Our empirical work has established that practitioners in Gaelic-medium preschools in Scotland have no access to training to equip them for the specific pedagogic demands that arise in immersion settings and that there is little developed pedagogy or language learning guidance on which to base their practices (Stephen et al, 2012). The literature about children's learning and the evidence from two empirical studies makes it clear that effective pedagogy in Gaelic-medium immersion preschool settings must pay particular attention to issues of context, resources, identity, engagement and authenticity. Our work argues for the development of pedagogic practices and guidance specifically for language immersion preschool settings. It raises questions for the government and the minority language community about the purposes of Gaelic-medium preschool education and the applicability of national curricular and pedagogic expectations in the context of early years immersion settings.

**Keywords:** preschool; immersion settings; pedagogy

**CHAIR:** SUE BAYLIS | University of Worcester, England

This symposium is encouraging different ways of thinking about leadership and leading practice. Paper 1 starts by proposing a new paradigm for early childhood leadership and is followed by paper 2 which focusses on the particular issue of gender in leadership. Paper 3 provides an example of leading practice in new pedagogical methods in relation to SEN.

### *Re-framing early years leadership as a participatory pedagogy*

JANET MURRAY | University of Worcester, England

Kaser & Halbert (2009) argue the need for new ways of thinking about educational leadership. This paper puts forward a model of early childhood leadership which derives from the purpose, pedagogy and professionalism of the sector. We argue that traditional notions of leadership do not sit well with the nature of early childhood creating a potential conflict between leadership and professionalism and producing a tension which undermines leadership capacity. The advent of EYPS in England has created pedagogical leadership without the necessity of managerial responsibility, bringing this dilemma to the fore. Yet if leadership is seen as an interpretative and socially constructed phenomenon (Hujala & Puroila 1998) there is scope and opportunity to deconstruct and reconstruct the concept in a more inclusive, reflective and relational form which suits the sector. An interpretive research methodology was used (Radnor 2001). Data was collected from several small scale projects, primarily through narrative interviews with Early Years Professionals and parents plus participant observation of staff and governors of a children's centre. The intention was to gather participant stories and situations which uncover the phenomenon and context of early years leadership. Following ethical guidance (BERA 2004) with added self-reflexivity (Prasad and Prasad 2002) supported the use of dialogue and participant observation to come to new understandings. Ethical issues of privilege and power were addressed through full consent and choice of narrative and participatory methods which enabled personal expression in a familiar environment for all participants. Anonymity, confidentiality and integrity of interpretation of personal stories was assured and obtained through participant feedback and consultation. Three interwoven features of the new leadership model, namely catalytic agency, reflective integrity and relational interdependence are demonstrated through research extracts drawn from a range of practitioners and stakeholders in early childhood, non-school settings. Re-framing leadership in this way enables broader individual and community participation and an opportunity to construct shared and relevant understandings of leadership for early childhood (Nivala 2002).

**Keywords:** leadership; agency; relational interdependence

### *Using creative pedagogies to support communication for non verbal children*

SUE BAYLIS | University of Worcester, England

'The child has a hundred languages' (Malaguzzi 1996), yet some children may struggle to communicate their views and develop a 'voice'. This paper reports on research with children with moderate to severe learning difficulties to enable them to reflect on experiences and to communicate and learn from their reflections. The methodological framework for the research was a phenomenologi-

cal approach and due to the children's severe communication difficulties a creative approach to data collection was adopted through the use of a creative communication system (Baylis 2010). Nivala (2002) argues that 'pedagogical leadership can only be actualized within the limits of ... pedagogical consciousness' which highlights the necessity of conscious deliberation in relation to praxeological knowledge (Bourdieu, 1973). Such awareness is particularly important in relation to children with restricted communication skills such as the under 3s and those with special educational needs. The ethical dimensions of informed consent with particularly vulnerable young children were considered (BERA 2004). The findings of this study illustrate how the use of pedagogical scaffolding enabled these children to reflect on past schooling experiences and found a 'voice' by which they could express their feelings relating to experiences. Key themes identify the importance of creating an environment to support children in having a voice and encompass the importance of developing practitioners' skills and knowledge in order to enable them to aid children's communication.

**Keywords:** child's voice; creative pedagogies; special educational needs

### *Participatory leadership: What difference does gender make?*

RORY MCDOWALL CLARK | University of Worcester, England

The search for a leadership paradigm aligned to early years values (McDowall Clark & Murray 2012) challenges notions of designated leaders to focus on leadership as a process. This supports a more inclusive concept of leadership in which all practitioners can participate; one founded in reflective integrity and reciprocal relationships. A paradigm which highlights relational aspects of leadership also destabilises gendered analyses which, within early years are frequently related to the highly gendered nature of the sector. The position of men in ECEC remains ambiguous (Sargent 2005) with particular cultural unease connected to work with under 3s. This paper argues that male practitioners' alternative professional identities bring a changed perspective to the role which reinforces inner reflective integrity. The paper is based on interviews with male candidates for Early Years Professional Status (EYPS) and builds on previous studies examining implications of leadership for those not in traditional 'leadership' roles (McDowall Clark & Baylis, 2011; McDowall Clark forthcoming). A collaborative research paradigm encouraged the participation of candidates in exploring views of leadership within an interpretive framework (Creswell, 2009). Semi-structured interviews supplemented previous focus group discussions to explore individual perspectives. Ethical implications of the researchers' position as tutors/mentors were addressed. Findings suggest that the leadership manifested by male practitioners can most usefully be envisaged by their contribution to multiple knowledges (Urban 2005) which enable re-examination of values and constructive review of praxis. Thus reflective integrity supports a willingness to take responsibility through which leadership is demonstrated regardless of authority or positional role.

**Keywords:** early years leadership; male practitioners; reflective integrity

## A6 MOVEMENT EXPERIENCES AND THE DEVELOPMENT OF BASIC COMPETENCES IN EARLY CHILDHOOD

Self-organised symposium

**CHAIR:** RENATE ZIMMER | University of Osnabrueck, Germany

This symposium presents three studies on the significance of movement experiences for the development of basic competences during infancy and toddlerhood. Language and movement are two fundamental dimensions of the child's personality development that can be separately looked at, but simultaneously interdependently develop and reciprocally influence each other. In a longitudinal study, a movement-based language promotion program in early childhood was implemented into daily practice in crèches and kindergartens. Findings and conclusions on children's language skills will be discussed. Aim of a new psychomotricity study is to stabilize support of self-activity and self-efficacy experiences by offering situations where children can build up confidence in their own abilities. These experiences are provided through specific play and motor activities. Adequate observation methods need to be implemented. The third paper raises the issue of promoting social-emotional competences. The influence of movement as a key to engage with the social world is the focus.

### *Self-efficacy experiences in a child-parent-playgroup – The importance of corporal and sensual experiences for children's development and learning processes*

CARMEN HUSER, ELKE HABERER, NADINE MADEIRA FIRMINO AND RENATE ZIMMER | University of Osnabrueck, Germany

The aim of this psychomotricity study is to demonstrate that self-activity and self-efficacy experiences can facilitate the development of a child's self-confidence in their abilities. Research questions: In open-play situations focusing on movement-based experiences, how do adult-child interactions develop? What impact do these interactions have on children's exploratory behavior and curiosity? How can self-efficacy experiences be facilitated? Learning processes are strongly dependent on children's self-activity (Bandura, 1977) which develops in stimulating environments and emotionally secure relationships (Bowlby, 2008). We believe that the child's curiosity grows most if the child has diverse opportunities for exploration and movement (Zimmer, 2011). Parents play a significant role by supporting their children and ensuring they feel safe. Within this secure relationship, children learn to cope with challenges, explore the environment and build confidence in their capacities. In this project, we established two play-groups. The children's ages range from 12 to 42 months and there are twelve children in each group – each child is with his or her parent. We videotaped the group's interactions. Ascertaining optimal observation and analysis methods is our next priority. Parents gave informed consent to observations and videography of the environment. If children show irritation or uneasiness with the camera, we treat this as their communication that they wish to withdraw from further observation. Findings could show how self-efficacy experiences can be facilitated in parent-child playgroups. The positive impacts on children's development and learning implicates to implement programs of child-parent groups and parental education into ECEC settings.

**Keywords:** self-efficacy; movement; adult-child relationships

## *Promoting language in early childhood through the medium of movement*

NADINE MADEIRA FIRMINO, CARMEN HUSER, ELKE HABERER and RENATE ZIMMER |  
University of Osnabrueck, Germany

This paper focuses on promoting language precursors and the first steps of language acquisition. The aim of the study was to evaluate the effectiveness of movement-based language fostering. In order to communicate, the child has verbal and nonverbal options at his disposal. Long before the child has learned to speak, he communicates with his body through the use of gestures and mimics. Progressively, the verbal language takes over as the dominant form of communication, though the other forms still remain. In a more narrow sense, language skills such as prosodic, linguistic and pragmatic competences, can be fostered by movement (Zimmer, 2011). In a longitudinal design, linguistic samples from 114 children were collected using the standardized instrument SETK-2 (Grimm, 2000). The language development was assessed at the age of 2 years (T1) and again nine months later (T2). The children are divided into three groups: Intervention Group 1 (IG-I), Intervention Group II (IG-II), and the Waiting Group (WG). In IG-I Kindergarten teachers were introduced to the concepts through regular training. In IG-II not only were the teachers trained, but parents received training as well. Children were only tested and observed with parental consent. Children, themselves, had the right to withdraw at any time. Coding the data assured confidentiality and anonymity. The first results show tendencies of improved language skills in the IG-I and IG-II. Promoting early language through innovative approaches such as movement need to be more recognized and put into practice and policy.

**Keywords:** language acquisition; movement; crèches

## *Promoting social-emotional competences (SEC) through the medium of movement*

ELKE HABERER, NADINE MADEIRA FIRMINO, CARMEN HUSER AND RENATE ZIMMER |  
University of Osnabrueck, Germany

The development of SEC are an essential developmental task. They enable integration and participation in society. This study investigates the connectivity and interdependency of movement and SEC and analyzes the effectiveness of a motor-based SEC program in kindergarten and crèches. SEC are outlined as a learning objective in Lower Saxony's ECEC curriculum. Social competences (interpersonal) are based on emotional competences (personal). Movement offers great potential for learning and experience: e.g. conflict resolution; respecting emotions and interpreting feelings of others; regulating one's own emotions. Movement and play provide situations wherein children interact with the bodies of themselves and others. The body gives direct feedback while in action. Motor activities stimulate interactions, which promote the psycho-physical well-being of toddlers and preschool children. In this longitudinal study we collect data from the social-emotional skills of 100 children through the perspective of the kindergarten-teachers, parents and the children themselves, e.g. using the SDQ (Goodman, 1997) in a pre-post design. The kindergarten-teachers receive training promoting SEC in daily routines over a period of ten months. Parental consent and children's right to withdraw are ensured. The program is based on expert-interviews with kindergarten teachers, who issued daily stress indicators from children's behavior, e.g. low frustration tolerance, poor ability to deal with conflicts, aggression and reclusiveness. The paper presents program aspects and results of the data of the pre-phase. After the program was put into practice, we will collect and analyze children's SEC in a follow-up phase. This SEC program could be implemented into ECEC practice.

**Keywords:** social-emotional competences; movement; teacher training

## A7 STRENGTHENING THE COMMUNITY OF LEARNERS USING ACTION RESEARCH AS THE KEY PATHWAY TO PEDAGOGICAL CHANGE

Self organised symposium

**CHAIR:** WENDY LEE | Educational Leadership Project (Ltd), New Zealand

ELP (Educational Leadership Project) offers professional learning for Early Childhood Education teachers in New Zealand. All three papers submitted for the EECERA Conference have stemmed from action research. They describe the experience of building strong learning communities in three very different contexts: 1. An Early Childhood Setting, with a teacher-led service. 2. A Playcentre Setting, with a parent-led service. 3. A group of Early Childhood centres working within and beyond their own settings. All of the settings discussed here are committed to strengthening their community of learners and building a stronger, professional learning community.

### *Awi mai awahi atu. Helping me, helping you. Fostering social competence in a mixed-age early childhood centre*

ALISON BRIERLEY | Educational Leadership Project, New Zealand

The ELP uses an action research approach, in which the focus is on the practitioners researching and investigating their own practice in order to make changes and improvements. Using this theoretical framework, teachers at Kidzrock Early Childhood Centre investigated the question “How do teachers enhance social competence in a mixed-age early childhood centre?” By engaging in professional discussion, attending workshops and reflecting on research and readings, teachers aimed to increase their understanding of the concepts underpinning social competence, in order to strengthen their teaching practices. I am privileged to have worked alongside this centre and to be able to share some of the teachers’ journey. Te Whāriki recognises the unique cultural heritage of Aotearoa, as does Ka Hikitia (Māori Education Strategy), which stresses the critical importance of Māori culture being acknowledged and included in the educational setting. References: Ministry of Education. (1996). Te Whariki. Wellington: Learning Media Ministry of Education. (2009). Ka Hikitia – Managing for Success: The Maori Education Strategy 2008-2012. Wellington: Ministry of Education Carr, M. & Lee, W. (2012). Learning Stories – Constructing Learner Identities in Early Education. London: Sage Publications Ltd.

**Keywords:** action research; social competence; community of learners

### *Mātauranga: Building knowledge, wisdom and understanding in a leaderful community*

JO COLBERT | Educational Leadership Project (Ltd), New Zealand

Playcentre is a unique Aotearoa/New Zealand early childhood organization. It is parent-led and acknowledges and supports parents as the first and most important educators of their children. During 2010 and 2011, I had the opportunity to support the Parent Educators at Morningside Playcentre in their research journey – exploring early literacy practices within their setting. The Parent Educators at Morningside Playcentre had an understanding of the importance of literacy as a foundation for children’s early childhood education and wanted, through this research project, to explore how to recognise the range of ways in which children engage in literacy, as well as how their own responses

could extend children's learning. Parent Educators sought to deepen their understanding of what early literacy looked like, for the children and their families. Using the framework of a repertoire of literacy practices (Kei tua o te pae, Book 16, 2009). Parent Educators developed a research question, along with learning outcomes, for children and parents, and for themselves as teachers. Throughout this action research project, Permission to share work was obtained from Parents and, where possible, from children. This presentation will share the steps Morningside playcentre took to embed literacy learning into their everyday practice, including pedagogical documentation, for families and for children. Power of parents engagement in early education well documented in research, this project has implications for policy in our country

**Keywords:** family involvement; community of learners; leaderful

### *He iwi whānui o ngā kaiako ākonga: A community of teacher learners; aspects of effective professional development*

KATHRYN DELANY | Educational Leadership Project, New Zealand

As part of their own professional development, teachers in six early childhood settings in a small North Island town in Aotearoa/New Zealand have been involved, over a period of six years, in action research that focused on their teaching practice. This research was undertaken as part of their professional development with the Educational Leadership Project. It enquired into the teacher's own understanding of the facets and features of professional development that they considered to be effective in building a stronger community of teacher learners. OECD research (2008) recognises that where teachers are deeply engaged in their own learning, there will be improved outcomes for children. Pedagogical leadership that creates opportunities for teachers to collaborate and share the results of their own inquiry and action research is a powerful force for building a community of learners that will strengthen and sustain the early childhood community. (Coburn, 2003, in Lee, 2010). This paper presents data collected from teachers: interviews, documented assessments, written reflections, and self review documentation. Throughout this research project, permission to engage in this research and share work was obtained from teachers and management. During the period of the professional development a strong, passionate community of teacher learners has grown through building lasting relationships and the long-term development of sharing enquiry into teaching practice. Long-term engagement in professional development for teachers offers opportunities to build sustainable pedagogical communities of learner leaders.

**Keywords:** community of learners; action research; professional learning/development

## A8 CARE, CURRICULUM AND PROFESSIONAL CULTURE

Self-organised symposium

**CHAIR:** INGRID ENGDAHL | Stockholm University, Sweden

In 2011-2012, Sylvie Rayna (Ecole Normale Supérieure de Lyon, INSL, France) has organised an International Seminar focused on the concept of Care very commonly used in the English countries but quite difficult to translate in French and other languages, and then to refer to. This symposium relies on a part of this seminar with the contribution of two speakers and a researcher participant. It is focused on the relationship between care and professional cultures in childcare services for children under three: How to understand the recent trends concerning the holistic concept of Educare in Sweden? What about a curriculum for childcare services (under three) and its professional accompaniment? How to consider the tension between participation and protection related to the care of children under three and their specific needs?

## «Accompaniment» - A professional care?

FLORENCE PIRARD | Unité Education Petite Enfance et Formation des Professionnels (EPEF), Belgium

The case illustrates the necessity to have a comprehensive set of coordinated actions of professional accompaniment for several years (Pirard, 2011; Pirard, Barbier, 2012). This accompaniment could be considered as a «professional care» that acknowledges the process of individual and collective competencies growing when certain conditions are guaranteed (Urban, al., 2011). In the European contexts where the structure of service supply is divided and where the initial trainings of professionals of childcare services are inaccurate (low levels, a focus on medical approach without adopting a more global psycho-educational view, etc.), several ways of professional developments could be considered as « professional care». The case of the Brussels-Wallonia Federation shows the importance of educational orientations for all services (for children between 0-12 years) thanks to curricula understood as tools of professionalisation (rather than of standardization) (OCED, 2001, 2006, 2012). Practitioners are expected to transform daily educational practices in order to develop the potential of each child, to sustain the interactions between children and to involve more families in the educational process. This accompaniment is founded on an isomorphism principle in education: to consider the professional with the same attention and care than it is hoped the professionals will take with respect to the children and the families. Consequently, this implies the need to consider that professional development is linked to work conditions where there is time for reflection on their practice. This reflection may be best served when supported by rigorous methods inspired by action-research.

**Keywords:** professional accompaniment; professional care; time for reflection

## *Recent trends concerning the holistic concept of EDUCARE in Sweden today*

INGRID ENGDAHL | Stockholm University, Sweden

The aim of this presentation is to show some examples of my research focusing on the importance of Educare within early childhood education and care. In recent years, there is a tendency to push for cognitive learning within the Swedish preschool, thus changing the balance within Educare. As stated in the national curriculum, care, upbringing and learning should be looked upon as integrated and holistic processes. The child is seen as a social actor (Engdahl, 2011; Meadows, 2010) and the study leans on a child oriented perspective (Sommer, Pramling Samuelsson & Hundeide, 2010). The process of care is shown to go two ways between caregivers and caretakers. It is possible to give care in an inclusive way, so the caretaker's perspective is in focus and the caretaker is at the same time learning to become a caregiver. An ethnographic study of nine months was carried out in a Swedish toddler unit, using participatory methods, photos, fieldnotes and videorecordings. These studies were made with a child-oriented approach, where the children's agency, well-being and involvement inspired the everyday curriculum. Informed consent from parents were collected as well as embodied consent from the children during the activities. Young toddlers were seen to pay each other attention, greeting each other and playing in an inclusive way. They were also showing the ability to take each other's perspective during interaction and play. In another study, toddlers were caring for their local environment, by paying attention to birds, flowers, and by reusing and recycling things that otherwise would have been thrown away as garbage. Fundamental values and a reorienting towards sustainability have led to a focus on social and ethical perspectives, and the children are also learning how to become a "good" human being.

**Keywords:** toddlers developing friendship; interaction; sustainability

*Each child should be recognized as having the right to participate in everything that concerns him ... Rhetoric or reality?*

CAMUS PASCALE | University of Liège, Belgium

The workshop will propose to explore and question the nature and the extent of participation for those children that are taken care of in services (out of their homes). Research has shown that quality provisions (0-6) can have a positive effect on children's development (Unicef, 2008, Nesse, 2009, EACA, 2009). In 1990, Belgium has ratified the U.N. Convention on the Rights of the Child that mentions each child has the right to express one's opinion, to be heard in all matters that concern his or her life. More generally, the right to take part, to "participate" has been recognized to every child since birth. But the obstacles to give a voice to children who are often not considered as having one are numerous: the risk to consider them as an "object" of care is higher when the children are under 3. Some questions will be explored and among others: What does "participation" mean for the youngest children in childcare services? Is young children's participation more rhetoric than reality? What are the representations about participation rights of children under 3? What if we compare to protection and provision rights? How do representations by adults influence the conditions to participate? How do we enact the necessity to adopt ways of reflecting that encourage focusing on each child's competences and interests? The workshop will offer opportunities to discuss conditions and professionals' accompaniment to improve children's participation in everyday life (in a childcare centre).  
**Keywords:** right to participation; children under three; childcare centres

#### A9 EARLY CHILDHOOD PEDAGOGY 1

Individual Paper

**CHAIR:** CATH ARNOLD | Pen Green Research, Development and Training Base and Leadership Centre, England

*Preschool programs for particularly vulnerable ("at risk") children and their families in Slovenia*

JERNEJA JAGER | Educational Research Institute, Slovenia

Find out whether Slovenian preschools offer programs for particularly vulnerable children and their families, what are these programs; find out the attitude of preschool teachers and headteachers towards designing and implementing programs for particularly vulnerable children and their families; find out which factors influence the design and implementation of these programs. It is becoming increasingly evident that high quality ECEC (early childhood education and care) brings long term benefits for the individual and for society. For particularly vulnerable children, a high quality ECEC plays a special role - it can make a significant contribution in providing learning experiences necessary for child's development and learning. Theoretical references include Heckman (2006) and Sylva, Melhuish, Sammons, Siraj-Blatchford and Taggart (2004). The study was based on the fact that the right for ECEC is not taken by all children in Slovenia. With questionnaires (for 3 target groups), I tried to find out what public preschools offer for particularly vulnerable children and their families; what is their attitude towards the "problem"; and how it affects the attention to design and implement programs for this children and their families. All, who were included in the study, were informed in advance that their data will be retained in accordance with the Law on personal data protection.

The results contributed to obtaining an insight into state in the field of design and implementation of ECEC programs for particularly vulnerable children and their families, and they also contributed to the exploration of risk of children in Slovenia in general. Professional staff should know more about implications for the whole society if we do not provide necessary support for particularly vulnerable children and their families.

**Keywords:** preschool programs for particularly vulnerable children and their families; rights of the child; equal opportunities and social justice in early childhood education and care

### *Insights on project work with toddlers: Learning math and science*

CRISTINA PARENTE (1), DALILA LINO (2) AND FÁTIMA VIEIRA (1) | (1) Institute of Education - University of Minho, PORTUGAL, (2) Teacher Education College, Fafe, Portugal

This paper describes a project work carried out with a group of older toddlers (2 years) and aims: • To show children's learning processes when engaging in project work. • Project work contributions for toddler's mathematics and science learning. • To make visible teacher's roles within project work development. The power of project work to engage young children in active learning has been internationally acknowledged by theorists, pedagogues (Katz e Chard, 1997; Malaguzzi, 1998) and early childhood teachers. Although this methodology became increasingly popular in preschool curricula (3-6 years), it is relatively new its use with toddlers. Katz and Chard project work proposal and the Reggio Emilia approach were used as theoretical framework. The analysis of children's learning was supported on High Scope Infant Toddlers, and Preschool Key Developmental Indicators (KDIs) in which concerns mathematics and science. The methodology used to carry on this research was case study (Stake, 2005). Participatory observation, documents' analysis, teacher's interviews were used to collect data. To ensure the confidentiality of this study child's real names were not used. Parents were informed about the goals and aims of the study and gave consent to participate. This study highlights toddlers' competence to engage in project work, studying a topic for several weeks and using different languages to represent their knowledge. It also shows that math and science knowledge can be constructed through play. Findings allowed learning about teacher's challenges to fully implement the project work namely: decision making; observation; planning; documents analyses.

**Keywords:** toddler's project work; professional development; math and science learning

### *Development of a language and communication screening test and identification of protective and risk factors associated with communication and language disorders*

VÂNIA PEIXOTO (1), PAULA MARTINS AND INÊS SOUSA (2) | (1) Universidade Fernando Pessoa, Portugal, (2) Universidade do Minho, Portugal

With the present research we aim to collect the principal risk and protective factors associated with the occurrence of a developmental language disorder and also to develop a specific and sensible screening instrument, easy and rapid to apply. The recent investigation in this field tell us that the early identification and intervention of children with language disorders is a urgent situation, because of the related consequences of this kind of developmental disorder (reading disorders, emotional disorders, academic achievement). Theoretical references include: Harrison & McLeod (2010) and Law, Boyle, Harris, Harkness & Nye (2000). Regarding this we have developed an epidemiological study, with 435 children between 12 and 36 months old. The children were evaluated with our

screening instrument, and their parents completed a questionnaire with information about pregnancy, birth, ESE, development, temperament and occupation. Six months later 100 of these children were evaluated with a gold standard language test. Taking in to account the Portuguese reality, we used the “TALC, Sua Kay & Tavares” as a gold standard test in matters of language development evaluation in children from 2 years and a half and 6 years, in order to confirm (or not) the red flags identified by our instrument in our participants. Every participant was informed of the aims and procedures of the study, and everyone agreed to participate. As a result of this study we believe that we will be able to recognize risk groups for developmental language disorders and then propose a screening policy for risk groups for the early identification of developmental language disorders.

**Keywords:** developmental language disorders; early screening; protective and risk factors

## A10 ENGAGING FAMILIES IN CHILDREN’S LEARNING AND DEVELOPMENT

Self organised symposium

**CHAIR:** KATHY SYLVA | University of Oxford, England

Three presentations explore ways that preschools can support families. The first focuses on the ‘Incredible Years’ programme for teachers and parents in mid-Portugal. The research investigates the views of preschool professionals who implemented activities centred on roleplay and DVD. The second focuses on the ‘APAR’ group programme for parents of young disadvantaged children in the Lisbon area. This features lively, often musical, ways that parents can support children’s language and social development. The third explores ways that nurseries can help busy, working parents to engage with their children’s learning through communication strategies that link the nursery with the home. These centres, part of the UK National Day Nurseries Association, encourage communication through strategies such as using the Internet and special events that bring the whole family into the nursery. Our Discussant, Dr Evangelou, will consider the presentations within a theoretical framework for understanding parental engagement.

### *The incredible years teacher training in Portugal: How does it work in the promotion of the collaboration between preschool teachers and parents?*

MARIA GASPAR (1) AND VERA VALE (2) | (1) Faculty of Psychology and Educational Sciences, University of Coimbra, Portugal, (2) Superior School of Education, Polytechnic Institute of Coimbra, Portugal

The aim is to study the satisfaction experienced by teachers using the ‘Incredible Years’ programme. Teachers increasingly report managing children’s behaviour in the classroom to be their greatest challenge and the number one area for which they need training and support, side by side with the cooperation with parents. The Incredible Years Teacher Training program (IY TT; Webster-Stratton, 1997) has been developed for teachers who work with young children (3 to 8 years). It focuses on strengthening teacher classroom management strategies, promoting children’s pro-social behaviour and school readiness (reading skills), and reducing classroom aggression and noncooperation with peers and teachers. Additionally the intervention focuses on ways teachers can effectively collaborate with parents to support their school involvement and promote consistency from home to school. In this presentation we investigate the experiences with the use of the IY TT in Portugal with three

groups of preschool professionals. The professionals who participated in the groups were asked to rate their levels of satisfaction regarding the program in general and in its different components (explanations and information provided by facilitators; scenes on DVD; group discussion; roleplay; practice strategies with children in their classes. Consent was received and confidentiality was assured. The high levels of satisfaction are presented via qualitative and quantitative data. Practical implications are discussed in relation to the teacher training program as an intervention that is flexibly adapted to each cultural context based on ongoing dialogue and collaboration between participants and group leader.

**Keywords:** early years; incredible years; intervention

### *Evaluation of the effectiveness of the implementation of the A PAR Programme in Portugal. Child development and parenting support*

MARIA NABUCO (1), MARIA STELLA AGUIAR (2), CLÁUDIA COSTA (3) AND DIOGO MORAIS (4) | (1) Centro Interdisciplinar de Estudos Educacionais, Escola Superior de Educação de Lisboa, Portugal, (2) Centro de Psicologia Clínica e Experimental: Desenvolvimento, Cognição e Personalidade, Faculdade de Psicologia, Portugal, (3) Escola Superior de Educadores de Infância Maria Ulrich, Lisboa, Portugal, (4) Faculdade de Psicologia, Lisboa, Portugal

This study aims to investigate the effects of the Aprender em Parceria (A PAR) programme, an intervention in early childhood education and parenting support in the suburbs of Great Lisbon, Portugal, in increasing the educational achievement of disadvantaged children from birth to 6 years old. The study is embedded in the ecological theory of Bronfenbrenner which shows the importance of the family and the community and culture. This cross-sectional study employs a quasi-experimental design in which children and their families participating in the intervention programme were compared to a comparison group of children who were not participating. The sample consisted of 103 children and their families in the 1st year (2008), 142 in the 2nd year (2009) and 187 in the 3rd year (2010). Participant Consent was gained and confidentiality assured. Results showed that families in the A PAR groups made significantly greater gains in the following areas: social support, pleasure in parenting activities, parent-child joint activities, capacity to interact with their children, able to observe their daily progress, recognize the most important moments of interaction. A PAR children, made significant progress in their cognitive and social development. The study shows that targeted interventions can improve the development of young children through teaching parents how to support learning in their own children.

**Keywords:** child development; parental support; disadvantaged families

### *Exploring barriers and opportunities for parental engagement in childcare*

KATHY SYLVA (1), CLAIRE SCHOFIELD (2), JENNY GOOD (1) AND ARJETTE KAREMAKER (1) | (1) University of Oxford, England, (2) National Day Nurseries Association, England

The aim of the present study was to explore barriers and potential solutions around parental engagement and their feasibility in nurseries where most parents lead busy working lives. Focus groups and online surveys were conducted to identify best practice in nurseries and highlight innovative methods to engage families. The UK Early Years Curriculum stresses the importance of parent/ professional / provider partnerships as a feature of childcare quality (Harrist, Thompson & Norris, 2007). How-

ever, providers, parents and professionals often report on how difficult this is to realise (Mooney & Munton, 1998). Two focus groups and an online survey (n= 17; n=32) were undertaken with childcare managers from centres awarded an outstanding Ofsted rating and/or those who have completed the National Day Nurseries Associations (NDNA)'s e-Quality Counts quality improvement programme. We followed ethical guidelines as set out by the British Educational Research Association (BERA) when conducting focus groups and the online survey. Written informed consent was obtained by participants. The main barriers in linking nursery and home included parent's limited time and attitudes, staff training and social skills, jargon and unfriendly language. Potential solutions were flexibility and convenience for families, empathy, face-to-face communication and innovative use of the Internet and special 'family friendly' events. The implications of the research study may help the frontline of the sector in new ways to communicate with busy parents.

**Keywords:** parent's engagement; early years; childcare

## A11 FAMILIES INVOLVEMENT – TEACHERS & PARENTS PARTNERSHIP 1

Individual Paper

**CHAIR:** KAYE COLMER | Macquarie University, Australia

### *Comparative study on parent-teacher partnership in the USA, Russia and Finland*

JANNIINA ELO AND EEVA HUJALA | University of Tampere, Finland

The study examines and compares parents' and teachers' views on partnership in ECE programs in the USA, Russia and Finland during the years 1990-2011. Parent-teacher partnerships are understood to have a crucial role in ECE in supporting the individual growth of a child. Due to mutual collaboration with families and by individual pedagogical solutions, the needs of children can be met and the optimal foundation for developmental growing and effective learning can be ensured for each child. The research is based on the contextual theory of the child's growth, which has its foundations on Bronfenbrenner's ecological psychology. Berry's emic-etic approach was applied due to the cultural nature of the study. The data of cross-cultural and longitudinal case study was collected by surveys from three societies in three different time cohorts. Data consists of child-specific assessments from parents and teachers, which were analysed with both quantitative and qualitative methods. The ethical aspects of the study have been examined and proofed officially by the University of Tampere and Tampere Area Ethical Review Board. The written consent from the informants was elicited before the data collection. The participation in the study was based on voluntariness. The anonymity of the participants is guaranteed, and all the personal information has been removed before analysing the data. Preliminary findings indicate that in the USA parents are more satisfied with co-operation than teachers, where as in Finland and Russia the case is the opposite. Tests with multivariate analysis methods show that the interaction of societal changes and time have significant impact on results. The study broadens up the perspectives on cultural and societal implications of ECE. Comparing ECE practises from the cultural point of view leads to better a understanding of the phenomena in ones own culture.

**Keywords:** cross-cultural; longitudinal; partnership

## *“Challengingly behaving child” in daycare: Parents’ narratives of educational partnership*

ERJA RAUTAMIES | University of Jyväskylä, Finland

The purpose of this PhD is to investigate the narratives of the parents of “challengingly behaving child” in telling about their experiences of educational partnership with daycare educators especially focusing what and how do the parents tell about the positive and negative experiences of the partnership. Close co-operation is needed between parents and educators in order to ensure the best possible conditions for growth, learning and development in daycare context (Stakes 2005). Mutual trust and two-way communication are essential features of an effective partnership (Keyes, 2002). However, it can be challenging to develop an effective, smooth partnership especially when a child has got behavioral problems and difficulties in self-regulation. This paper will present the main findings of my ongoing narrative research, which states that we import experiences and meanings to ourselves and to the world by narratives. The data consists of interviews with 14 parents. Narrative analysis has been applied in order to identify different story types of the parents. It requires special sensitivity to do narrative research, especially to do an interview and to analyze the stories. The ethical challenges of the research will be pointed. The anonymity of the parents, children and daycare are guaranteed; also there is a possibility to refuse the participation in the research and to comment the findings.

In this presentation I will present three different stories: “In marsh and on duckboards”, “Fighting for and against” and “From darkness to the light”. Within the stories I will look at the elements of agency and positions. In my presentation I will focus on the aspects, which are important to notice in order to understand family’s involvement in co-operation.

**Keywords:** educational partnership; challenge behavior; narrative inquiry

## *Working in partnership with families to bring about positive change*

MARIA V. DORIA | National Centre For VIG, Czech Republic

Video Interaction Guidance (VIG) is a powerful tool in facilitating early years’ practitioners to engage effectively with families to bring about positive change (Fukkink, 2008 for a meta-analysis) including with vulnerable families with whom professionals have found hard to engage (Rautenbach, 2010; Savage, 2005; Simpson, Strathie & Kennedy 2008). Three early years’ practitioners within family centers (who previously undertook the VIG training) collaborated with this project alongside five very vulnerable families and five supervisors. Data was gathered using multiple methods (video recordings of the VIG sessions between the professionals and the parents, content analysis of the sessions, interviews, and one focus group). The research project was conducted following the ethical principles recommended by the British Psychological Society (consent to participate and to film the sessions was obtained prior to the study and all data was treated confidentially according to the Data Protection Act). Results suggest that VIG is particularly successful in bringing out change in families through this collaborative work due to five fundamental factors, unique to the technique: 1) extra-ordinary start, 2) tangible proof of success, 3) the success focus approach, 4) cognitive and emotional insight, and 5) the professional’s support. Overall, the authors conclude that through this collaborative work using the VIG technique, professionals in VIG supervision were able to reflect upon their day-to-day interactions with parents developing their communication skills and self-confidence. And at the same time, parents through the shared reviews with the early years practitioners, were also developing their parenting skills, self-awareness and confidence.

**Keywords:** video interaction guidance; families involvement; communication

**CHAIR:** EEVA HUJALA | University of Tampere, Finland

The symposium deals with the dialog between research and practice in ECE leadership based on research in Azerbaijan and Finland. The presentations open perspectives on leadership research and leadership practice comprising pedagogical leadership, distributed leadership, transformational leadership and managerial leadership. Leadership research in Azerbaijan child care context examines the nature of leadership to enhance child-centered ECE. Research from Finland shows how leaders' managerial work and their leadership duties are intertwined. Also the phenomena, implementation and development of pedagogical leadership will be examined. The symposium will bring together a discussion of key features of current research in ECE leadership, highlighting cross-cultural differences of studies conducted in different contexts. Potential pitfalls in and pressures of undertaking cross-national research collaborations are examined in proposing possible pathways for ensuring rigorous research design.

### *Pedagogical leadership*

**ELINA FONSEN** | University of Tampere, Finland

This paper examines the phenomena, implementation and development of pedagogical leadership in early childhood education in Finnish childcare contexts. The aim of the research is to clarify the phenomena of pedagogical leadership and develop the practical implementation of pedagogical leadership. The theoretical framework of the study is the contextual leadership model. The contextual theory of leadership emphasizes that the focus of leadership is based on the context. According to contextual leadership theory, leadership is perceived as a socially constructed, situational and interpretive phenomenon. The contextual leadership model adheres to the core task of early childhood education and care. In child care –system the crucial part of leadership is pedagogical leadership, meaning responsibility for assessing and developing the quality of early childhood education and care. Methodological approaches adopted comprise characteristics of action research and narrative inquiry. The narrative characteristics of this research arise from the data collation and analyzing methods. That is, the data was collected from child care center directors in the form of narratives, interviews and questionnaires. The study was conducted with institutional ethics approval. Participants were informed of the content of the research. Their consent was elicited. Four dimensions of the pedagogical leadership were determined which define pedagogical leadership. The dimensions are context, organizational culture, professionalism of director and competence of substance. The results of the study can be used to benefit in service and pre service training of teachers and directors as pedagogical leaders and develop municipalities ECE organizations practices and management.

**Keywords:** pedagogical leadership; ECE; narrative

## *Analysis of a Leadership Phenomenon in Azerbaijani Early Childhood Education*

ULVIYYA MIKAYILOVA AND YULIA KARIMOVA | Center for Innovations in Education, Azerbaijan

The research conducted by CIE was aimed at providing evidence and analysis on the impact of different issues and processes on development of leadership skills of directors in Step by Step (SbS) pilot kindergartens in Azerbaijan. Another important aim was to develop an understanding of the ways to sustain leadership development in the National ECE. The theoretical framework is transformational leadership. Theoretical references include Magno (2009), Reimagining the School Leadership Paradigm in a Postsocialist Context. The findings were analyzed and discussed within the framework of transformational leadership model framework of transformational leadership model which offers a method of increasing principals' orientation toward change, innovation, and individual and organizational development. The project was conducted with institutional ethics approval. Anonymity of study participants is preserved. During 1998-2002 Step by Step methodology was introduced and piloted in 53 kindergartens in Azerbaijan by the Open Society Institution. It was the first attempt to develop child-centered educational practices at the level of preschool education in Azerbaijan. After 2002 when donor funding was finished some of the pilot kindergartens returned to the traditional methodologies which characterized by strong teacher-centered approaches to organization of teaching process and formal content-focused programs. Despite the lack of funding and professional development opportunities for the staff, some of the pilot kindergartens continued working accordingly with the SbS methodology using their own resources, participating in other innovative projects and professional development opportunities. Those kindergartens are now well recognized leading preschool centers in Azerbaijan. Staff of studied centers have become a driving force for ECE sector reforms through participation in various Task Forces on evaluation of teacher guide books, development of new curriculum, new assessment system, child development standards and monitoring and evaluation system for the national ECE.

**Keywords:** transformational leadership; child-centered pedagogy; step-by-step program

## *Dialogue between research and practice in ECE leadership*

EEVA HUJALA | University of Tampere, Finland

The aim is to study what kind of tasks are included in leaders' work and how leaders assess their roles, responsibilities and key issues in their work that result in success as leaders. Leadership is also examined from the point of view of human resources management by studying how leaders are supported in their work by their superiors. The theoretical framework is contextual leadership theory. Theoretical references include Jones & Pound (2008) and Nivala & Hujala (2002). The presentation will be built on three perspectives that are intertwined with each other: meta-analysis of leadership research in educational field in Finland, leadership practice in ECE context, and evaluation of leadership practice in ECE, framed within leadership research. The first part of the presentation concentrates on ontological and epistemological analysis of leadership research on education as well as on the assessment of research results, and its theoretical and empirical contribution in understanding the phenomenon of ECE leadership. The study was conducted with institutional ethics approval. Informants' participation in the study was based on voluntariness. The anonymity of the participants is guaranteed, and all the personal information has been removed before analysing the data. Leadership practice and leaders' work are studied as part of a communal leadership structure in ECE. Leadership practices are examined on the basis of ECE leaders' views of their own work as leaders; Results concerning ECE leadership reality will be analyzed within the frame of Finnish leadership research,

with a view to explaining how leadership research can benefit leaders' work in ECE contexts. Leadership is examined from the point of view of human resources management by considering how leaders are supported in their work by their superiors.

**Keywords:** leadership; meta-analysis; ECE leader

### A13 KINDERGARTEN AS AN ARENA FOR CULTURAL FORMATION-METHODOLOGICAL ISSUES

Self-organised symposium

**CHAIR:** ELIN ERIKSEN ØDEGAARD | Bergen University College, Norway

Acknowledging children and teachers as cultural subjects, and at the same time considering the researcher as a social actor, both inscribed in ideological discourses and practices in the making of data, has consequences for all parts of a research process. The aim of the symposium is to discuss methodological and ethical aspects concerning researching kindergarten as an arena for cultural formation. Dilemmas and considerations of actuality for researchers within designs inspired from ethnography, participatory research and studies within newer childhood sociology will be raised. The group of researchers works with support from the Norwegian Research Council 2009-2014. Opponent will be professor Dyblie-Nilsen. 1. What kind of ethical consideration is to be taken in the process of children's consent? 2. What kind of considerations is to be taken when using photo elicitation in the making of data? 3. How can a co-narrative approach give appropriate data when researching the youngest children?

### *A questionable question of consent: Reflections on consent forms and child informants- Examples from Chinese kindergartens*

IDA MARIE LYSÅ | Bergen University College, Norway

Acknowledging children as social actors with agency is an important emphasis in newer childhood sociology, which is the focus in this presentation where I reflect upon child agency and its relation to the notion of consent. The presentation originates in my doctoral project which is part of "Kindergarten as an arena for cultural formation" where new social studies of childhood are actualized. Theoretical references include: Heath, Charles, Crow & Wiles (2004); David, Edwards & Aldred (2001). Children are the main informants in my research, and their willingness to participate is crucial, both methodically and ethically. Consent forms have therefore been handed out to the children, their parents and the kindergarten teachers. Fieldwork was conducted on a daily basis during 9 months (2011-2012) in two Chinese kindergartens in Shanghai. I have based my study on participant observation; an anthropological research method involving long term participation in informant's everyday lives. Interviews with children and teachers have also been conducted. Through critically reflecting on my own fieldwork experiences with consent forms in two Chinese kindergartens, I wish to engage in the discussion about the complexity of consent forms when engaging with child informants in a fieldwork situation, and in this case: a fieldwork situation in which your informants have a culture and language very different from your own. However, a child's signature on a consent form in itself does not secure the children agency and rather risk becoming a mere formality; i.e. something that looks good on paper. Such an emphasis has consequences for all parts of a research process, including methodological and ethical aspects.

**Keywords:** ethics; consent form; chinese children

## *Photo elicitation as a methodological approach in cross-cultural studies*

ÅSTA BIRKELAND | Bergen University College, Norway

The title of this project is Individualization as educational idea(l)s – a comparative study of preschool teachers` practice. The intention of the project is to explore how the idea(l)s of individualization are constituted in preschool teachers` practice. The project is based on a comparative case study of one kindergarten in Norway and one in China. The aim of this paper presentation is to discuss photo elicitation as a method within cross cultural comparative studies. The theoretical framework is social epistemology inspired primarily from cultural historical theory. The methodological approach is inspired by Tobin et al. *Preschool in three Cultures*. Both researcher and kindergarten teachers have taken photos/videos that are used as cues in focus group interviews. The photos are eliciting three different practices: natural science teaching, artefacts displayed on the walls in the kindergarten and everyday habits and rituals. My questions in this presentation are: what are the strengths and pitfalls of using photo elicitation in cultural studies of early childhood education? How can photo elicitation contribute to collaboration in meaning making between researcher and the interviewed? How can photo elicitation be relevant in cultural historical analysis? My project is subjected to the ethical guidelines of the Norwegian Data Protection Official for Research (NSD) ensuring the consent of parents and confidentiality and preservation of anonymity of the participants. By providing multivocal interpretations of the teachers` practices, the photo elicitation can contribute to convey the hypercomplexity of kindergarten teachers` educational preferences. The use of polyvocal ethnography in comparative research contributes to a nuanced understanding of how cultural values influence the interpretations of the everyday curriculum in kindergarten.

Keywords: photo elicitation; visual ethnography; cross-cultural study

## *Researching the youngest children as meaning-makers - How can a co-narrative approach give data?*

ELIN ERIKSEN ØDEGAARD | Bergen University College, Norway

The complex natures of early years setting challenge the researcher when it comes to researching the youngest children`s cultural formation; their perspectives, meaning-making, identity in every day (play and learning) activities. Asking children their opinion or listening to their initiatives and bodily movements are approaches already recognized as research approaches. When it comes to the youngest children, more methodological exploration is needed. This paper has as its main ambition to suggest a methodological context sensitive approach when researching the youngest children as cultural meaning-makers. The significance of appropriate tools in ethnographical approaches will be acknowledged and exemplified. Children`s cultural meaning-making are studied within a socio-cultural, narrative and intergenerational framework (Alanen & Mayall, 2001; Mannion, 2010; Matusov, 2011; Ødegaard, 2007, 2012). In order to research how children participate and make meaning and how they participate in shaping local practices in the early years institutions from a very young age, co-narrative approaches where methodologically explored in the thesis *Narrative meaning-making in preschool* (Ødegaard, 2007). In a post study further investigations were organized around how to study children as cultural subjects in a web of structural and relational conditions. Observations from kindergarten activities in a co-operating fieldwork design included a combination of collaborative narrative and visual approaches etc. The project follows official recommended ethical considerations. Parents and staff have given their informed consent. Children are sensibly approach with. Collaborative (co) - narrative combined with picture activities as photos and drawings ect. are experienced as an appropriate tool in researching very young children in institutional practice. Experiencing the

practice of collaborative design with young children; studying co-narration and co-picture-making give dynamic and new insights and knowledge. The collaborative intergenerational view goes beyond listening to children's own perspectives. Meaning-making is rather seen dialogically constructed in socio-historical-cultural endeavors.

**Keywords:** methodology; co-narrative; meaning-making

#### A14 ASPECTS OF CHILDREN'S EVERYDAY FOREST EXPERIENCES AT A CHILDREN'S CENTRE AND NURSERY SCHOOL

Self-organised symposium

**CHAIR:** ELIZABETH CARRUTHERS | Redcliffe Children's Centre and Nursery School Bristol, England

Redcliffe Children's Centre and Nursery School has been developing woodland experiences for children for the past six years. These four papers are grounded in the staff's reflections and analysis of children's free play in their forest wild and wonderful spaces. There are four presentations; assessment of the children's experiences; a teacher's reflection on the child in the wood with reference to children with special needs; four longitudinal case studies of children under two; and observations of a one morning experience of children's and parent's views of being in the forest at break of dawn.

#### *How do catch a sunbeam in your hand? The challenges of assessing children's outdoor experiences*

ELIZABETH CARRUTHERS | Redcliffe Children's Centre and Nursery School Bristol, England

In Britain the rise of school, nursery and pre-school outdoor experiences for children has grown (Carruthers, 2008; Knight, 2009). Therefore questions arise on how, in this very accountable and assessment driven country, do you assess children's outdoor experiences? The research draws on the Drummond (1994) concept of principled assessment. Tensions arise between standard curriculum expectations and responding to a natural experience for children. Although much of the children's nursery and school time may be outside, play environments are measured on assessments that are for inside through, for example, the EYFS (2008). The acceptance of school as children learning a curriculum inside a room has become the norm, the 'regime of truth' (Foucault, 1988). Even when children go outside often the same set of curriculum aims and assessment follows them. This is a case study of a nursery school and children's centre's assessment procedures. The methodology is within the interpretative mode and the methods used are focus group and narrative observations. Redcliffe Children's Centre's Research and Ethics Policy was followed. All children, parents, carers, teachers and practitioners taking part in this study have given their full consent and understood they could withdraw at any time. The consent was given in oral and written form. Findings show there is a need to reflect the difference between the space inside and the space outside when assessing the children's experiences in nursery and school. By assessing the forest experience we must be sensitive to children's freedoms otherwise the time in the woods could put unnecessary constraints on the children.

**Keywords:** assessment; forest; children's freedoms

## *Who is the child in the Woods? Interrupting the normative definitions of early childhood education in a structure free environment*

EMMA HIGGINS | Redcliffe Children's Centre and Maintained Nursery School, England

This research engages with the considerable shift in adult's thinking, behaviour, expectations and attitudes to young children generally as a result of sustained experience with children in the woods. It questions inclusive pedagogy and what the influential factors are within the experience that conjures this shifting discourse. This study is grounded within the principles of post modernism (Dahlberg, 2001) where power is often underpinning discourse and social templates. This is a small scale ethnographic study situated within an interpretive paradigm, acknowledging the researcher's subjectivity. Ethnomethodologies allow for the focus on discourse and meaning, primary data includes participant observations, informal discussions and case studies. Ethics are considered through Redcliffe Children's Centre's Ethics Policy. The analysis uncovered the pivotal role of the forest experience in providing young children with the potential to use their agency in a different way from within the setting and how this often altered the perceptions of adults working with children. The findings highlight a considerable paradigm shift in early childhood education and care about children's participation and active citizenship, in addition it supports Levinas' (1987) claim that interruptions need to be made which give professionals possibilities to possess and comprehend the child. It makes recommendations for forest experiences to provide a platform to challenge extrapolated assumptions about who children are and what they should be. In addition, it can free children from potential "entrapment in a cocoon of professional help" (Thomas and Loxley 2007).

**Keywords:** forest; special educational needs; power/discourse

## *How does a wild out door environment physically challenge and encourage risk taking in children under two?*

JEANETTE HILL AND LISA ALLEN | Redcliffe Children's Centre and Maintained Nursery School, England

This piece of research aims to identify the impact of regular visits to a natural and wild forest environment. It is a longitudinal case study of four children aged under two years. The study follows them from their first visit to the forest until present day. (18 months). The theoretical stance is from a vygotskian (1978) sociocultural perspective where the child brings all they know to the learning. This study is based on children's self-regulated learning Vygotsky states 'the child under three learns while following their own programme' (Vygotsky,1935:22). The data was collected and analysed using video footage, practitioner's written and photographic observations and reflective professional discussions. This is based on 'The Mosaic Approach' (Clarke, A and Moss, P. 2011) where adults and children co-construct meanings to gain perspectives on young children's lives. Acknowledging Redcliffe Children's Centre's Research and Ethics Policy permissions have been gained by all the families. Interim findings have identified three common strands that have impacted on young children's risk taking and physical development, these are: • The role of the adult in facilitating risk taking • Enhanced resilience and increased stamina in young children • The ever changing physical environment. It is anticipated that the outcomes from this study will impact on practice with young children during our regular forest visits. In addition it will shape professional development that the centre leads in this subject area.

**Keywords:** forest; under twos; physical development

## *An early start in the wood. More than just a dawn awakening?*

HUGO TURVEY | Redcliffe Children's Centre, United Kingdom

How to intensify the urban child's experience of nature and extend their awareness of nature's cycles lay at the heart of the idea to take a small group of children with various family members to the woods at dawn. This was in the context of the children in the study making weekly nursery visits to wild forest spaces over a one or two year time span. Cobb's (1994) conviction of the child's ecological sense of continuity with nature and Tuan's perspectives on time, space and place (1977) provide a theoretical backdrop towards understanding ways in which children relate to nature. In order to assess what benefits the event had had and to inform future practice, responses from all of the participants, including non-participating parents, were gathered. For some participants, this was done through questionnaires and reflective conversations after the event, while for others alternative responses were collected, including graphical representations. Video footage, field notes and photographs complete the data used. During this process, the Redcliffe Children's Centre 'Research with Children and Families Ethics Policy' was followed. What emerged from the study was that the children gained fresh insights into the natural world through their altered experience. The extra dimension of the involvement of family members within the context of a focused special event reinforced the importance of the role of the family in a child's learning. There exists a clear potential for the further enrichment of the children's experience of nature in similar one-off events in the future eg. that which reflects the changing seasons.

**Keywords:** natural world; dawn special event; family

### A15 OUTDOOR PLAY AND EDUCATION – PRACTICES AND DIVERSITIES

Self-organised symposium

**CHAIR:** TROND LOGE HAGEN | University of Innsbruck, Austria

This symposium is one of the selforganized symposia attached to the SIG Outdoor play and learning and concerns about different aspects on how children and practioners interpret the outdoors and playgrounds in play and learning in preschools.

## *Children's relations to outdoor places through the lenses of digital cameras*

EVA ÄNGGÅRD | Department of Child and Youth Studies, Stockholm University, Sweden

The aim of this paper is to discuss possibilities and limitations using children's photographs, a research method that has been more frequent during the last years. In the analysis the concept of intra-activity (Barad 2007) was used. The concept implies that not only humans but also material objects have agency. This emphasizes the interplay between children, cameras and outdoor environment. The paper is based upon an on-going study about children's relations to outdoor places. In all, 42 children between six and eight years old, at two primary schools with outdoor education programmes, participated in the study. The children took photos with digital cameras during walks in the school yards and in nature environments. They were asked to show places for their play and other activities. Thereafter, ten girls and ten boys were interviewed about their photographs. The children were informed about the project and that their participation was voluntary. The result indicates that children are empowered when they are given cameras. The cameras, as well as the photos, also help children to reflect over and communicate their experiences of the outdoor environment. However, the

cameras and discursive factors concerning photography also influence the children and the research process. They invite children to activities of social and explorative character, activities that sometimes do not coincide with the purpose of the study, i.e. to investigate children's relations to outdoor places. Digital cameras could be important devices for teachers and researchers who want to empower children and take part in their experiences.

**Keywords:** outdoor play; children's photography;

### *Learning inside and outside: An exchange of early years international practitioners' views*

SARAH MACQUARRIE | Centre for Rural Childhood, Perth College, University of the Highlands and Islands and Mindstretchers LTD, United Kingdom

The aim of the study is to engage with international practitioners regarding their experiences when going outside to learn with young children. The activity is framed by examples from settings where young children spend a considerable proportion of their time outside (referred to as Nature Kindergartens or Forest School) and research that examines such settings (Moser & Martinsen, 2010; Warden, 2010). Practitioners' views were sought regarding the implementation and sustainability of different approaches to early years' education that incorporate a commitment to engaging with nature. A discussion group was undertaken with 7 participants. A facilitator chaired and when the conversation ebbed would introduce a question. Initial invitations were emailed and participants were given a consent form in person. Participants were reminded they could withdraw their consent or refrain from answering any questions at any time. The activity allowed viewpoints to be considered in detail. Practitioners provided exemplars that ranged from positive examples to challenges occurring within their practice. Practitioners were able to engage and converse, sharing their varied experiences. Examples from different settings were given to exemplify points made by participants. Each participant contributed examples, who varied in their country of practice and level of experience in learning outdoors with young children. Going outside regularly, engaging with natural materials, engaging in purposeful experiences were seen as contributors to effective early years' practice, which could address the curriculum. A less formal approach situated within a conference contributed to a shared, valuable experience. Learning in contexts other than the classroom can contribute to addressing the curriculum.

**Keywords:** authenticity; multiprofessional collaboration; outdoor play

### *Outdoor play in Austrian preschools – A pilot study*

TROND LOGE HAGEN AND BERNHARD KOCH | University of Innsbruck, Austria

This pilot study explores the significance of outdoor play in a region in Austria. Understood as pedagogical spaces, outdoor conditions may enhance or restrict possibilities for play, learning and development. Outdoor areas have to be challenging and stimulating, but playground designs are often driven more by safety than developmental benefits (Waller et al. 2010, Moser/Martinsen 2010, Little/Eager 2010). In Austria there is still a lack of research concerning the significance of outdoor play in conceptual frameworks and in child care. The pilot study is part of a research project submitted at the Austrian Science Foundation. The empirical part contains an analyse of the legal framework, curricula and the pedagogical concept at a national level and of a random sample of kindergartens (case study). Outdoor activities of child care centers are observed on three days with different weather situations (video, photo). Semi-structured interviews with managers about the usage of the outdoor

area are conducted and analysed. The ethical principles include - according to the British educational research association –the categories harm, autonomy, privacy, reciprocity, equity. Preliminary results show big differences between the observed child care centers regarding playground design and use of the outdoor area. It seems that the pedagogical concept and the interests of the workforce in indoor- and outdoor play have a significant influence. The findings will help to put outdoor play on the political agenda in Austria. Maybe we can get basic informations for a better understanding of the deeply “gendered institution” ECEC (Emilsen/Koch 2010).

**Keywords:** outdoor; pedagogical space

## A16 PARTICIPATORY PEDAGOGIES 1

Individual Paper

**CHAIR:** MARIA ASSUNÇÃO FOLQUE | Universidade de Évora, Portugal

### *Pedagogy and participation of three year olds in mixed-age classrooms*

MARIA ASSUNÇÃO FOLQUE | Universidade de Évora, Portugal

This paper aims to contribute to the understanding of how younger children learn in mixed-age classrooms and what are the opportunities given by the pedagogical structure and processes of the Modern School Movement (MEM) pedagogy. Drawing from literature on communities of practice, the classrooms social structures (roles, rules, division of labour, and access to resources) are key elements shaping the processes of learning acting as the ZPD. Learning is conceptualised as change in participation in social practices (Lave and Wenger, 1991; Rogoff, 1995). The study involves an in depth case-study approach with ethnographic elements of two classrooms. Data included participant observations, video recording, interviews (adults and children), and documents. The analysis combined a theoretically driven framework using socio-cultural theories of learning and the role of interactions in teaching-learning processes, with grounded analysis. Case studies of three years old children in each classroom complement the analyses of the classroom pedagogy with a close view into young children’s learning. Ethical considerations involved negotiation throughout research (children and adults). Results show that younger children in mixed-age classrooms had many opportunities to learn and change in participation. The modes and levels of participation varied according to the classroom activities structure, tools and interactions and the teachers and children views of the activities; the study also shows that some contradictions might arise in terms of building up an inclusive community with opportunities for all children. Understanding varied modes of young children’s participation and learning in mixed-age communities; improving pedagogy where mixed-age grouping provides real opportunities to younger children.

**Keywords:** mixed-age grouping; learning as change in participation; pedagogy

### *Actions, words and interpretations: Conceptualising the nature of agency support during educator-infant play*

SHEILA DEGOTARDI | Macquarie University, Australia

This paper explores the concept of agency, as it related to the ways that infant educators understood and interacted with infants during play. Infancy is often portrayed as a period when children increasingly exercise physical and psychological independence and agency. While aspects of infants’ inten-

tional, exploratory behaviours have traditionally been regarded as innate, sociocultural approaches to infant agency propose that the extent to which adults acknowledge and foster infants' interests, choices and thinking constitutes vital contextual supports that can either promote or constrain this important learning disposition (Hedegaard, 2012; Whipple, et al., 2011). I draw on findings from a study of the qualities of educator-infant interactions to discuss how agency support can be conceptualised within the context of play. Participants were 24 infant educators who were video-recorded playing with a nominated infant from their room. Educators also provided an interpretive narrative of the infants' play. Attention is drawn to the importance of responsive pedagogy in which infants' contributions and perspectives are acknowledged and respected. Informed written consent to participate was obtained from educators and the parents of observed infants and the researcher was alert to and respected signs of infant dissent while video-recording. Infant and educator names are changed to maintain confidentiality. Observational and statistical data is presented to demonstrate the ways that actions, words and mind-minded interpretations contributed towards establishing a play context in which infant agency was supported (Astington, 1999; Meins et al., 2003). The support of infant agency is particularly relevant to many early childhood approaches, where even very young children are viewed as active contributors to their experiences and learning (Berthelson & Brownlee, 2005). Implications are discussed in terms of participatory learning and relationship-based approaches to early childhood curriculum and pedagogy.

Keywords: infant; play; participation and agency

*When the wolf is about to come: the symbolic and material culture in children's lives and the planning of activities in the Greek setting. 'I walk in the forest when the wolf is not here!! Wolf!!! Wolf!!! Are you here?'* (Greek popular traditional game)

ANGELIKI BITOU | BNS of OEE, Scholar of IKY, Greece

This paper is drawn from part of a PhD thesis that investigated children under three years old and their perspectives of the applied curriculum in two countries - Greece and England. The paper will focus on a topic identified by the children in the Greek setting – the wolf- and a Greek popular traditional game playing during their directed and not directed activities. The theoretical underpinning for the thesis is drawn particularly from the work of Rogoff (2003) and Corsaro (2005). An ethnographic approach together with a range of 'participatory' methods was used including data gathered through video recordings made by both children and adults. In the initial design of the project careful reference was made to ethical guidelines (BERA, 2004) to consider the balance of harm and effect on the children, confidentiality and issues of informed consent (Alderson, 1995). Reference was also made to the principles and ethical guidance developed by the National Children's Bureau (2002; 2003) applying particularly to research with children. Informed consent had been asked on three levels, the day care centre, the parents and the child. This study has found that children express their perceptions during an activity in a very complicated way, elaborating and examining all the parameters that could place them in trouble. Additionally, the findings have shown that what the child is doing during an activity is not always what he is thinking, while many times children appeared to have their own agenda, thus ignoring or subverting adult plans. It is apparent that the lack of national framework in Greece appears to create some misunderstanding in the way the staff work, impacting on the children's well being and life in the setting. Therefore the implications for practice suggest that limited co-operation between the setting and the parents appears to create a number of difficulties and issues in the children's lives in the setting. Developing a more participatory pedagogy

may help the children fully engage in learning through their perspectives about their life in the early years setting.

**Keywords:** children under three; planning activities; children's perspectives about school

## A17 PEDAGOGY IN THE FIRST YEARS – THE NEED FOR AN INFANT AND TODDLER SPECIALISATION IN TEACHER EDUCATION PROGRAMMES

Self-organised symposium

**CHAIR:** CARMEN DALLI | Institute for Early Childhood Studies, Victoria University of Wellington, New Zealand

Two of the papers will present analysis of teachers' talk about their pedagogy with under-three year olds highlighting tensions in the way that the teachers perceived their professional practice and implications of the tensions for quality pedagogy. The third paper picks up the argument that there is a need for early childhood teacher education courses to include specialist components on infant and toddler pedagogy.

### *What should quality for under-two year olds early childhood settings look like? Results from a literature review*

CARMEN DALLI | Institute for Early Childhood Studies, Victoria University of Wellington, New Zealand

Commissioned by the NZ Ministry of Education (MoE) this literature review aimed to draw together knowledge from different disciplines in a statement about what quality early childhood education (ECE) for under-two year olds should look like. Working within a multi-disciplinary framework, an evidence-based approach to analysing research in five bodies of knowledge was adopted consistent with a translational research framework. A traditional narrative analyses of research-based articles was conducted around five areas of focus: (i) quality debates about centre-based ECE; (ii) child development and neurobiological research; (iii) pedagogy with under-two year olds; (iv) structural elements of quality and outcomes for under-two year olds; and (v) the effects of high quality ECE on developmental outcomes for children at risk. It was concluded that quality EC settings for under-2s should be: (i) places where children experience sensitive responsive caregiving; (ii) low stress environments that actively avoid toxic stress; and (iii) places where environmental conditions and teacher action interact within a broader supportive policy infrastructure. High quality ECE can make a lasting difference and act as a protective factor for children at risk. Government has many policy levers with which to intervene at a systemic level to achieving high quality EC services for under-two year olds. **Keywords:** infant and toddler pedagogy; teachers' talk about practice; narrative about learning

### *Competing discourses in infant teachers' talk about pedagogy: Negotiating power relations*

BELINDA DAVIS | Macquarie University, Australia

This research aimed to explicate the discourse which helps shape the understandings and practices of early childhood educators working with children from birth to two years across Sydney, Australia. In 0-2 contexts, where evidence-based practices are still emerging, tensions exist around both tradi-

tional and contemporary notions of infant care, education, learning and teaching (Rockel, 2009). Such fragmentations influence how educators think about and engage with infants and toddlers. This research is informed by Michel Foucault's work on the social production of discourse and relations of power that are constructed through verbal language, texts and practices. It is these written and spoken languages that influence each other to produce a current discourse (Foucault, 1980). Critical discourse analysis (Fairclough, 2010) is used to identify key themes about teaching and learning that are evident in the Australian Early Years Learning Framework (EYLF). These themes are then compared with the spoken discourse of case study infant educators who were asked to discuss their pedagogical practice with infants and toddlers. Educators are provided respectful opportunities to reflect on their own belief systems and pedagogical practices. Teachers and parents provided formal written consent by signing the consent form. Identification codes were assigned to ensure participants anonymity. Findings suggest that competing discourses and power relations are negotiated within the educators' reported beliefs and practices. Findings are discussed with reference to concepts of professionalism, in particular the argument that care and education discourse should be reconceptualised and inclusive of both to recognise the nature and complexity of pedagogical work with infants and toddlers (Dalli, 2008).

**Keywords:** infant educators; educator views; educator practice with infants

### *An infant-toddler specialisation for teacher-education qualifications*

JEAN ROCKEL | University of Auckland, New Zealand

This research examines the extent to which teacher-education addresses specialised professional knowledge of research-based practice for the care and education of babies, infants and toddlers in early childhood services. There is much debate on the identity of professionals with infants and toddlers with a proposed discourse of teacher, rather than worker (Moss, 2006; 2007; Manning-Morton, 2006; Rockel, 2009). The presentation reports on a document analysis of teacher education programmes accredited by the New Zealand Teachers' Council in 2011 with the aim of identifying the content for graduating teachers with under-twos. The content analysis of documents is a methodology in the social sciences for studying the content of communication. Pseudonyms have been used to protect the identity of the tertiary providers of the teacher-education programmes. Findings revealed that there was specialisation if a course was focused on the first years. If there was an integration of the under-twos with other age groups, the content related to infants and toddlers was insignificant in comparison with content related to the older child. This is consistent with findings in a Literature Review (Dalli et al, 2011) that the qualifications that made a difference were ones that had a high level of content that focused specifically on infants and toddlers. The early childhood curriculum "Te Whariki" (1996) introduced sections on the infant, toddler and young child, but there has not been a review of whether the content of teacher-education programmes has been devoted to specific research and inquiry on under-twos. It is timely to do this.

**Keywords:** infant and toddler pedagogy; specialised knowledge; teacher education

**CHAIR:** BART DECLERCQ | Centre for Experiential Education [C-ExE], Leuven University, Belgium

Taking wellbeing and involvement in working on quality and as points of reference in the guidance of professionals makes it possible to respect the level at which the practitioner is functioning. For both concepts, a five-point scale – the Leuven Scale – has been developed. The scale contains a range of applications for (self-)evaluation, monitoring of children and scientific research using different tools like SICS (the Self-evaluation-Instrument for Care Settings) and POMS (process-monitoring system for Early Years). In this symposium we focus on 3 different applications of the Leuven scales: quality monitoring and improvement on county level in the UK, impact on professional development in Portuguese teacher training and quality improvement in Japanese preschools. With tools like SICS and POMS we can make practitioners and preschool settings more effective and strong enough to meet the challenge of education. It is developing competences in progress.

### *Developing and adapting POMS to the portuguese context of evaluation in early childhood education*

**GABRIELA PORTUGAL** | Departamento de Educação, Universidade de Aveiro, Portugal

In Portuguese context there is a significant distance between official guidelines for evaluation and reality of assessment practices in the field of early childhood education. Considering this reality, a project was developed in the context of the supervised pedagogic practice of the License Degree in Early Childhood Education. While scaffolding professional development of students, the idea was to build an instrument to support the pedagogic practice, ease the relation between observation, assessment and curriculum development practices and assure an ‘authentic’ assessment. Based on the experiential approach in education, this instrument was built around the principle that assessment should be process-based and should enable the development of practices not only oriented towards results (learning and development) but also towards the improvement of the educational context. Inspired by the Process Oriented Monitoring System for Young Children (POMS) (Laevers, Vandebussche, Kog and Depondt 1997), the instrument was adapted to the Portuguese reality, throughout 3 academic years, involving 13 kindergartens, 24 early childhood teachers and about 40 students, in each school year. Respect for well-being and consent information of participants were assured. The instrument offers possibilities for ‘authentic’ assessment, complying with the official guidelines and scientific consensus on educational quality and has an important impact on students’ professional development. The concrete result was SAC (Sistema de Acompanhamento das Crianças) supporting early childhood teachers practices (Portugal & Laevers, 2010). Reflections concerning what could be learned from the process of implementation, the impact and the type of interventions in practice will be described.

**Keywords:** experiential education - well-being and involvement; teacher-training; process oriented monitoring system

*How do Japanese preschool teachers use the SICS in a Japanese context?*  
KIYOMI AKITA AND TAKAKO NOGUCHI | The University of Tokyo, Jumonji University, Japan

The purpose of this presentation is to explore the usefulness of process oriented strategy for quality improvement (SICS) using the case-method research that Japanese teachers tried to use in their context. Starting Strong 3 (OECD, 2012) and CoRe (EU, 2011) show that the value of the quality on ECEC is driven by the socio-historical context of each country, but it is assumed that there are commonalities in the process of quality improvement. We modified SICS for a Japanese context and developed a Japanese version of SICS and an original DVD. Eight institutions were asked to understand the ideas and procedures of SICS and then to use it for their own purposes. We received permission from Dr. Ferre Laevers to develop a Japanese version of SICS. The three main findings derived from the case analysis are as follows: 1) Japanese teachers pointed out that they can share the philosophy of SICS, and that SICS is a useful tool for increasing collegiality because it is easy for everyone to attend professional development and learn from the perspectives of experienced teachers. 2) They pointed out that the SICS is useful for looking at children whom the teachers have failed to observe intensively, as such children do not show any troubles, and it is useful for considering the meaning of a low rating of involvement. 3) When comparing Belgian and Japanese perspectives, Japanese preferred relationship-oriented more than individual-oriented. A discussion about cultural comparison is needed to clarify their value on quality.

**Keywords:** experienced education - well-being and involvement; case study; self-evaluation-instrument for care settings (SICS)

*The impact of an experiential approach on the levels of well-being and involvement. An intervention study in Milton Keynes early years settings*  
BART DECLERCQ (1), FIONA THOMAS (2) AND FERRE LAEVERS (1) | Centre for Experiential Education [C-ExE], Leuven University, Belgium, (2) Milton Keynes Early Years Consultancy Team, England

The research aims to gain insight into the impact of the ExE intervention. Strengthen the evidence-base for a process-oriented approach. Central in the ExE-approach are ‘well-being’ – satisfaction of the basic needs - and ‘involvement’ – intrinsically motivated mental activity. They are key indicators for the ‘power of the learning environment’. They tell us how children are doing in the setting and if the personal-social-emotional development and deep-level-learning are secured. As a start, 15 advisors and 114 pre-primary settings are introduced in the key concepts of ExE and trained in the scanning technique – part of a Self-evaluation Instrument (SiCs). Ten individual children are observed during 2 minutes and are assigned a score for both variables. In the analysis the teams identify the factors that are relevant for interventions. Then, in a pre- and post-test design, data are collected in 50 preschools and levels of well-being and involvement assessed, three times in the course of the (school)year. Concerning ethical considerations, although scanning results with SICS provide objective data, reality is often far too complex to simply make up a ranking and base our judgments on quality on it (it cannot be used as a league table). To be fair to the early years reality, we can only compare preschools with a similar reality. On the other hand we cannot minimize the scanning results neither. These data are easy to collect and at the same time provide a firm basis to compare and register progression within the setting and within similar settings and can offer objective data for improvement. The research reveals (1) a significant increase of well-being (from 3.34 to 3.72) and involvement (from 2.94 to 3.47), (2) an evident relation between these variables and improvements in the learning environment, (3) indications for the sustainability of the observed improvements and

(4) evidence of an impact on achievement (based on EYFS-profile results). This research supports the conclusion from former data about the relevance and potential of a process-oriented approach. Well-being and involvement can empower practitioners, (2) this improves the ‘quality of life’ for children in settings, (3) with a positive effect on outcome.

Keywords: experienced education - well-being and involvement; self-evaluation-instrument for care settings (SiCs); quality assessment & improvement

## A19 PLAY IN EARLY CHILDHOOD 1

Individual Paper

**CHAIR:** COLETTE GRAY | Stranmillis University College, The Queen’s University of Belfast, Northern Ireland

### *The vase between the faces: Learning to share attention in early dyadic play*

ROD PARKER-REES | Plymouth University, England

Research aims: how does the social situation of development afforded by playful interaction between a baby and a familiar ‘more knowledgeable other’ contribute to early awareness of attention, the culturally mediated relationship between an observer and an object or event. I will examine the relationships between two perspectives on the social co-construction of meaning: Vygotsky’s general genetic law and Reddy’s second person perspective. Both Vygotsky and Reddy insist on the inseparability of affective and intellectual aspects of development and I believe that a careful exploration of the space between their arguments can help us to understand the significance of exuberant playfulness in early social interactions. The paper presents a critical review of a wide range of research studies in the field of joint attention and early social development. I will consider the ethical and methodological implications of phenomenological approaches to researching intimate forms of play with babies. Paying attention to the responses of others allows infants to learn about the sociocultural significance of aspects of their environment and to separate different subjectivities, including an awareness of self, out of the ‘great-we’ of early experience. The term ‘joint attention’ may not give sufficient weight to the importance of the active, social process of ‘joining in’ which makes the process of sharing attention powerfully motivating. I will consider how a focus on the social experience of sharing attention might help parents to value this kind of interaction but I will also consider the possible risks of ‘overthinking’ this largely intuitive process.

Keywords: playfulness; Vygotsky; joint attention

### *Enrichment of the social structure of participation in play activity*

EVA M. ROMERA, ROSARIO ORTEGA (1) AND CLARIE P. MONKS (2) | (1) University of Cordoba, Spain, (2) University of Greenwich, United Kingdom

The aim of this study was to determine if the intervention aimed at improving interpersonal relationships in play activity promotes social development and quality of interpersonal relationships. Learning to be socially competent becomes a priority in early years, which requires learning experiences that offer children the possibility to ensure interact and practice their social skills. Studies about play have shown that ludic activities are interpersonal environments in which preschoolers practice their spontaneously, but they need to learn what are the social and communication tools to ensure a

relational successful group, which calls for greater participation and involvement of teachers in the planning and development of play activity. It was presented a study on the interrelational context of 45 children aged 5 years old in two kindergarten classrooms in Cordoba (Spain). The intervention program was carried out with one of the groups (n = 22) as experimental group while the other group was the control one. To assess the effectiveness of the intervention, a multidimensional analysis was carried out, using data from sociogrammes and mappings. In what concerns ethical considerations, consent was obtained from the director of the centers and parents. Confidentiality and anonymity were maintained at all times. The results showed that the application of an active model of intervention was successful in many aspects related to the improvement of social relations, the composition of the groups and the type of communication developed in play. The results are discussed based on the scientific literature above the theoretical approach on the evidence-based intervention (Slavin, 2002). It is very important that teachers intervene in the formation of groups to ensure heterogeneity of group members and the quality of their interaction for the development of social competence of children in Early Childhood Education.

**Keywords:** social competence; play activity; teacher's role

### *Interactive styles, infants and toddlers initiative and development: which relationships?*

DALILA LINO, CLARA COSTA E ESTRELA PAULO | Teacher Education College Fafe, Portugal

The main aims of this study are to understand: 1) the relationship between teacher's interactive styles and infants and toddlers' initiative and development; the impact of teacher's initial training on interactive styles and infants and toddlers' development. A growing body of literature suggests that the quality of teacher-child relationship is related to children's development outcomes (Hamre & Pianta, 2001; Kruit & McWilliam, 1999; O'Connor & MacCartney, 2007). This study is part of a longitudinal study "The impact of teacher's interactive styles on infants and toddlers' initiative and development" and integrates a sample of 120 children from 12 to 24 months, and 12 early childhood teachers. Data was collected in private (for-profit) and social solidarity (IPSS) institutions, using the following tools: a) Infant-Toddler Quality Assessment (PQA) (High Scope Press, 2011); b) High Scope Child Observation Record for Infants and Toddlers (COR) (High Scope Press, 2002); c) SICS Well-Being and Involvement in care: A process-oriented self evaluation instrument for care settings (Laevers, 2005); d) Teaching styles rating scale (TSRS) (Pianta, 2001); e) social and demographic questionnaire. To ensure confidentiality and anonymity the real names of institutions, teachers and children were not used. The results show significant statistical associations between teachers' interactive styles and children's initiative and development. The data highlighted that different interactive styles have different impact on children's learning and development. In this sense, results show that directive interactive styles are associated with children's low levels of learning and development. In addition it was find heterogeneity in teachers' initial training which has different impact on children's development. This study reveals the critical role of interactive styles on infants and toddlers development and in this sense provides implications for early childhood teachers' initial and in-service training.

**Keywords:** adult-child interaction; initiative; development

CHAIR: MARIA GRACIETE MONGE | Fundação Aga Khan/Associação Criança, Portugal

### *Transições educativas: A exigência de continuidade*

MARIA GRACIETE MONGE | Aga Khan Foundation, Childhood Association, Portugal

As transições entre o jardim de infância e o 1.º ciclo evidenciam-se como um campo de estudo de particular relevância para decisores da política educativa, investigadores, práticos e pais. Visou-se, a partir de representações e perspetivas dos intervenientes diretos e do percurso realizado pelas crianças, construir conhecimento sobre o processo de transição. A literatura da especialidade alerta para a existência de descontinuidades, ruturas e consequentes efeitos associados. Mas equaciona também os resultados significativos de transições bem sucedidas, o papel dos atores envolvidos, a regulação possível de efetuar (Griebel et Niesel, 2003; Dunlop et Fabian, 2003). Esta problemática constituiu o objeto de estudo de um projeto de investigação realizado em dois contextos institucionais diferentes, mas enquadrados pelo mesmo referencial pedagógico: o suporte teórico e a prática de uma Pedagogia-em-Participação (Oliveira-Formosinho et Formosinho, 2001). Desenvolveu-se um estudo de caso múltiplo de natureza qualitativa (Bogdan et Bilken, 1994; Stake, 2009) num âmbito de investigação praxiológica (Formosinho et Oliveira-Formosinho, 2012). A 1.ª fase, exploratória, decorreu no Centro Social da Musgueira em 2009/2010. Evidências constatadas perspetivaram, numa linha de continuidade, a 2.ª fase do projeto, um estudo de investigação-ação no Centro Infantil Olivais Sul em 2011. Procedimentos éticos foram respeitados ao assegurar-se o consentimento e anonimato dos intervenientes, a confidencialidade dos dados. Tornar as transições educativas e fundamental, pelas necessidades detetadas, a elaboração de um plano de ação. Ao visar, numa linha de continuidade educativa, tornar as transições facilitadoras de integração e instigadoras de aprendizagens, esperam-se implicações nas práticas profissionais, no intercâmbio institucional, no envolvimento parental.

**Keywords:** transições educativas; integração; continuidade de aprendizagens

### *O percurso de três crianças no seu continuum de aprendizagens:*

#### *Um estudo de caso*

PATRÍCIA GUIMARÃES | Aga Khan Foundation, Childhood Association, Portugal

O principal objectivo deste estudo foi o de analisar a adaptação e o percurso escolar no 1.º ciclo de crianças que frequentaram o Centro Infantil Olivais Sul. O acompanhamento incidiu sobre três crianças que frequentam a mesma sala de 1.º ciclo, e que provenientes de culturas diferentes, apresentavam diferenças no percurso formativo realizado no jardim de infância. Face ao objectivo do estudo o enquadramento teórico situou-se nos referenciais pedagógicos dos diferentes contextos, nomeadamente numa pedagogia transmissiva versus participativa (Oliveira-Formosinho e Formosinho, 2007, 2011) e no processo de transição entre ciclos (Bronfenbrenner, 1979, 2011). No âmbito da metodologia optou-se por uma investigação de natureza qualitativa, uma vez que se pretende conhecer em profundidade e interpretar um determinado contexto através da perspectiva dos seus intervenientes diretos. Recorreu-se ao estudo de caso (Stake, 2009), utilizando como técnicas de recolha de dados a análise documental, a entrevista e a observação, o que possibilitará uma triangulação e a interligação dos mesmos. Para a iniciação e prosseguimento do estudo foi-nos cedido o consentimento (inicial e contínuo) de todos os intervenientes, tendo-lhes sido garantido o anonimato e a confidencialidade das informações prestadas. Como achados iniciais são de evidenciar a opinião dos pais e das crianças

acerca do percurso formativo realizado no jardim de infância e no 1.º ciclo, assim como do processo de adaptação das mesmas ao novo contexto escolar. Espera-se que os resultados obtidos tenham implicações nas práticas dos profissionais de ambos os ciclos e numa forma de actuação mais facilitadora da articulação entre os mesmos.

**Keywords:** transição; adaptação; percurso formativo

## *Continuidade e interatividade da aprendizagem experiencial dos bebés na Pedagogia-em-Participação*

ANDREIA LIMA | Fundação Aga Khan and Associação Criança, Portugal

Esta comunicação apresenta um estudo desenvolvido no Centro Infantil Olivais Sul, em Lisboa, gerido pela Fundação Aga Khan em parceria com a Associação Criança. A pedagogia aqui desenvolvida é a perspetiva pedagógica da Associação Criança - a Pedagogia-em-Participação (Oliveira-Formosinho e Formosinho, 2011).

A Pedagogia-em- Participação cria intencionalidade em torno dos eixos centrais da pedagogia: ser-estar, pertencer e participar, explorar as linguagens e comunicar. Centra-se na narrativa das jornadas de aprendizagem que cultiva as identidades e as relações, a aprendizagem e a significação. Para além disso, desenvolve a aprendizagem experiencial e a construção de significado através da utilização dos sentidos inteligentes e das inteligências sensíveis e cria conversação e significações que se expressam na riqueza das linguagens plurais (Oliveira-Formosinho, 2011). A interconetividade e interatividade dos eixos de intencionalidade educativa permite apontar para quatro áreas centrais da aprendizagem experiencial: as identidades, as relações, as linguagens e os significados, pedindo que se promovam e documentem experiências de aprendizagens em cada um destes eixos e nas suas integrações (Oliveira-Formosinho, 2011). Assim, a documentação pedagógica sistemática da jornada de aprendizagem das crianças é muito útil não só para o desenvolvimento da pedagogia como para a investigação. A documentação pedagógica permite descrever, interpretar, narrar a experiência, significá-la e (re) significá-la (Azevedo, 2009). Permite investigá-la. Para Stake (2009:91), o investigador qualitativo concentra-se na circunstância, tentando fraccioná-la e depois reconstituí-la mais significativamente. Assim, este estudo centra-se numa recolha de dados de sequências de atividades pedagógicas do portefólio de duas crianças para perceber a interatividade e a continuidade da aprendizagem experiencial. A análise de dados faz-se através dos eixos centrais da pedagogia e de dois instrumentos pedagógicos de observação – bem-estar e o envolvimento (Laevers, 2005). É um estudo útil para a investigação praxeológica (Formosinho e Oliveira-Formosinho, 2012) que contribui para a compreensão do processo de aprendizagem da criança e para a compreensão do desenvolvimento da prática pedagógica que sustenta essa aprendizagem. Cumprem-se requisitos éticos porque se manteve o anonimato das crianças e famílias e se obteve o seu consentimento informado.

**Keywords:** aprendizagem experiencial; continuidade; interatividade

CHAIR: TIINA PETERSON | Estonian Ministry of Education and Research, Estonia

### *How to bridge the gap between kindergarten education and elementary school education in Japan*

MIDORI KANAZAWA AND TOSIAKI MORI | Hiroshima University, Japan

The purpose of this study was to investigate how to bridge the gap between kindergarten education and elementary school education in Japan. This study is based on the zone of proximal development theory of Vygotsky. A hundred and eighteen kindergarten teachers and 77 elementary school teachers completed two kinds of questionnaires, one of which was to measure their attitudes toward 40 educational goals selected from national standard curriculum for kindergarten and national standard curriculum for life environmental studies in elementary school, and the other was to measure their evaluations of their educational outcome for the same 40 educational goals. Participants completed questionnaires on condition of anonymity. The major findings were as follows: (1) Different factor patterns of educational goal were obtained for kindergarten teachers and elementary school teachers. That is, 5 factors for kindergarten teachers were Liveliness, Social Health, Life Skill, Linguistic-Mathematical, and Physical Health, while 5 factors for elementary school teachers were Linguistic, Natural Science, Mental Health, Activity, and Logical-Mathematical. (2) Kindergarten teachers' attitudes toward educational goals were more positive than those of elementary school teachers, especially more positive in activity and linguistic and mathematical. (3) Kindergarten teachers' evaluations of their educational outcome were higher than those of elementary school teachers, especially higher in physical health and logical mathematical. These findings suggest that the gaps between kindergarten education and elementary school education are the most prominent in these factors. These results were discussed in terms of curriculum development to bridge the gap between kindergarten education and elementary school education.

**Keywords:** educational goal; zone of proximal development; curriculum development

### *Teachers' reasoning about lived morality*

AIRI BIGSTEN | University of Gothenburg, Sweden

The overall aim of this ongoing study for my Doctoral thesis, is to increase knowledge about morality in the preschool. The intention is to highlight the ethical values and norms reflected in the intersubjective meeting between teachers and children in preschool, both verbally and physically (i.e., how is morality lived?). This phenomenological study is based on a life-world theory, in particular Merleau-Ponty (1962) and Schutz (1976), through which morality is seen as lived and relational. The study is carried out by observations (video) of teachers' interactions with children and in interviews with teachers about their actions and motives for their actions. This research was carried out at four different preschools in four groups of children aged between 3 and 5 years. Though teachers are in focus in this study it still is important to consider how to do justice to the descriptions of both children and teachers. All children were told about the purpose of the study but since the children are not in focus of this study I sought informed consent from the parents instead. For all participants aliases are used in order to preserve their anonymity and to promise confidentiality. Tentative results indicate that teachers affirm children's otherness, that otherness enriches but it is also sometimes desirable to over-

come otherness. Order is an important value for the teachers in this study. There is also an existential dimension concerning security, hope and future. Teachers' reasoning illuminates what lived morality means to them and how their meanings and experiences about how to work with the children differ. To ensure that children get more opportunities to experience what lived morality means it is important that teachers are able to reflect about their own actions.

**Keywords:** lived morality; pre-school; otherness

### *Teachers' and principals' opinions about teachers' professionalism: a cross-cultural study*

TIINA PETERSON (1), MARIKA VEISSON (2), EEVA HUJALA (3), ULLA HÄRKÖNEN (4), ANETTE SANDBERG (5) AND INGE JOHANSSON (6) | (1) Estonian Ministry of Education and Research, Estonia, (2) Tallinn University, Estonia, (3) University of Tampere, Finland, (4) University of East-Finland, Finland, (5) University of Mälardalen, Sweden, (6) University of Stockholm, Sweden

The research aim is to study preschool teachers' and principals' opinions about professionalism in cross-cultural context. The study is based on contextual approach in bio-ecological theory (Bronfenbrenner, 2005) and critical ecology theory (Urban, 2011). The structured questionnaires for the Estonian, Finnish and Swedish preschool teachers and principals used were the Likert scale ranging from 1 to 5, where 1 meant "strongly disagree" and 5 meant "strongly agree". Subscales of the questionnaire were interaction, family involvement, planning of education and evaluation of children development, using teaching strategies, professional development, creating growth environment and development of values. Sample. The sample consisted of 173 Estonian, 119 Swedish, 82 Finnish teachers' and principals' opinions about 112 Estonian, 95 Swedish, 82 Finnish teachers. Procedure. The study was conducted in different Estonian, Finnish and Swedish counties. Questionnaires were sent by post and by e-mail. Analysis: Quantitative data analysis using the statistical program SPSS 14.0 was conducted analysis of frequency, ANOVA were used. The questionnaire began with a description of the study and of ethical rules in social science research. Participation in the study was voluntary. Highest mean opinions were given by Estonian and Swedish principals and Estonian teachers to the creating growth environment and secondly to the development of values, but Finnish principals give opposite opinions. Development of values was evaluated highest also by Finnish teachers. Swedish teachers evaluated highly teaching strategies. The statements that got the lowest evaluation rate by all interest groups were family involvement and professional development. Differences between the countries were all significant. According to the research results we improve the teacher training system in Estonia, Finland and Sweden.

**Keywords:** preschool teachers; professionalism; preschool principals

## A22 METHODOLOGIES OF TRANSITION RESEARCH 1

Self-organised symposium

**CHAIR:** ALINE-WENDY DUNLOP | University of Strathclyde, Scotland

Many of the members of the EECERA Transition SIG have studied early childhood transitions for children starting school. In two linked self-organised symposia we propose to interrogate research approaches and theoretical frameworks used and to consider whether the justification of research methods that attach to studies of early childhood transition are applicable to the study of the transitions of the youngest children.

## *What are the implications of current transitions research methodologies and frameworks for babyroom practices?*

ALINE-WENDY DUNLOP | University of Strathclyde, Scotland

The theoretical models used in transitions research, the types of study and the purposes of transitions studies are considered in response to the question ‘Is there a best fit?’ in approaching research that focuses on the transition experience of the youngest children and the responsive intersubjective attunement that leads to reciprocal models in practice and research. The values and assumptions that are held about good practice with the youngest children, the dominant model of the child, the importance of relationships and the degree of respect for small children’s creativity, competence and zest for life are just some of the elements that influence methodological approaches in transition studies. (Bronfenbrenner, 1986; Gerhardt, 2004; Hobson, 2002; Lenz-Tacughi, 2009; Sharp, 2001; Trevarthen, 2001). A systematic review of early childhood transition studies was undertaken, focusing on theoretical frameworks, methods and findings, with a view to evaluating the efficacy of methods to generate data to inform the knowledge base about early childhood transitions, family engagement and early childhood practitioners beliefs and practices. The ethical positionings of the studies reviewed were taken into account. The paper concludes by proposing methodological stances that seem best placed to inform the ambition of improving transitions practices for the youngest children, and reflects on identities and learning during the dynamic times of change that occur at early childhood transition. The review also sought to address the impact of transitions studies on educational policy and practices.

**Keywords:** transitions; frameworks; methodology

## *‘Ko te Tangata - For the People’: Blending Western and Māori understandings as a tool for considering transition research methodologies*

VANESSA PAKI AND SALLY PETERS | University of Waikato, New Zealand

This paper is based on the three-year (2010-2013) Teaching and Learning Research Initiative project in New Zealand, titled ‘Learning journeys from early childhood into school’ ([www.tlri.org.nz](http://www.tlri.org.nz)). The project involves three early childhood settings and two schools with just over 20 teacher researchers participating. Central to the project is the partnership and participation of children, families and communities in these settings. The paper explores how both Western and Māori understandings can be used as a tool for considering a methodology for working with and alongside children, families, teachers and communities. The work takes into account the principles of Kaupapa Māori research (as described by Bishop, 1996, 1997) and is situated within a sociocultural framework that seeks to address the concerns and interests of the participants for the self-determination of their aspirations (see Bishop, 1996; 1997; Bishop & Glynn, 1999). Kaupapa Maori theory and philosophy aligned with the notion of negotiated space will be discussed to show how such understandings underpinning a philosophical and theoretical whāriki (woven mat) of perspectives forms a participatory relationship to support the transition of children from early childhood into school. Data gathered in the project includes surveys, observations, interviews and document collection. Teachers have undertaken cross sector action research projects and participated in data collection and analysis. This paper focuses not so much on the findings of the study but on the negotiation of cross-cultural understandings when seeking to gain previously unheard perspectives in research. This paper is based on the saying ‘ko au ko koe, ko koe ko au’ meaning ‘I am you, and you are I’ which suggests that the connection between the self and another is at the heart of research. We consider this as the key ethical consideration underpinning the research relationships and the transformative possibilities of the project. The key ideas

to be discussed are further explained through the four principles of Whakamana (empowerment), Kotahitanga (holistic development), Whānau Tangata (family and community), and Ngā Hononga (relationships) embedded within Te Whāriki, the New Zealand early childhood curriculum (Ministry of Education, 1996). This illustrates how the interests and aspirations of children, families, teachers, and communities can be served through education and research.

**Keywords:** empowerment; relationships; methodology

### *Using the pictorial measure of school stress and wellbeing to elicit children's perspectives on the demands of the first year of school*

LINDA HARRISON AND LIBBEY MURRAY | Charles Sturt University, Australia

The first year of formal school is a significant period of transition in a child's life, which presents the child with multiple demands. It requires the child to manage personal feelings, form new relationships with teachers and other children, and adapt to institutional rules and routines. The development of the Pictorial Measure of School Stress and Wellbeing was informed by Bronfenbrenner and Morris' (1998) social-ecological model of human development and Dunlop's (2003) Systems Model of Transition which acknowledge the multiple influences on children's development and place children at the centre of the transition process. This paper reports findings gathered from 101 Australian children who participated in semi-structured interviews using the Pictorial Measure of School Stress and Wellbeing in Term 1 and Term 4 of their first school year. Each child was shown a series of pictures, representing nine scenarios that occur across a typical school day, and asked to describe how the child in the picture felt, why he/she felt that way, and what he/she would do next. Qualitative and quantitative analysis techniques were used to interpret and score children's feelings about school and the strategies they used to manage these daily events. University ethical guidelines for confidentiality were followed. Permissions for the research were sought from school authorities, classroom teachers, and parents. Child assent was sought before commencing the interview. Results showed that most demands (e.g. saying goodbye to mom; lining up; speaking in class; entering the school playground) were seen in a positive light at both interview points, but some demands (e.g. going to the toilet; joining other children's play) were seen less positively, with feelings becoming more negative over time. In Term 1, children relied on knowing school rules and routines to manage demands, but by Term 4 used more constructive strategies to find solutions challenges. Implications for schools and teachers will be discussed.

**Keywords:** stress and wellbeing; children's well being; first year of school

CHAIR: EDDIE MCKINNON | Pen Green Research Development and Training Base, England

### *The evolving issues of transition to preschool for children living in the Brussels region*

GAËLLE AMERIJCKX AND PERRINE HUMBLET | CRISS - Centre de Recherche Interdisciplinaire Approches Sociales de la Santé, Ecole de Santé Publique, Université Libre de Bruxelles, Belgium

Our research aims to address children's situations throughout their different living environments, with holding account of the various dimensions of their wellbeing. As such, the issue of continuity (or discontinuity) constitutes a key factor for wellbeing: consistency. Our research relies on a socio-ecological approach to child wellbeing, with a focus on institutional issues. Data were collected by means of semi-structured interviews from 50 parents and 33 professionals residing/or working inside one of four contrasted areas of the Brussels Region. These two groups of proximi were treated as experts. Content analyses were performed on each group. Conditions regarding participants' consent, their freedom of speech, and the preservation of their anonymity were guaranteed. Preschool services typically organize and unfold their activities around diverse learning experiences, which relate to four main issues of: rules and structure, peer socialization, autonomy, and self-expression. Through the experience of childcare, children are slowly sensitized to these issues, rendering the transition to preschool smoother; professionals do count on it. Yet our results show the increasing number of children experiencing preschool as their first collective service. Thus they face not one but all four issues at once: the transitional period can easily become a prolonged period of discomfort. An additional issue concerns the knowledge of French as a second/ or new language: in our study, most families not inclined to use childcare were not proficient in French. A better home/school transition could be addressed through quality practices relying on adapted training and curricula, generalized adaptation periods and relevant parents' implication, but also through supportive policies such as guaranteed access to preschool from 2,5 years old and lower child/staff ratios among early preschool classes.

**Keywords:** child; wellbeing; transitions

### *Bridging the gap: Early years workforce perspectives of the use of new technologies in early years settings to support children's learning*

IOANNA PALAIOLOGOU | The University of Hull, England

In the light of the use of technologies by children at home early years practice should cultivate the capacity for lifelong and lifewide learning and encourage sharing and communication of ideas using multimodal methods. This project aims to investigate early years workforce perspectives on how new technologies can be embraced in early years settings and to what extent they can become part of the daily life of classroom. This research is based on a previous project that found that parents believe that the new technologies are changing the traditional ways of teaching and they demonstrated an anxiety for flexible ways of teaching and learning to be available for their children from a very young age. Whilst they still believed in the value of the teachers and the classroom they expressed a desire for classrooms with no boundaries and one that bound home experience with that to be found in early years settings. This project has employed qualitative methodology. 25 interviews were carried out with early years teachers (10), practitioners (10), managers (3) and Heads (2) in three English

early years settings and two Primary Schools. The project has been approved by the ethics committee of the University of Hull. Permission and consent forms were sent to all participants. All interview transcripts were sent and approved by all participants. The paper prior to the conference will be sent for approval to all participants. Anonymity and confidentiality has been guaranteed to all participants. Although, early years practitioners recognise that young children are “literate on digital technologies” at home, early years settings are not yet prepared to embrace these technologies in their daily practice with children. Early years practitioners would like more professional development on the use of digital technologies to promote learning in early years.

**Keywords:** digital technologies; learning and development; transitions

### *The transition of “autumn pupils” from group 2 to group 3 in primary education in Netherlands*

JOSÉ SMEETS | Hogeschool iPabo, Netherlands

Aim of the study was to describe teachers’ opinions regarding the transition of “autumn pupils” (children born in the months October, November, December) from group 2 to group 3 in primary education in Netherlands. The theoretical framework was: Fabian, H. & Dunlop, A.W. (2002). Transitions in the early years. Debating continuity and progression for children in early education. Abingdon: RoutledgeFalmer. Hoogeveen, L. (2008). Social emotional consequences of accelerating gifted students. Nijmegen: Radboud Universiteit. Hong, G., & Raudenbusch, S. F. (2005). Effects of kindergarten retention policy on children’s cognitive growth in Reading and Mathematics. Educational Evaluation and Policy Analysis, 27, 205-224. Roeleveld, J. & Van der Veen, I. (2007), Kleuterbouwverlenging in Nederland: omvang, kenmerken en effecten. Pedagogische Studiën, 84. 448-462. Methods included survey and questionnaires. Ethical considerations: anonymous children. About 50 percent of the respondents apply the 1 October policy; autumn pupils at these primary schools have a long kindergarten period. One third of the respondents mention that their autumn pupils have a short preschool period, they practise the 1 January policy. Most frequently individual factors have been mentioned as being the most decisive criterion when deciding to promote a pupil to group 3 or not. Most teachers declare that they decided against promoting an autumn pupil to group 3 because of his social emotional skills. There isn’t an unambiguous direction from the Dutch government the Elementary Education Act it is written that primary school pupils should fulfill their school career in an 8-year uninterrupted process of development. The education inspectorate is very critical about grade retention.

**Keywords:** transitions; grade retention; uninterrupted process of development

### A24 PRACTITIONER LEARNING FOR EFFECTIVE PRACTICE IN THE DEVELOPMENT OF PROVISION FOR 2 YEAR OLDS IN THE UK

Self-organised symposium

**CHAIR:** JULIA MANNING- MORTON | London Metropolitan University, England

As Government policy in England pushes forward an expansion of out of home provision for ‘disadvantaged’ 2 year olds (DfE 2011) local authority providers are striving to ensure that their provision meets these children’s needs. While there has been a focus in research on the factors that constitute quality of provision for children aged birth to three (Harms & Clifford 1980, Abbott and Moylett 1997), effective ways of supporting practitioners in achieving the delivery of such provision has only

started to be documented more recently (Manning-Morton 2006, Elfer and Dearnley 2007). The expansion in provision renders the importance of understanding effective approaches to professional development in this area vital. This symposium brings together papers from academics and a local authority advisory team, which explore the impact of collaborative working and academic and reflexive learning on the practice and professional self-concept of practitioner-students working with children aged birth to three.

***Personal and emotional transactions in professional development: How can changes to practice with infants, toddlers and 2 year olds be sustained?***

**JULIA MANNING- MORTON | London Metropolitan University, England**

This paper explores the concept of emotional understanding as a way of knowing and as a means to bring about change. It draws on a Tracer Study undertaken in 2012 of practitioners who were part of the 'Key Times' Project (London Metropolitan University with the London Borough of Camden, 2000-2005), which explores which elements of the participants experience of the project impacted positively on their practice at the time and what has enabled changes to be sustained. The approach to professional development discussed, draws on psychoanalytic theory (Bion 1961) and theories of adult learning (Knowles 1970). The original project was designed within a qualitative paradigm and carried out within a context of Praxis Intervention (Madhu 2005); a form of participatory action research (Stringer 1999). The review of the impact of the project was carried out through document analysis of written feedback, focus group discussions and individual interviews of participants. Using a reflexive inquiry approach (Oliver 2005) requires clear ethical boundaries through group contracts and paying attention to dynamics of diversity and power throughout the process. Anonymity and confidentiality were maintained throughout. Professional development opportunities that extend practitioners self-awareness as well as their theoretical knowledge, facilitate an emotional as well as intellectual commitment to implementing practice that supports infants' and young children's well-being. Initial analysis of the review data indicates that institutional support for change throughout the organization is a significant factor in sustaining changes. Process orientated, reflexive and experiential training should be integrated into professional development opportunities for 0-3 practitioners.

**Keywords:** professional learning; reflexive practice; co-ordinated development

***An investigation into the impact of a 'University certificate in working with children from birth to three' on practitioners' practice and sense of themselves as professionals and students***

**MAGGIE THORP | London Metropolitan University, England**

This paper presents a case study of the impact of a one year university certificate on the professional practice of a class of twenty-five practitioner-students. The paper discusses how this academic course can not only enable practitioners to understand their important contribution to children's well-being but also how the learning process can support their own professional self-esteem. The central tenets of the approach used in the teaching reflect andragogical principles (Knowles 1970), a heutagogical approach and a constructivist pedagogy. The case study is located in an interpretivist paradigm, in which the socio-cultural perception of each group member is recognised and in which the practitioner-students are active agents investigating and evaluating their practice (Mukherji and Albon 2010). The data collection was through a questionnaire in which practitioner-students identified the changes

made in their practice. A self-selected group then gathered further evidence of these practice changes through observational material and the collected views of children, parents and colleagues and participated in focus group discussions and individual interviews. A co-operative inquiry approach ensures that informed consent is gained at all stages. Anonymity and confidentiality is maintained throughout. Initial analysis of the data indicates that a heutagogical approach is enabling practitioner-students to question their professional values and assumptions (Argyris & Schon, 1996) and that change in practice and professional self-concept are evident but reveal different perspectives arising from the lived experience of individual practitioners. Recognition of the vital role practitioners play in children's lives necessitates investing in higher level professional learning.

**Keywords:** professional self-esteem; praxis; partnership

### *A partnership approach to developing the quality and sustainability of provision for two year olds in an inner city local authority*

GWEN FITZPATRICK, LIZ NOBLE, LYDIA HUTCHINGS, MARIA TALLON, TRACY SMITH AND ANA SEVILLA | London Borough of Islington, England

This paper presents the initial findings from the 'Life at two: Improving Quality for Two Year Olds' project in the London Borough of Islington. The project aims to raise quality through developing practitioners' ability to evaluate their own practice and provision by increasing their pedagogical understanding of the needs of two year olds. The project also established a network of settings with expertise in this area in order that the local authority has a resource on which to draw in developing and sustaining good quality practice. The structure of the project was developed in response to evidence that practitioner-led quality improvement programmes are effective where there is on-site support from trained professionals (Mooney 2007). The project was evaluated using a series of established tools to assess impact including; ITERS (Harms, Cryer and Clifford 1990), pre- and post-practitioner confidence ratings, and the Leuven Well-being and Involvement Scales (Laevers et al 1994). Qualitative methods of data collection included interviews, questionnaires and observations, involving participants in a retrospective analysis of impact (De Vera Berrado, 2005). A co-operative inquiry approach means that informed consent was gained at each stage. Anonymity and confidentiality was maintained throughout. Initial findings indicate that a strategic approach from the local authority through setting management has a greater impact on practitioners' ability to embed improvements within their setting. Access to appropriate and high-level professional development opportunities has a rapid impact on practitioner confidence and understanding. Collaborative, multi-directional approaches to developing effective practice with 2 year olds should be developed.

**Keywords:** quality improvement; collaboration; professional learning

CHAIR: JOHN BENETT | Early Years Consultant, France

### *Early years practitioners' constructions of children's 'wellbeing' in South Wales, UK: Who, what, where*

JANE WATERS (1), TRISHA MAYNARD (2) AND JENNIE CLEMENT (2) | (1) Swansea Metropolitan University, United Kingdom, (2) Canterbury Christ Church University, United Kingdom

The Foundation Phase framework for children aged 3-7 years in Wales positions children's wellbeing and their personal and social development at 'the heart' of the curriculum. It is pertinent to ask then, what is meant by the term 'wellbeing' by Foundation Phase practitioners. This paper reports on the 'who', 'what', and 'where' of eight early years practitioners' constructions of wellbeing in Wales during a research project that sought to explore constructions of wellbeing in practice. The research was located within a sociocultural frame and adopted an interpretative methodology and qualitative methods. Following the first phase of the study in which key ideas were discussed with the three researchers, the eight teachers designed and implemented small-scale explorations and interventions within the indoor and outdoor environments of their settings in order to support children's wellbeing. The data sources, including semi-structured interviews, field notes and documentary evidence, were analysed using NVivo to consider the underpinning constructions of wellbeing evident in the data. Coding was initially guided by, though not limited to, categories exemplified in wellbeing literature. The research followed the BERA revised guidelines. Analysis is ongoing but initial findings indicate practitioners' concern being focused on specific children's wellbeing as manifested by physical characteristics and/or social aspects of behavior often related to the home setting. The implications of such constructions of wellbeing, apparently rooted in 'other-ness', for inclusive early years practice are discussed in the light of culturally-located understandings of wellbeing and the 'well child'.

**Keywords:** wellbeing; Foundation Phase; inclusion

### *Early childhood professionals' perceptions of their competency and professional development needs*

MEHMET BULDU (1) AND METEHAN BULDU (2) | (1) TED University, Turkey, (2) Middle East Technical University, Turkey

This study investigated early childhood professionals' perceptions of their work competency and their professional development needs in Turkey. Early childhood professionals' competencies and their professional development needs are considered critical components in the education of young children (Bowman, Donovan and Burns, 2000). Research supports the notion that competencies of early childhood professionals and how these professionals develop themselves professionally affect the quality of early childhood programs and predict the children's developmental outcomes (Saracho and Spodek, 2007). Learning about what teachers perceive required knowledge/skills needed be effective teachers, in which areas of the teaching they feel most confident, and the needs for teachers' professional development will probably be helpful to design more effective and meaningful professional development activities for teachers. The sample for this study comprised 420 early childhood professionals in Turkey. The data sources included a Likert-type questionnaire and semi-structured focus-group interviews. For the quantitative data descriptive and correlational analyses were conducted.

The analyses of the qualitative data were founded on a phenomenological approach. To maintain confidentiality of information collected from research participants the researchers did not collect any identifying information from the participating teachers. Results revealed that majority of early childhood professionals feel competent in their work. However, areas such as teaching math and science, challenging behaviors, meeting the needs of children, technology use, program development, early childhood assessment, teaching techniques are areas that they need to work on for their professional development. Results also showed that majority of ECE professionals participated in a kind of professional development activities in the past three years; however, the topics of the professional development activities were not much relevant to early childhood teaching directly. Results also revealed that ECE professionals' busy schedules do not leave them much time for early childhood professional development activities. The implications for ECE professionals, teacher education programs, ECE programs and educational policy-makers will be presented.

**Keywords:** early childhood professionals; perceptions; competencies and professional development needs

### *How the community of practice supports professional development of early childhood educators in dealing with emotionally laden topics*

DAVID BRODY | Efrata College of Education, Israel

This study exams how the Community of Practice (COP) model described by Wenger, McDermott & Snyder (2002) supports early childhood educators in coping with emotionally laden topics in classroom. The context is a two year professional development project supporting Israeli educators mandated to teach about the Holocaust, despite its inappropriateness for young children. Early childhood educators increasingly deal with emotionally laden topics arising from children and the surrounding environment. These issues include trauma of terror, war, catastrophic climatic events, illness and death. Teachers are largely unprepared to deal with these topics and their lack of training leads to uncertainty in supporting children when these events occur. The COP was deemed an appropriate professional development model because of its communal features. Qualitative methods included interviews, recordings of meetings, and teaching artifacts. Grounded theory was used to generate themes and categories for analysis. Teachers were interviewed voluntarily, giving permission to use their data anonymously. Critical influences of the COP on teachers' professional and personal development were found to include domain, community, and practice. Teachers were stimulated to think deeply about the domain of these difficult topics. Communal aspects ensured a safe environment enabling breaking of isolation through peer learning, group reflection and feedback. Improvement of practice was achieved by focusing on children rather than curriculum, increased mindfulness, and a heightened sense of professional self. The COP was found to have potential for preparing and supporting early childhood educators in coping with dilemmas arising from emotionally challenging topics in their teaching.

**Keywords:** professional development; community of practice; trauma

## B1 CHILDREN'S PERSPECTIVES I

THURSDAY

30  
B  
SYMPOSIA

CHAIR: JOHANNA EINARSDOTTIR | University of Iceland, Iceland

The symposium looks at the views of children on different aspects of their lives. This symposia on research on children's perspective is planned by the Children's Perspective SIG. One of the aims of the SIG is to share innovative and reflexive research on children's perspectives and children's rights. This symposium will present research from different countries and address theoretical, methodological, and ethical issues in conducting research with young children.

### *Toddler in preschool: Social interactions and relations in play*

HRÖNN PÁLMAÐÓTTIR | University of Iceland, Iceland

The aim of the study is to shed light on young children's perspectives on their social interactions in play. Participants were twenty children, ages fourteen months to two years and five months old in one preschool in Iceland. The study is based on phenomenological approaches that emphasise the human bodily existence in the world. The theory of the life world by Maurice Merleau-Ponty (1945/1962, 1994) describes the intertwined relations between human beings and the environment. The child is viewed as a body subject that is engaged with the environment, and in the process of making sense out of the experience. The origin of the play is in the movements of the body (Rasmussen Hangaard, 2001), and intersubjectivity between the partners is an important part of the process that occurs when children create their mutual worlds within play situations. Qualitative methods were used, including participant observations, video recordings, and field notes. In research with children various ethical issues arise regarding access, informed consent, trust and power positions between the researcher and the children. The findings show that movements of the body, gestures, and gaze, were important elements when the children tried to relate and make a shared ground for a play. Children's social positions seemed to influence who was welcomed into the play and who was not. The study contributes and adds to existing knowledge concerning bodily communication of young preschool children, and can open up for preschool teachers reflections of young children's contribution and learning within their social communities.

**Keywords:** play; social interactions; play

### *Children's perspectives on the role of preschool teachers*

JOHANNA EINARSDOTTIR | University of Iceland, Iceland

The aim of the study was to critically examine the roles and pedagogy of preschool teachers from the perspectives of 32 five- and six-year-old children who had extensive experience of being full day preschool children from the age of two. Data was gathered through photo supported interviews with the children. Photos that the children took themselves in their preschools were used as a motivation and basis for conversations. The theoretical foundations of the study were the ideology of childhood studies in which childhood is viewed as an important period, contingent on culture, time, and context (Brooker, 2011; Corsaro, 1997; James & Prout, 1990; Jenks, 2004; Warming, 2005). The findings of the study show that according to children's conversations about the photos they took in their pre

schools, their views on the roles of preschool teachers can be divided into the following: on one hand their interaction with the children such as (a) care-giving, (b) observing, (c) assisting, (d) controlling, (e) supporting, and (f) teaching; and on the other hand, other duties (involving interactions with others) were mentioned. When the children were asked what they liked and did not like about their preschool teachers, the majority of them responded by discussing what they did or did not do in terms of activities. Some children also mentioned the preschool teachers' behaviors or personal traits.

**Keywords:** children's perspectives, preschool teachers, professionalism, preschool

### *Development of an emergent curriculum and an inclusive pedagogy in a strictly traditional setting-a case study*

CLODIE TAL | Levinsky College of Teachers' Education, Israel

To find out how and to what extent the guiding principles of the early childhood education program at Levinsky College of Education have been enacted by a third year student teacher in a traditional fieldwork placement. The early childhood teacher preparation program at Levinsky is committed to enhancing in the student teachers a socially inclusive pedagogical approach (VanManen, 1994; Oyler, 2011) that is also based on a social constructivist perception of learning (Vygotsky 1978; Wells, 2000). These principles are translated in an inquiry approach to practice and an emergent curriculum (Jones and Nimmo, 1994; Zeng-tian & Yu-le, 2004). Thus in relation to children's participation we assume a relationship oriented approach as reflected in Woodhead's (2010) words: "It is important to keep in mind that believing in children's participation does not diminish adults' roles and responsibilities". A case study was conducted. The intervention presented in the study improved the participating children's well being. Both the student and her college mentor read the article and offered their comments. The field mentor and preschool director gave consent to publication of the article. Children seemed to benefit from participation in the study and their identity remains confidential. The findings show how a teaching student developed throughout her third year of studies a teaching stance that encourages the children's participation, takes responsibility of non inclusive peer interactions in a way that both enhances the children's literary understanding and their emotional wellbeing. In the lecture we will also show evidence of the children's increased participation and development of representational expressions narrative competencies. Dilemmas related to educators' involvement in peer interactions and to the role of teacher preparation interventions in field placements will be addressed.

**Keywords:** children's participation; professional development; inclusive social interactions

## B2 CHILDREN'S PARTICIPATION 1

Individual Paper

**CHAIR:** BART DECLERCQ | Centre For Experiential Education [C-ExE], Leuven University, Belgium

### *The ethics of children's participation in early childhood research*

DEBORAH HARCOURT (1) AND LUIGINA MORTARI (2) | (1) Australian Catholic University, Australia, (2) University of Verona, Italy

This paper explores an array of ethical dilemmas that confront researchers when they seek to invite children's participation in research. The paper will track the historical, theoretical and conceptual landscape that defines children's participation in research and will give particularly close examination

to the socio-political framework and subsequent influence of the UNCRC on participatory research in the field of early childhood. Drawing on the historical, theoretical and conceptual background, the paper will then examine three main themes as relates to ethical participation of children in research, being: the ethics of protection, the ethics of justice and the ethics of care. We look to contemporary literature in order to ask whether published research specifically narrates ethical dilemmas confronted in research practice. Our guiding questions are: What is examined and explained as being ethical dilemmas when engaging with children? How does the literature illuminate ethics as an explicit consideration in conducting research with children? Where is the ethical sensitivity identified in participatory practice? This paper has at its centre the notion of ethical practice. As an examination of published research it offers new insight in to the range of ethical considerations for participatory research involving children. This paper will discuss the lack of transparency given to ethical dilemmas in research practice in the field of participatory research. It will identify the apparent gaps in contemporary literature, as if these dilemmas do not exist. We will link the findings to the three themes of ethics as relate to protection, justice and care. The paper will conclude by acknowledging some of the “hidden” dilemmas that need to be openly debated in the literature in order for participatory efforts to move forward.

**Keywords:** ethics; UNCRC; participation

### *Communication with parents about life in preschool: Children’s perspectives on what should be the focus*

Yael Dayan | Hebrew University of Jerusalem, Israel

The aim of the research is to construct new knowledge related to the parent- teacher information exchange discourse, by presenting children’s perspective. The theoretical background of parent-teacher participation in preschool is discussed from several points of view – its importance, challenges, and strategies for effective communication. The theoretical and research literature is largely based on the rational that positive connections between home and preschool yield positive outcomes. To date, children have been excluded from this discourse. Methodology: The research question was: What do children want to tell parents about their life in preschool? Five children from each of nine different preschools (45 children) participated in the research. Data collection: Children were provided with a digital camera and were asked to photograph a picture which they would like to show their parents and to explain why they chose that particular picture. Data analysis: The texts of the children’s explanations were analyzed by a thematic categorization process. Ethical considerations included informed children’s choice to participate and anonymity. Two main categories emerged from the analysis: “Solidarity with the collective” and “Me as an individual”. Children described the preschool as a pleasant place, with a lot of activities, friends and positive experiences. According to the results, children are very sensitive to the anxiety parents experience when leaving them in preschool, and try to dispel their fears and comfort them. This study concludes by emphasizing the importance of including children in the process of exchanging information. Photography should be used as a daily tool to facilitate this exchange.

**Keywords:** parents–teacher relationship; children’s perspective; photography in preschool

## *Reconstructing child's image: A pathway to intercultural pedagogy*

JOÃO FORMOSINHO (1) (2) AND IRENE FIGUEIREDO (2) (3) | (1) University of Minho, Portugal (2) Childhood Association, Portugal, (3) Polytechnic Institute of Oporto - School of Education, Portugal

The central aim of this study is the reconceptualization of the child's image as a mean to pedagogical differentiation and intercultural understanding (Formosinho, 2012). The main theoretical framework of the study lies in the socio-cultural-participatory approach for children and adults learning and development (Oliveira-Formosinho, Kishimoto and Pinazza, 2007). The study is located in qualitative paradigm (Denzin Lincoln, 2000) and develops through two observational case studies (Stake, 2005) of teachers that opted for Pedagogy-in-Participation (Oliveira-Formosinho and Formosinho, 2012) having two very different previous learning journeys. Observations and interviews are the elected techniques for data collection allowing for data triangulation. Informed consent was obtained from the teachers and anonymity has been guaranteed. The central findings point into the direction of differentiated impact of teachers previous learning journeys on their actual learning journeys in the direction of an intercultural pedagogy. The study highlights the need of an early start at the level of progressive teacher education and claims the need to review pre-service education as integrated phase of ongoing staff development.

**Keywords:** teacher education; child's image; intercultural education

### B3 EARLY YEARS CURRICULUM

Individual Paper

**CHAIR:** DALILA LINO | Teacher Education College Fafe, Portugal

## *Literacy in early education*

MARIA EPHIGÊNIA ANDRADE CÁCERES NOGUEIRA | CIEI-USP, Brazil

The present paper discusses literacy as a pedagogy project to children from 1 to 3 years old, from Centro de Educação Infantil Ipê, Educandário, Sao Paulo city, Brazil, developed by two teachers, from february to December of 2011, under two viewpoints: Does alphabetization take place in creche? Is literacy a way to discuss oral and written language in pre-school education from 1 to 3 years old? For the last 10 years, the researches about alphabetization in early education, in Brazil, are far from needs. This research was developed by the Project "story train". The train passes in classes, spaces in doors and outdoors of the school, to tell them stories in different forms, and then the children represent the stories in different languages. The research is developed for a year and children could listen, read, tell, dance, paint, draw and write. The story train becomes part of everyday routine in school. Children wait for it. The results of the teachers pedagogy project using literacy concept to discuss how the children approach to write and read since their yearly years is successfully, by introducing them in the world of lecture and writing as so important as others areas of curriculum pre-scholar. We take care of ethical considerations in what concerns parents and/or children consent, confidentiality and preservation of anonymity of participants.

**Keywords:** literacy; pedagogy project; early education

## *Promoting language-rich conversations with young children: A proposal for generalizing the principles of shared interactive reading to multiple contexts*

DEANNE CRONE | University of Oregon, United States

This conceptual paper proposes the development of an intervention to improve the frequency and quality of adult-to-child conversations in typical preschools. The intervention is built upon principles of shared interactive reading (SIR) and extends these strategies to multiple contexts within the preschool day. A large national study in the U.S. indicated that frequency of language interactions was the best predictor of early cognitive and language skills, of young children (NICHD ECCRN, 2000), especially when those language interactions are positive, involving adults who take turns and follow the child's interests (Bronfenbrenner & Morris, 1998; Howes, 2000). These characteristics of effective adult-child interactions are incorporated into dialogic reading, or shared interactive reading, which was shown by a comprehensive meta-analysis to be highly advantageous to development of expressive language skills (Mol, Bus, de Jong & Smeets, 2008). While language-rich adult-to-child conversation is critical to the development of language skills, evidence from American preschools shows that the quality of most adult-child conversations are low and infrequent, leaving great room for improvement and professional development. Over the first two years of the proposed study, the series of 6 to 8 iterations of design experiments will be used to test and revise components of the Shared Conversation intervention with the children and staff (teacher, assistant, and volunteer) of 3 to 6 preschool classrooms for dual language learners in rural Northwest United States. In the 3rd year of the proposed study, a multiple-baseline single case design (with classroom as the case) will be implemented across 3 similar classrooms to assess the impact of the Shared Conversation intervention on quality and quantity of adult-child language interactions. In the proposed study, qualitative methods using extensive field notes, focus groups, and interviews with early childhood staff will be used to assess the contextual fit, feasibility, perceived value, and satisfaction with the Shared Conversation intervention. Quantitative methods, including standardized observation protocols (e.g. Classroom Assessment Scoring System; CLASS and Early Childhood Environment Rating Scale- Revised; ECERS-R) and standardized assessment (e.g. Peabody Picture Vocabulary Test, Fourth Edition; PPVT-4 and Expressive One Word Picture Vocabulary Test, Fourth Edition; EOWPVT-4) will be used to assess children's language skill, adults' language use, and aspects of the early childhood environment. In the proposed study, informed consent to participate will be obtained from the staff (teacher, assistant, volunteer) and from the parents of the child participants using the consent forms and process as approved by the University of Oregon's Institutional Review Board (IRB). All identifying information will be removed from data protocols and replaced with an individualized project ID number for each participant to maintain confidentiality in any presentations, publications, or other forms of dissemination of the results of the study. This paper describes a proposal for developing and testing an intervention. There are no main findings to report yet. If successful, this development project will result in the demonstration of a pedagogic practice that is simple to use, applicable to multiple contexts, and has a positive impact on children's language development and the quality of adult-child conversations in center-based preschools.

**Keywords:** language development; adult-to-child conversation; 3 to 5 year olds

### *Literacy connections*

CHRISTINE WOODROW, LEONIE ARTHUR (1) AND LINDA NEWMAN (2) | (1) Centre for Education Research, University of Western Sydney, Australia, (2) University of Newcastle, England

The research investigates the development of pedagogical and community leadership through the intervention of an innovative literacy focussed professional learning program collaboratively developed between a social responsibility foundation (Fundacion Minera Escondida), an Australian university (University of Western Sydney) and a national early childhood service organisation (JUNJI) and implemented in very poor and marginalised communities in northern Chile, Latin America. The concept of distributed leadership was used to interrogate and frame understandings of pedagogical and community leadership and analyse the pedagogical strategies and family outcomes that emerged when program participants incorporated a ‘funds of knowledge’ approach to actively involving children and families in literacy learning. The research was conducted within a sociocultural framework and a range of theoretical and conceptual resources were assembled to generate engagement, mobilise change and document learning. Visual research methodologies and the development of a literacy environment rating scale provided ways of collecting data that also contributed to expanding the repertoire of local educational practices in the early childhood programs. The research that this paper is based on was conducted in accordance with the ethics approval process established by the University of Western Sydney. The research was assessed by an ethics approval committee and assuring the anonymity of participating children, parents and educators was a condition of approval. Educators have provided informed consent and all data is treated confidentiality in accordance with the policy. The analysis illustrates the powerful potential of a funds of knowledge approach in mobilising family participation in children’s learning and provides compelling evidence about the interest and stake parents have in their children’s education. The research findings document innovative pedagogical strategies for engaging families and communities in children’s learning and offers some important points of reflection about recognition of intellectual asests of poor families and the role of the educator.

**Keywords:** pedagogical leadership; funds of knowledge; family involvement

#### B4 EARLY EDUCATION IN ARTS 1

Individual Paper

**CHAIR:** ELIZABETH CARRUTHERS | Redcliffe Children’s Centre and Nursery School Bristol, England

### *Ethical and improvisational implications of playing in a performative community with toddlers: The teachers’ role*

ANNE LISE NORDBØ | Vestfold University College, Norway

In my empirical project I have explored play by staging a performative event with early childhood teachers as performers, and toddlers as participators. Central to the study was investigating space and materiality, the children’s self-expression, and how early childhood teachers can facilitate and engage in framing performative interaction with the youngest children. Performative theory analysis (Fischer-Lichte 2008) mainly the concepts feedback loop, role reversal and performative community, and educational theory (Biesta 2006), are my theoretical framework. According to Biesta (2006), an action is a “beginning”, which a person can offer to others and then wait for response, democracy depend on waiting for response and the willingness of the other(s) to respond. How can the actions in my study mirror ethical dilemmas and possibilities concerning the development of democratic skills?

Two small groups of two year old children participated in the event each time, together with two performers who were experienced preschool teachers. The entire events were videofilmed and the films together with my field notes constitute my empirical material. The phenomenological content analysis is based on interpretations of chosen parts of the events. The Norwegian Social Science Data Services (NSD) controls the use of data. I found that a performative community emerged in the nonverbal scenic playground between the toddlers and the early childhood teachers. Biesta's theory on democracy in education is action-based, and I will discuss implications of action-based interaction between the early childhood teachers and the children. How can teachers' performative actions frame democratic development in interaction with toddlers?

**Keywords:** performative actions; play; early childhood teacher

### *Musicking with one-year-old children*

TIRI SCHEI | Bergen University College, Norway

The present research was conducted in a large preschool with more than 90 children under the age of three. Ten one-year-old children and a preschool teacher were studied while musicking together every week. The teacher displayed a dedicated interest in conveying music to little children. His confident playful approach to musical communication is documented on film. Extracts from the film will illustrate one aim of this research, which is to understand more about how one-year-old children adapt to what is presented for them and come to take it for granted. Michel Foucault's concepts of discourse, power-relations, space and subject positions constitute the theoretical framework. Getting insight into a preschool teacher's didactical approaches to music agency is valuable, because it reveals thoughts and values that are manifested through interaction with the children. When a practice is accepted as "normal", a discourse about musicking might be identified. An ethnographic approach was used, with observation, interviews and film. Ethical issues were considered. The parents have agreed their children being studied and filmed. Music is an arena where the child is put on stage, challenged, and inspired. One result may be increased confidence, self-esteem and mastery of the world. Music is an expressive form of art, and to study how music is practiced and unfolded in preschool might uncover what status music has and how it is valued in education.

**Keywords:** one-year-old children; musicking; discourse analysis

### *Perspectives of arts and play in early childhood*

ANDRI SAVVA AND NOPI TELEMACHOU | University of Cyprus, Cyprus

The study reports on practices and learning processes of four teachers participating in a post graduate seminar aiming to engage them in an arts play based curriculum. It seeks to find out how participant teachers make sense of the play in the arts and how they plan and put into action play based arts activities in early childhood settings. The research adopts a social-cultural view of learning. Learners' are seen as individuals seeking personal and social meaning-making, where at the same time their learning pathways during the process are differentiated. Special emphasis is given to creative environments and the pedagogy that involves scaffolding and modeling. Our inquiry processes are underpinned by an exploratory and interpretive framework taking into account participant teachers' perspectives. Two sets of data were collected : a) Participant observation field notes by researchers during the early childhood teachers' engagement in arts play as part of the seminar and b) narratives and reflections of early childhood teachers on their own practices in early childhood settings. Participants were notified about the research and gave their permission. Findings indicate that engagement

in play based art activities, enable teachers' to think through play and identify their significant role in creating learning environments and interactions for playing. The role of adults as supporters rather than imposers is reinforced through standing back techniques, essential for perceiving how children make meaning their world around them. The study can inform curriculum planners, teachers trainers and practitioners about the role of play in the arts .

**Keywords:** meaning-making; play; arts

## B5 EARLY EDUCATION IN MATHEMATICS AND SCIENCE 1

Individual Paper

**CHAIR:** FELICITY NORTON | Pen Green Research Development and Training Base, England

### *Emergent learning in physics: Children's play and teacher's framing*

JONNA LARSSON | University of Gothenburg/IPKL, Sweden

The aim of this research is to highlight children's encounters with sound as a physical phenomenon and to describe what happens in such situations. This is envisaged from a position where science learning in preschool is based on play and viewed as emergent science (Siraj-Blatchford) together with the notion that children are seen as competent active children who are playing and learning within preschool settings. The theoretical foundation rests on a cultural historical perspective as outlined by Hedegaard and Fleer. Further, children's play and learning together with peers and teachers within the Zone of proximal development (Vygotskij) are important. The methodological frame encloses a case study where respondents have been selected by a purposive sampling. The method used is video observations with a mobile camera. According to Björklund, the video camera is an appropriate tool when studying the youngest children and their interactions within the environment. The focus of analysis is children's and teachers actions on a personal level and within the social situation where both teachers and peers are involved. The ethical considerations regarding information, consent and confidentiality are outlined by the Swedish Research Council. Special attentions has been taken based on the premises that the children are very young. In addition to parents' written consent, the children have been filmed with the notion of not intruding or interfering with their wellbeing or actions. The researcher has been clear to visualize when the camera is turned on, in order to make it possible for children to withdraw. The preliminary results indicate that the children's emergent learning in the area of sound is enhanced by the teachers framing. For practice, this implicates the importance of children's play and everyday experiences in as base for further learning. This, together with teachers framing could support children's emergent learning in and about science

**Keywords:** preschool; physics; emergent learning

### *A portrait of science teaching and learning in Turkish k-3rd grade programs*

NIHAL BULDU (1), MEHMET BULDU (2) AND METEHAN BULDU (3) | (1) Bilkent University, Turkey, (2) TED University, Turkey, (3) Middle East Technical University, Turkey

This study aimed to capture a picture of science teaching and learning in kindergarten through third grade programs in Turkey. Science education has been strongly advocated in kindergarten and early elementary education curriculum for its importance to young children. The provision of high-quality science teaching and learning experiences early in development will pay off with increased long-term

achievement in, and student engagement with, science (National Research Council, 2005). While there has been extensive research on assessment of quality of early childhood and early elementary education programs and teaching only a few research studies have provided insight into the picture of science teaching and learning in kindergarten through third grade programs. The sample for this study comprised 20 K-3rd grade programs in Ankara, Turkey, 80 classrooms (20 for each grade) and 80 teachers in these programs. A mixed-research methodology was used in this study. The data was collected using content analysis, observation and interviews. Analysis of the data was done through descriptive, correlational and comparative methods of data analyses. There were no foreseeable risks in participating in this study. To maintain confidentiality of information collected from research participants the researchers did not collect any identifying information from the participating schools and teachers. Analysis of the K-3rd grade science curricula showed that science topics are broadly covered in science education curricula for all grades in public schools. Minor differences were observed in the curricula of private schools. In regards to science learning environments, majority of the kindergarten classrooms lacked a specific rich science area. Analysis of science learning environments in early elementary grades depicted a different picture; private schools significantly differed from public schools. Range of science activities and teaching techniques were used in all programs. The implications for K-3rd grade teachers, programs, early childhood and elementary science teacher education programs and educational policy-makers will be presented. This effort to portray science teaching and learning in K-3rd grade classrooms can be a catalyst to successfully address barriers to high quality science education for all young children.

**Keywords:** science education; teaching and learning; K-3rd grade program

### *Children's computer-based learning experiences: Practitioners' perspectives*

FENGLING TANG | University of Roehampton, England

This small case study funded by the Froebel Research Committee (2010-2012) focuses on children's computer-based learning experiences in the early years settings. The use of ICT among young children has caused controversial debates. ICT has been recognised as having the potential to enhance educational opportunities for young children (Siraj-Blatchford and Siraj-Blatchford, 2001; Marsh et al., 2005; Loveless, 2009; RM Education 2011). On the other hand, the use of ICT, especially computers, is criticised as causing problems to children's behaviour, physical development, social interactions and well-being as opposed to the importance of real life experiences to young children (Walsh, 2005; Palmer 2006). The study involves two early years settings in England. Data collection methods include focused group interviews and informal conversations with children and semi-structured interviews with practitioners. Informed consent was gained from research participants whilst their rights to participate in and withdraw from the study were respected. Children's computer-based learning was perceived as passive by practitioners who were neither keen on computers nor directly involved in children's computer learning activities. However, practitioners who took the lead in planning computer learning activities believed that computer learning provided children with opportunities to be actively engaged in different aspects of development and learning. There was recognition of the importance of teaching children basic manipulative skills before allowing them to freely choose computer programmes. Lack of resources and training opportunities were identified by practitioners as challenges in supporting children's computer-based learning. It is hoped to bring implications for training and professional development.

**Keywords:** computer-based learning; creativity; practitioner

## B6 LINGUISTIC DIVERSITY SIG

Self-organised symposium

THURSDAY

30  
B  
SYMPOSIUM

**CHAIR: ROSE DRURY** | The Open University, England

This symposium has a focus on young bilingual children in the early years and contributes to EECERA linguistic diversity SIG. Papers from Norway, Netherlands and England present research on multilingualism in different European contexts and contribute to understanding of perspectives on early bilingualism in kindergarten or nursery.

### *The role of language in young children's cooperation during play interactions*

**DORIAN DE HAAN** (1) (2) AND **ANNE-GRETH VAN HOOGDALEM** (2) | (1) Utrecht University, (2) Inholland University, Netherlands

Main research question is: Which role does language play in the quality of cooperative play? The development of cooperation in play has been investigated extensively by the use of Parten's (1932) play levels. Howes & Matheson (1992) have developed these categories further, and added a level for the most complex form of social play defined in terms of the use of metacommunication in pretend play. Non-verbal and verbal interaction is involved in all levels, and the use of metalanguage is a criterion at the highest level. This evokes the question of the role of language in social play. When children differ in Dutch language proficiency, which is the language of the classroom, does this have any impact on the quality of their cooperation? Participants are 24 four- to six-year old children. Video-observations are made of 30minute free play and a construction task in a classroom setting of two Dutch preschools, one with predominantly indigenous children, the other with predominantly children of migrant/second language learner backgrounds. All language utterances are transcribed and coded and non-verbal play is analyzed by instantaneous 10seconds interval sampling. Language ability is measured by the TAKvocabulary test, mean length of utterance and number of word types, the quality of play by categories of Howes et. al (1992). The data are analyzed quantitatively and qualitatively. Teachers' and parents' consent is obtained for videotaping and publishing. Results will be available at the end of this academic year. A new perspective on language support in promoting cooperative play. **Keywords:** language; social play; metacommunication

### *Role-play in two languages*

**CAROLA KLEEMANN** | Høgskolen I Finnmark, Norway

My study explores how children organize role-play in a Sámi kindergarten, where two languages, North-Sámi and Norwegian, are spoken. Role-play is a social dramatic play that has rules for form and use of language varieties, learned as part of the children's own culture, a horizontal way of learning culture. My use of sociolinguistic terms as 'codeswitching', 'code' and 'variety' are from Conversation Analysis-inspired theories on bilingual practice following Peter Auer's seminal work "Bilingual Conversation" (1984), where codeswitching between languages is seen in context with turn-taking and ordering of the conversation (Auer, 1984, 1998; Gafaranga, 2007), both in local conversational context and in the situational context of role-play. I work within a qualitative framework where the focus has been on collecting data in "natural" situations, inspired by ethnomethodology. The material has been collected in a Sámi kindergarten where the children have been filmed with a clearly vis-

ible camera while in free, unsupervised play. The researcher has often participated, and had the “least adult”-role with the children. The plan and procedures of fieldwork was cleared with Norwegian Social Science Data Services (NSD). Parents were informed at a parental meeting with me present as well as in writing and had to consent in writing to their children being part of the project. The films have restrictions on availability, storage time and place. The transcribed material is anonymous; however, belonging to a small language society puts this anonymity at risk. Respect towards the indigenous people Sámi is also important. During fieldwork empowering the children while collecting the material was fundamental. The children’s use of North-Sámi and Norwegian in role-play was governed by the rules and form of role-play. A recurrent, but not omnipresent, pattern was the use of a local variety of North-Sámi during planning and directions of play, and then a switch to standard Norwegian during lines: “Barbie” spoke a form of standard Norwegian. The goal of my project is to describe how the children use their languages. Knowing about how role-play in a bilingual setting activates the rich linguistic and communicative abilities of the bilingual child can help teachers develop culturally responsive curricula.

**Keywords:** role-play; bilingualism; codeswitching

### *Perspectives on the ‘silent period’ for emergent bilinguals in England*

CAROLINE BLIGH (1) AND ROSE DRURY (2) | (1) Leeds Metropolitan University, England, (2) The Open University, England

This paper draws together the research findings from two ethnographic studies which examine the ‘silent period’ as experienced by young bilingual learners in English speaking early years settings in England. This initial period of language acquisition is presented as highly significant, agentive and complex. The collaborative research findings present the silent period as agentive (Drury, 2007) and a crucial time for taking control of their own learning (Bligh, 2011). Examining the silent period through a sociocultural lens not only reveals the silent bilingual learner as less of a deficit medical model; but as a significant, powerful and unrecognised contributor to and through the early years community of practice. Through re-examination of the purpose of the silent period, the portrait that emerges provides a unique and contrasting perspective on a silent young bilingual learner. Viewed through a sociocultural lens the experiences of three four-year-old bilingual girls of Azad Kashmiri descent (Drury) and one Punjabi speaking boy are examined via longitudinal participant observations of them as they negotiate new ways of knowing within and through English pre-school settings. Providing insights into how these young children employ their mother tongue to negotiate their learning provides a fuller and richer portrait of the emergent bilingual learner both in and outside of pre-school. Ethical approval for this study was granted by the Open University Human Participants and Materials Ethics Committee (HPMEC) – incorporating participant observation of children as part of my research process. Included was an ongoing ethical reflection check-list which was referred to throughout the data collection process. The research adhered to the revised ethical guidelines for educational research (BERA, 2004), as well as the principles of the Data Protection Act 1998. In addition, the study was registered with the data protection agency. An enhanced Criminal Records Bureau clearance was obtained prior to the research commencing. Both participant, parental and practitioner informed consent were required for this study, along with an assurance of anonymity and confidentiality at all stages of the research. A decision was made in accordance with article 12 (UNCRC, 1991) that should any of the potential child participants refuse consent, then this decision would override parental permission. Alternative understandings of the silent period are revealed; through the presentation of significant vignettes which identify their invisible learning both at home and within early years settings, as self-mediated.

**Keywords:** bilingual; silent period; sociocultural

**CHAIR: NINA SAJANIEMI** | University of Helsinki, Finland

The aim of this symposium is to combine paradigms of educational sciences and developmental neurosciences to create a new paradigm in systemic developmental framework. The focus of presentations are: 1) the effects of teacher's work related well being on day care quality and stress regulation 2) critical issues concerning the quality of ECEC 3) the effects of pedagogical sensitivity on children's stress regulation, intent participation learning and developmental outcomes.

### *Day caregivers` work-related wellbeing, stress and quality of learning environment in center-based childcare*

**MARI NISLIN AND NINA SAJANIEMI** | University of Helsinki, Finland

Aim is to examine day caregivers` stress and associations with the quality of learning environment in center-based childcare. Work conditions in day care centers are considered demanding; hence, it may negatively affect on day caregiver`s wellbeing and the quality of care. In spite of demands, work may also arouse positive emotions that lead to work engagement. Positive and negative indicators of caregivers` work-related wellbeing are analyzed by using Job-demands and resources model (Bakker & Demerouti, 2006) as a theoretical framework. Participants are 117 caregivers from 34 daycare centers. The quality of learning environment was assessed by using The Learning Environment Assessment (Strain & Joseph 2004). Day caregivers` stress levels were assessed by measuring salivary cortisol. Five samples were collected from each subject per one day. Work-related wellbeing was assessed utilizing questionnaires measuring work engagement (Utrecht Work Engagement Scale) and burnout (Maslach Burnout Inventory). Only members of the research group involved in this study had access to the data and all study subjects were given a personal id code and all data was handled by using this id code only. All the study participants gave their written informed consent and ethics committee approvals were received from the Ethics Committee on Human Studies of University of Helsinki. To determine whether there are changes and symmetry in day caregivers salivary cortisol across the five measurement points, General Linear Modeling (GLM) is performed. For detecting possible relations of cortisol and work-related wellbeing, analysis of variance (ANOVA) is conducted. Further correlations between stress and quality of day care are analyzed. Results will be published in spring 2012. Work related well-being might be one of the key components in day care quality. Well-being staff can increase pedagogical sensitivity, create a positive circle and enhance social inclusion.

**Keywords:** cortisol; stress; quality of day care

### *What kind of ECEC can we guarantee to toddlers in Finnish day-care centres?*

**MARJATTA KALLIALA** | University of Helsinki, Finland

The theoretical framework of the study is based on a process-oriented approach on quality (Laevers (1994a,b,c, 2003), Laevers et al (1997), Pascal et al (1995). It is therefore anticipated that it is possible to grasp the most important element of quality – the experience of the child – through observation. As a part of a larger project (Kangaroo research project) the staff members of 11 toddler groups

were observed using the Adult Engagement Scale (AES) i.e. their sensitivity, activation skills and the competence of offering an ideal amount of autonomy to children were evaluated. In addition, four target children were observed using the Leuven Involvement Scale for Young Children (LIS-YC). The overall quality of ECEC (early childhood education and care) was evaluated through ITERS. The results indicate that there were significant differences in quality within the 11 groups especially when evaluated through the AES. Unfortunately the high quality of some of the groups does not compensate for the groups with poor quality. The results make us ask, what the reasons for the big differences in quality are and how we could guarantee a good enough level of ECEC to every child. The results based on close observations are interpreted in a wider context using the interpretation model presented by Reidar Kvale (1996). In the contexts of self-understanding, critical commonsense understanding and theoretical understanding, the paper discusses e.g. the loose regulation of Finnish ECEC as well as the big freedom to do or to leave undone related to every single group.

**Keywords:** early childhood education and care; environmental quality; sensitivity

### *Toddlers in daycare: Stress regulation and developmental outcomes in relation to pedagogical sensitivity*

NINA SAJANIEMI, EIRA SUHONEN AND ALISA ALIJOKI | University of Helsinki, Finland

The aim is to examine whether pedagogical sensitivity moderates the effects of child characteristics after transition to day care at the age of one year. Pedagogical sensitivity is defined as a child-responsive pedagogy, where staff recognize children's intentions and individuality along with enriching their activity by encouraging them to function in the upper limits of abilities. We suggest that high quality relationships with the personnel promote learning through intent participation. We define this intent participation learning as learning based on participation in ongoing or anticipated activities. We assume that pedagogical sensitivity equalizes learning in cases of increased risks. Theoretical Framework: systemic developmental framework, merging socio-cultural, educational and neurodevelopmental perspectives. We think that the practices in early education need re-defining, by taking into account the perspective of a young child. Teachers/caregivers must acknowledge the innate intuitive abilities and values, and growing initiatives that motivate learning (Trevarthen 2011b). Simultaneously, the practices have to take into account each child's vulnerability and need for protection. Respecting both sides of children's unique nature is fundamentally important in high quality care (Schore, 2001b; Trevarthen 2011a). Paradigm and methods: prospective longitudinal cohort study of a nationally representative birth cohort. A four year follow-up. The multiple methods are used. HPA axis functioning (saliva cortisol measurements), socio-emotional behavior (BITSEA), cognitive development (Bayley III), background variables, parental stress and wellbeing, toddler's involvement (LIS-YC), adult's engagement (AES) are evaluated. As a part of the University of Helsinki we are committed to follow the guidelines and statements of the National Advisory Board on Research Ethics. During this research process we will guarantee that all measurements and results will remain confidential and that the participating families and day care professionals understand that they are part of the research project. We will maintain their privacy. We will make sure that participants are aware of that a) they participate voluntarily, b) they are free to withdraw consent and to discontinue participation in the project at any time without prejudice to the participant, c) their privacy will be maintained d) how we plan to implement our research project. The first results from the pilot phase will be presented at the conference (background variables, pedagogical sensitivity, cognitive outcome, HPA-axis functioning). The dynamic relations between child characteristics, HPA and pedagogical sensitivity has not been before studied in Finland. Spending in early childhood is the most cost-effective way to prevent social exclusion.

**Keywords:** pedagogical sensitivity; stress regulation; intent participation learning

## B8 HISTORY AND TRADITIONS AS CONTENT IN EARLY CHILDHOOD EDUCATION AND CARE (ECEC)

Self-organised symposium

THURSDAY

30  
B  
SYMPOSIUM

**CHAIR:** YNGVE SKJAEVELAND | Queen Maud University College of Early Childhood Education, Norway

The symposium presents research on teaching of history and traditions in ECEC. The Norwegian Frame Work plan for ECEC states that “Through work on the local community and society, kindergartens shall help to ensure that children, learn about some historic changes to their local communities and societies (and) develop an understanding of different traditions and lifestyles” . The research group has analyzed how this work is being conducted in some selected Early Childhood Centers, and will present experiences from the field of practice. Methods that has been developed in the field will be described, along with analysis of the children’s understanding and outcome of historical learning. We will present how the teaching of history and traditions is justified by teachers, and will discuss some challenges connected to teaching history and tradition in multicultural Early Childhood Centers. The research is based on theories of culture, identity, Bildung, education, didactics and curriculum theory.

### *Early childhood teachers’ justifications of history and traditions in early childhood education and care (ECEC)*

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

The aim of the research is to find out how the teachers might justify history and traditions as content for children in ECEC. The theoretical and conceptual framework is curriculum theory and the concept of “Bildung”. The methodology is qualitative approach with interviews of early childhood teachers that have been working systematically with history and traditions in over a long period in ECEC. Ethical considerations are based on treating the data anonymously. Findings show that some teachers justify history and traditions by reference to the children’s development of identity, and because it may promote ties between generations. Furthermore, some mentioned that history and traditions might give common references for childrens’ play. The justifications are both collective and individual orientated, and will be discussed in relation to to the concept of “Bildung”. According to the Framework Plan of ECEC in Norway, history and traditions should be parts of the content. The early childhood teachers’ justifications are in a large degree corresponding to intentions in the Framework Plan.  
**Keywords:** history and traditions; curriculum; bildung

### *Childrens understanding of history*

**YNGVE SKJAEVELAND** | Queen Maud University College of Early Childhood Education, Norway

The aim is to analyze experiences from teaching of history and traditions in Early Childhood Centers (ECCs), in order to gain knowledge about the childrens understanding and outcome of historical learning, and to find out whether it is possible to develop historical consciousness for children in preschool age. The research is based on theories of history didactics, development of historical consciousness and understanding of time. Theoretical references include Straub (2005). The research is based on interviews with ECEC teachers and on document analysis from a strategic selection of ECCs that have worked systematically with historical project over a long period. Ethical considerations

were based on treating the data anonymously. The ECCs in the study have developed a variety of methods for teaching history, and have a very positive view on children's ability to absorb historical knowledge. An active approach to history, based on adults' storytelling combined with the children's own activities and experiences has proven to be successful. In particular, it seems that concrete and bodily experiences, together with the focus on the child's own life story, has stimulated children's interest and understanding of history. However, it is more questionable if children at this age are able to develop concepts of time and chronology, which is fundamental to the development of historical consciousness and understanding of historical change. The research reveals experiences from teaching history in ECEC and describes concrete methods that can be applied in this work.

**Keywords:** history; didactics; understanding of time

### *Between Norwegian traditions and a multicultural society*

ELLEN HOLST BUAAS | Queen Maud University College of Early Childhood Education, Norway

**Research Aims:** Which are the new challenges in teaching history and traditions in multi cultural early childhood institutions? The theoretical and conceptual framework consists of theories of Culture and Identity (Gjervan, Andersen & Bleka 2006), Curriculum Theory (Goodlad 1979) and Bildung (Klafki 1996, Gadamer 1990). The research is based on qualitative interviews with head teachers and with teachers in early childhood institutions. The institutions are selected because they have been working systematically and carefully with teaching History and Tradition over time. Studies of 3 institutional annual plans. Ethical considerations are based on treating the data anonymously. So far the results from the interviews seem to reveal that all the three institutions work with great engagement and seriousness in teaching history and tradition. This seems to confirm the picture we had on beforehand, by a creative and diverse choice of methods they seem to obtain the aims of the Norwegian Framework plan for early childhood institutions. According to the representation of multi culture in the institutions, understood as children with different language, culture and religion, the informants pointed at few challenges so far. On the other hand they see a more diverse situation in the future. Two of three informants say they are in a need of more competence when dealing with foreign languages and religious traditions. It seems to be a need to develop more knowledge and methodological competence in teaching history and tradition in ECEC. To increase the validity of this material it is necessary to complement with more research.

**Keywords:** diversity; history; bildung

### **B9 PEN GREEN TRACER STUDY**

Self-organised symposium

**CHAIR:** MARGARET WHALLEY | Pen Green Research, Development and Training Base and Leadership Centre

The Pen Green Tracer Study questions the difference we may or may not have made to children's lives. Our initial cohort (aged 11-20) revisited the nursery in 2010, and their stories prompted discussion on parental involvement and advocacy within the education system, keyworker attachment, and children's sense of self. Our second cohort are young people whose experience of the education system is characterised by difficulties and challenge. Using video within a groundbreaking new research methodology, our findings give us new insight into the child's voice, transforming our understanding of a child's world. We are questioning practice: Did our commitment to encouraging agency and

autonomy work for every child? Did children experience disequilibrium on transition to school that inhibited their development? Did we engage effectively with their parents? Current emerging themes include: relationships; emotional and embodied learning using all senses; self-worth and self-efficacy; following each child's interests; participants' expressed regrets.

### *How did we make a difference? The Pen Green tracer Study - Cohort 1*

MARGARET WHALLEY, CATH ARNOLD, SALLY PEERLESS AND PENNY LAWRENCE |

Pen Green Research, Development and Training Base and Leadership Centre, England

We explored what was significant to children and families about the ways we had engaged with them. A purposive sample of young people and their parents revisited the nursery 6-18 years after they had left and engaged in video reflection and dialogue. Our approach developed out of the work of the Bernard Van Leer foundations tracer study programme (Cohen, 2002). We are concerned with the lived experiences of children who formerly used the Pen Green Centre (How and Hadfield, 2000). Our methodology is emancipatory. Our researchers captured images and recorded participants' stories in their own words. The video generated is now being used as a provocation for reflection and dialogue with early years professionals. All participants gave informed consent and agreed to participate in the study. All filmed/recorded material has been approved with participants after recording. Participants are given copies to own. Participants were assured of their right to withdraw. We have worked alongside the young people and their parents to interpret the data. What children valued were warm reciprocal relationship with workers and opportunities to make decisions. Optimal learning took place when parents engaged in their children's learning (Whalley, 2007) acted as brokers and advocates and where home learning was matched with a nursery pedagogy which supported self directed learning. Video vignettes and parents' accounts are powerful tools for improving practice. ECE practitioners using the training materials we are developing reconnect with their commitment to working with children and identified with children's critical concerns.

**Keywords:** reciprocal relationships; tracer study; decision making

### *How did we make a difference? The Pen Green tracer study - Cohort 2*

CATH ARNOLD, MARGARET WHALLEY, PENNY LAWRENCE AND SALLY PEERLESS |

Pen Green Research, Development and Training Base and Leadership Centre, England

As a research and nursery team, we are concerned with finding out what lasting differences our ways of working have made to the lives of children and families who became involved in our centre 6-18 years ago. We draw on: Dweck's research on 'mastery-oriented' learners and 'growth mindsets' (2010); 'schemas' (Athey, 2007); 'agency' and 'advocacy' (Erikson et al, 1985; Pen Green, 2004); 'self-regulation' and 'emotional regulation' (Whitebread et al, 2009). This is a small, qualitative video-based study which uses both a 'convenience sample' and a 'purposive sample' to gather the views of children and parents retrospectively (Cohen et al, 2000). Our intention has been for the process to be participatory and emancipatory. We have offered participants different ways of capturing information and have sought permission for different uses and edits of the material. Relationships have been most significant. The embodied experience of walking through the setting has evoked memories of 'being with' and of 'engaging in' different play activities. The 'rocking horse' and the 'home corner' were significant to most children. In this second phase we have extended our sample to include children who have been repeatedly excluded and are reluctantly participating in mainstream school settings in order to improve our practice. Video vignettes and parents' accounts are powerful tools

to use in improving practice and in informing policy decisions. Our study adds to major studies on parental involvement (DCSF, 8008; EPPE, 2004) and on ‘narrowing the gap’ in achievement between disadvantaged and more privileged children and families.

**Keywords:** ethics; methodological approaches; children’s perspectives

### *How did we make a difference? The Pen Green tracer study - Methodology*

PENNY LAWRENCE, SALLY PEERLESS, MARGARET WHALLEY AND CATH ARNOLD | Pen Green Research, Development and Training Base and Leadership Centre, England

The young participants construct, revisit and revise and ‘own’ an autobiography of their childhood. The video is an active epistemology generating knowledge of the lived experience of the young people (Haw and Hadfield, 2010). We are working within a constructivist approach. Interviews are in a travelling (Kvale, 2007) mode and are co-constructed as the participants reconnect phenomenologically with their Nursery experience (Moustakas, 1994). Video is a multi-modal (Flewit, 2006) methodology to access and construct meaning through movement and expression as well as verbal data. All participants gave their informed consent at each stage of the research process with the right to withdraw from the study. We have worked with the data alongside participants acknowledging that personal reactive attitudes are meaningful (Strawson, 1962). Participants are given copies to own. We are in an-going relationship with the participants in the community. Video affords a phenomenological and multi-modal approach to the lived embodied experience of being at nursery: shared emotional experiences with significant adults, cognitive challenge such as building higher towers, reassuring rhythms, caressing the wooden blocks and rocking regularly on a rocking horse. The experience of rediscovery, can be delicate as it emerges, weighed down by self-consciousness, yet the research is “holding” the experience suspended in trust accessing layers of understanding that emerge with a sequence of visits. The techniques tried could have implications for studies of other young people.

**Keywords:** video; epistemology; multi-modal

## **B10 FAMILIES INVOLVEMENT 1**

Individual Paper

**CHAIR:** MARIA NABUCO | Centro Interdisciplinar de Estudos Educacionais, Escola Superior de Educação de Lisboa, Portugal

### *Families and professionals’ perceptions on early childhood education: Quality through a collaborative work*

MÓNICA PEREIRA, NAIR RIOS AZEVEDO AND ANA TERESA NASCIMENTO | Unidade de Investigação Educação e Desenvolvimento, Faculdade de Ciências e Tecnologia, Universidade Nova de Lisboa, Portugal

The main aim of this research is to understand how families and professionals’ prospect quality on early childhood contexts for children under three. The theoretical framework has been organized around the concept of quality (Bertram & Pascal, 2006; Oliveira-Formosinho & Araújo, 2004; NAC-CRRA, 2010; Dahlberg, Moss & Pence, 2007; Bairrão, 1999; Vasconcelos, 2008; Portugal, 2011; NICHD Early Child Care Research Network, 2005; Burchinal & Cryer, 2003; Bondiole &

Godoi, 2004; MacNaughton & Hughes, 2011) and, to achieve a more comprehensive understanding, we searched for complementarities between the: i) developmental dimension, centred on the scope of developmental theories, (Bronfenbrenner, 1996; Vygotsky, 1987); (ii) educational dimension, placing emphasis on the educational perspective that contexts must assume (Biesta, 2007; Freire, 1996; Eisner, 2008; Dewey, 1986) and, iii) collaborative dimension (Brazelton, 2006; Brazelton & Sparrow, 2003, Singer & Hornstein, 2010; Yuen, 2011, Baum & Swick, 2008), centred on the relationship between family and professionals! Our empirical endeavour uses the methodological form of a multiple case study. A thick description and narrative of two crèches will articulate data collected through interviews, questionnaires, observations and document analyses. Ethics represents a concern. It's our intention to ensure that all participants are informed and aware of the nature of the study and its implications, and to ensure their identity is protected. The first main findings allowed us to understand and identify the prospect on organizational, environmental and relational aspects on childcare contexts. Subsequently, we analyzed in more detail the prospect about quality considering the dimensions of quality from Bertram & Pascal (2006). The approach between the specific contexts and our analytical framework may lead to a guiding model to help educational agents understand quality and consequently, help them to establish a pattern to their own educational practices. Simultaneously, the results may contribute to a reflection on early childhood contexts for children under three, considering families and professionals' views and voices, thus underlining the necessary collaborative work between them.

**Keywords:** quality in education; early childhood education; education, learning and development

### *Engaging parents in the Early Childhood Development Story*

GERRY MULHEARN AND PAM WINTER | Department for Education and Child Development, Australia

The national Engaging Families project aims to better engage parents and the community to increase understandings of evidence-based information from neurosciences about early childhood development and thereby influence their interactions with children to maximise early childhood outcomes. The project reports on recent neuroscience research in English-speaking countries into early brain development and the implications of this for the development of babies and young children. This evidence base demonstrates that quality interactions during the earliest years of life are crucial in shaping children's life chances. Until recently information from the neurosciences has been largely inaccessible due to its technical nature, making it difficult for families to use it in a practical sense for raising their children. A summary of selected literature and focus groups and a telephone survey of parents of children from birth to eight years assist in clarifying parents' understandings and developing key messages about parenting. The project is designed particularly to take account of the needs and interests of traditionally disadvantaged families and groups. All participants gave informed consent indicating that they were aware of the topics to be discussed, that they understood their participation was voluntary, and that what they said would not be stored or reported in a way that could allow someone to identify them, their families or their community. This undertaking was honoured throughout the project. Eleven key messages are distilled from the literature review and specific gaps in parent information identified. The project makes recommendations about supporting public understanding of the scientific rationale for early childhood development initiatives and raising awareness of available services and programs. Main themes emerging from the recommendations relate to shared consistent understandings and interpretation of early childhood development and putting parents and children at the centre of service delivery through taking strength-based approaches in policy development and designing initiatives related to children's early experiences.

**Keywords:** families; neuroscience; policy

## *The “Parental Voice”: How the infant-toddler (0 to 3-years) education system should deal with parents*

RONIT PLOTNIK | Kibbutzim College of Education, Israel

Research aims: To improve the knowledge and skills of educators while they have to deal with parents. And to show how using the concept of “Parental Voice” change their ability and reduce conflicts. Also improve their understanding the parent’s subjective point of view. Parenthood is a concrete experience that develops while having a psychological existence in its background. It is heard in two voices simultaneously: the overt, concrete one (the nursery aspect) versus the covert, psychological one. As a unique experience, parenthood moves between four intersecting axes, which together create the “Parental Voice” model, as shall be presented in this lecture. This project is a part of working with the Kibbutzim Net of Early Childhood (E.C) Day Cares (about 180 kibbutzim). Each one supervised (educators and managers) by a special E.C consultant. All the information come from regular meetings each month, between the writer (researcher) and the consultants. All consultant bring all information from parents meeting and educators supervision, every month. So we can collect all informations, themes and interaction reported by both - parents and educators. All the participants (Consultant, Educators and Parents) are aware of theirs belonging to the professional net, and the ways it’s work. No names of people, Community or other is reported in the monthly meeting. Each year in the spring - there is a conference of all belong to the Net, where we report about what changes and new aims for the last and next year. We can see very clearly the changes reported by both, parents and educators, about ther intreraction. Managers of the daycares reported also about good relationships (most of the time). Professional solution when some conflicts arise. The Kibbutzim Day Care net collaborate with Kibbutzim College of Education and developed together a special academic program for training E.C educators and Managers. “The Parental Voice” is one of the basic issue we teach them and trained them. So when they go back to the E.C day care they are qualified to work with the new concept as a immanent part of the proffessional skills and language.

**Keywords:** “parental voice”; parents-educators intreraction; parents of infant and toddler

### B11 EXPLORING EARLY CHILDHOOD LEADERSHIP IN PRACTICE WITHIN DIVERSE CONTEXTS

Self-organised symposium

**CHAIR:** LEENA HALTTUNEN | University of Jyväskylä, Finland

Leadership in early childhood is now identified as crucial to the success of a team and the subsequent provision of a quality educational environment. This contrasts with when we were expected to ‘manage’ staff. Today’s ECEC leaders require the ability to create, develop and implement strategies to ensure that high quality is secured. It is also evident that leadership practices have changed in different contexts. Based on local research, perspectives from Australia, Finland and Norway will be presented. One will consider the role of organisational culture in guiding and defining the work of leaders in day care centres in Australia. Two speakers will explore Finnish early childhood leadership from two perspectives: what defines leadership and what is the meaning of strategic leading in ECEC contexts. In Norway, there is a new model of training of day care directors and this presentation will focus on the findings from its first cohort.

THURSDAY

30  
B  
SYMPOSIUM

## *Evaluation of a new Education for Directors of Early childhood centers in Norway*

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

The aim of this research is to find out how students at the “National Leadership Education for Directors of ECEC institutions – The Education for Directors in Mid-Norway” have been evaluating this course. It is an innovative course that started in 2011. The first group of students will finish in 2012. The theoretical and conceptual framework for the research on leadership functions focused on problem-based (Barrows, 1986) and experiential learning (Kolb, 1975). The methodology is a combination of qualitative and quantitative approaches through internal and external evaluation. The students (n = 46) evaluated each session continuously using an electronic questionnaire including open questions. The methodology is a combination of qualitative and quantitative approaches through internal and external evaluation. The students (n = 46) evaluated each session continuously using an electronic questionnaire including open questions. Ethical considerations were based on treating the data anonymously. Findings suggest that knowledge from their studies have impacted on the students’ efforts to lead the work in centers. Many used theoretical knowledge with pedagogical/ staff leadership functions. Implications for the future include strengthening the emphasis on problem-based and experiential learning in the study. More refinements of the study will be conducted after further evaluations.

**Keywords:** leadership education; problem-based learning; experimental learning

## *What defines leadership in a day care setting?*

LEENA HALTTUNEN | University of Jyväskylä, Finland

The aim of this study was to describe leadership and day care work in a distributed organization in Finland. In a distributed organization the day care units are situated physically apart and they may offer different kinds of services - day care, family day care and open day care. The researcher was interested in the social structure of the organization (the vertical hierarchy, division of labour, centralization, and formality) and changes in these elements. This study was conducted without adherence to a specific organizational or leadership theory. Nevertheless, at different times different theories or approaches to organizations and to leadership have been more or less dominant regarding the organizational structure as that has been favored. The study was carried out in 2 organizations comprising 4 and 5 day care units with 50 staff. The data was collected through observations, interviews and a qualitative questionnaire; and analysed using data driven content analysis. One ethical aspect was to ensure the anonymity both of the organizations and the individuals. The findings show that in addition to the changes in the organizational structure there are other issues which define leadership: for example individual staff members’ needs or the circumstances of different units. Implications for the practice are significant because the model of a distributed organization has not been studied. The research also adds knowledge of the different factors which define leadership.

**Keywords:** distributed organization; educational leadership; organizational structure

## *Exploring strategic leadership in Finnish ECE contexts*

MARJA-LIISA AKSELIN | University of Tampere, Finland

Exploring Strategic Leadership in Early Childhood Education and Care. The strategic importance of early childhood leader’s role is to point out the needs of the children, their families and the centre to

guarantee high-quality early childhood education. To be successful, a leader must also have the support of the staff to adopt such a strategy. This means that a strategic leader directs their work within and across the various levels of the system, including self and others to secure the delivery of high quality ECE programs (Crossan, Vera & Nanjad 2008). A narrative interview method (Hyvärinen & Löyttyniemi 2005) Analyzing the narratives we are trying to understand the temporal perspective of the strategic leadership of ECEC and its orientation in the future. Used content analysis. Participation to the research was voluntary and narrative material was anonymized. ECEC leader consider that tasks of public relations functions be the most important and most challenging from a strategic management point of view. Leadership of organization is the most dynamic area because of many changes in the municipalities and because there was not a strategy to ECEC services. Leadership of self and others means that it is leadership of ECEC experts. Make The Strategy of ECEC which is approved by the politicians and invest in Public Relations (politicians, media, partners). As a leader you should learn strategic thinking, know-how and interaction skills.

**Keywords:** strategic leadership; narrative research

## B12 PRAXEOLOGICAL RESEARCH: DIFFERENCES, SIMILARITIES AND APPROACHES FROM THREE DIFFERENT PROJECTS

Self-organised symposium

**CHAIR:** MICHAEL REED | Institute of Education, University of Worcester, England

The focus of the symposium is about practice based research and in particular using integrated methods of praxeological inquiry. Three research projects are used to illustrate this stance. They emerge from research at the University of Worcester Institute of Education. All have a strong ethical base as well as a using a range of information gathering strategies and a range of approaches to analyse information. All, recognise and draw upon the voices of practitioners. The intention is not to make connections between facets of research and attempt to structure these as a model for praxeological inquiry. It is instead to provide a forum to learn from the methods and forms of analysis used within each of the projects and consider if conducting research in this way is productive and provides a realistic perception of practice.

### *Early childhood practitioners developing a community of practice and research*

**ROSIE WALKER** | Institute of Education, University of Worcester, England

The research was conducted over a 14 month period. It explored the process by which experienced early years practitioners, having completed their Foundation Degree came together as a community of practice to edit, and publish the results of their practice based investigations. The aim was to actively participate in understanding the complex role of the researcher and the methodology involved. The research was attempting to make sense of the process and critically examine the role of participants and the researcher. The research also considered a particular aspects of research methodology: the way the researchers were both insiders and outsiders in the process. Theoretical references include: Tusting (2005); Canning & Callan (2010). Methods of enquiry included phenomenological interviews with students, content analysis, journal and diary entries, researcher notes. Critical companions (University colleagues) assisted throughout in developing a reflective stance. Consent and assent was obtained from participants and the Local Authority. Ethicality was a seminal part of the process as

was transparency and honesty in relation to the process involved. These revealed how on occasions the researchers developed a laboratory perception of research and the need for researchers to consider their position at the outset of any inquiry. The need to listen carefully to the voices of participants and review pre-existing opinions – one example being the separation between practice based research and practice. ‘Critical reflection’ was an ongoing necessity including exploration of professional and personal perspectives within the process, especially a key question as to whether the research left the research area the same?

**Keywords:** community of practice; mixed methods; practice based research

### *The struggle of data analysis for the practitioner researcher*

WENDY MESSENGER | Institute of Education, University of Worcester, England

This research examines the influence of professional culture on collaborative working in Children’s Centres. It ultimately seeks to offer a new conceptual framework for understanding collaborative working in Children’s Centres. The study draws upon the work of Atkinson and Dowling (2008) and Anning et al (2006, 2010) with reference to collaborative working. The theoretical framework is based upon cultural anthropological, (Hofstede, 1991) socio-cultural (Bourdieu 1984, 1986) and post structural perspectives (Bhaba, 1994). It also draws upon organisational theory. The research sits firmly within the interpretive paradigm and draws largely upon qualitative methods of data collection. A questionnaire was distributed regionally in order to provide baseline data followed by semi structured interviews with staff from different professional heritages including teachers, early years practitioners, health workers and family support workers. Eighteen interviews took place within a case study Children’s Centre and twelve interviews took place outside the case study. Lastly a focus group was conducted with selected participants within the case study. Consent and assurances of confidentiality were obtained from all participants and any possible risks to anonymity were explored where relevant and appropriate. Currently the analysis of the data is still in progress and it is the intention of this paper to explore the challenges, opportunities and dilemmas the researcher has faced during this process. It is hoped it will provide a platform for debate in relation to issues of rigour, interpretation, authenticity, and ethics in practitioner based research of this nature. Impact of researcher on the research.

**Keywords:** mixed methods; qualitative research; practitioner viewpoints

### *Early childhood practitioners developing an academic voice within a community of practice: Making sense of the research process*

MICHAEL REED, INSTITUTE OF EDUCATION | University of Worcester, England

To examine assignments completed by students using content and conceptual analysis to consider what forms of Quality Improvement have been employed in practice. The aim was to consider the quality improvement process – that is the means of engagement in improving practice - rather than seeing such improvement as developing a specific product or outcome. Methods of enquiry included phenomenological interviews with students, content analysis, journal and diary entries, researcher notes, minutes of meetings and active participant observation. Use of critical companion in developing a critical stance. An examination of published work in the field via an analysis of selected literature specifically related to researching developing professional practice and the tensions of conducting ‘lived research’. Conceptual analysis and relational analysis called to consider ‘impact strategies’ on practice. To use this classification in order to improve assignment planning and course design; FdA

quality assurance and to develop strategies for student engagement to enhance teaching and learning. Ethical dimensions were considered from the outset via liaison with critical academic companion to consider ethical dilemmas. University ethics committee consulted in order to sanction collaboration with students. Permissions and procedures with regard to students participation were gained. Importantly, the research was conducted with students not on students. In terms of ‘impact strategies’ innovation, modelling, quality was seen as much more than based on regulatory requirements, though regulation as a driver for change was high and seen as positive and not restrictive. Was there real impact in terms of reflection on what constituted quality?

**Keywords:** quality improvement; mixed methods of research; conceptual analysis

### B13 CHARACTERISTICS OF OUTDOOR ENVIRONMENTS- MOVEMENT AND PHYSICALLY ACTIVE PLAY

Self-organised symposium

**CHAIR:** SHIRLEY WYVER | Macquarie University, Australia

This series of papers examines design, provision, and access to outdoor spaces, with a particular emphasis on children’s movement and physical activity.

#### *After school hours activities of young Australian school children: Low levels of outdoor play and peer interaction*

SHIRLEY WYVER (1), ANITA BUNDY (2), LINA ENGELEN (2) AND GERALDINE NAUGHTON (3) | (1) Macquarie University, Australia, (2) University of Sydney, Australia, (3) Australian Catholic University, Australia

The study aims to examine children’s after school activities. In particular, to examine where they were, who they were with, what they were doing, how active and involved they were. An ecological systems approach has been used to interpret findings. To obtain the data, we asked parents/carers to keep a palm pilot close by for four week days. On those days, the palm pilot delivered three brief surveys at random times between 3.30-7.00pm. The intention of the survey was to find out ‘What your child is doing now’ (full details of the protocol can be found at <http://www.biomedcentral.com/1471-2458/11/680>). The study has received ethical approval. Confidentiality of participants has been assured. Survey data relating to after school activities of 221 children (mean age 5.9 years) indicated most time was spent indoors in pastimes involving low levels of physical activity. Children were engaged in higher levels of physical activity when outdoors and/or with peers, but these respectively accounted for <20% and <10% of survey occasions. The major contributor to children’s pastimes was screen time (television or computer). Our findings are considered in the context of opportunities for children to play outdoor with peers after school hours. We examine some of the pressures on parents and others to keep children safe, which may, paradoxically, lead to children engaging in sedentary pastimes with limited peer interaction, hence increasing the risk of later physical and mental health problems.

**Keywords:** play; safety; health

## *Complexity in kindergarten playgrounds and children's physical active play*

TROND LØGE HAGEN AND RUNE STORLI | Queen Maud University College, Norway

The study aims to put focus on how complexity in playground environments influences children's physical active play in free outdoor play. Complexity in nature is seen as an important factor inspiring children's play and physical activity (Ericsson et al, 2009, Fjørtoft & Sageie, 2001, Moore & Wong, 1997). Several studies show how certain qualities in the physical environment have effects on how children play and interact. More research is needed to get a deeper understanding of preschool children's physical active play, other constraints on action than room and access to play equipment must also be considered. 21 children from two preschools in Trondheim, Norway participated in this study. The physically active play was monitored for 5 days by a one-dimensional accelerometer. Simultaneously observations took place to describe ongoing activity. All research associated to this study was conducted according to the Norwegian guidelines of research ethics (NESH, 2006), regarding confidentiality and anonymity to the children and all the participants in the study. The participants agreed in joining the study through a written consent. The study did not find significant differences in mean group values of physical activity in two groups of children compared to complexity in play environment. Environmental complexity is not considered to be crucial for children's physical active play, but evaluated to be important for the intrinsic value or holding power of such play. The result from this study will contribute to more knowledge about the content of outdoor play in Norwegian Kindergarten. Cultural and policy constraints in Norway seem to ensure children's possibilities for physical active play in Kindergarten.

**Keywords:** outdoor play; playground variety and complexity; physically active play

## *Investigating the characteristics of good outdoor environments for young children in early childhood programmes – Body and movement from birth to three years*

JAN WHITE (1) AND HELEN WOOLLEY (2) | (1) Early Childhood Consultant, England, (2) University of Sheffield, England

The presentation describes analysis of some key characteristics of outdoor spaces indicated to have developmental significance for very young children, within a conceptual framework that sees the environment that children 'inhabit' as a critical experiential and pedagogical element. This presentation reports on an ongoing study to combine and apply research contributions in the fields of Early Childhood, Landscape Architecture/Design, Environmental Psychology, Playwork and Body and Movement Studies, in order to create effective pedagogical outdoor spaces and places. Observational materials have been reviewed to develop deeper understandings about the characteristics of good outdoor environments for very young children in early childhood programmes. Using extensive and non-intrusive film material, the responses and behaviours of children from six weeks to three years old towards natural elements of outdoor environments were examined. Non-intrusive methods and adheres to the BERA 2004 revised ethical guidelines. The paper will identify some outdoor space characteristics seen to enable developmental processes such as: experience and use of the body and sensory systems; perception, interpretation and integration of gravity, motion and space; and growth of self-awareness, vision, body function, coordination and control. The presentation will raise issues for the design of outdoor provision that is appropriate and responsive to the requirements for the nurture and education (upbringing) of children from birth to three years, giving useful indications for the design of effective outdoor environments for early childhood programmes.

**Keywords:** outdoor play; birth to three pedagogy; children's environments

**CHAIR:** EVA LLOYD | University of East London, England

The British Government has introduced publicly funded part-time early education for disadvantaged two year old English children. Having been piloted over a three year period in a quarter of English local government areas, the two year old early education initiative was implemented nationally in 2009, offering 20.000 places. The Government recently committed to scaling up this initiative to reach 260.000 disadvantaged two year olds by 2015, about 40% of all two year olds. This symposium considers recent research evidence for factors determining positive impacts for children and families. Paper one sets out the policy context for the two year old early education initiative, questioning its targeted nature. Paper two explores whether the regulatory framework captures key aspects ensuring quality provision for under threes. Paper three considers findings regarding the impact of a new type of training for early years professionals in England on quality in centre-based provision for under threes.

### *Early education for disadvantaged two year olds, the challenges*

**EVA LLOYD** | University of East London, England

This paper locates the expansion of the 2 year old early education initiative within its wider policy context. It then considers factors that may promote or limit its successful delivery, as evidenced in of recent policy research. The paper questions the 2 year olds early education initiative's roots in Heckman's (2006) human capital theory, contrasts this with the economic 'public good' approach and briefly discusses the children's rights based approach that characterises early childhood education and care policies in other European countries. For pertinent literature see for instance Heckman (2006) and a critique of his theory in Penn (2011). An interpretivist approach to the analysis of policy documents, official statistics and academic literature. The mixed methods approach characterizing this study included extensive analysis of secondary sources coupled with unstructured interviews with childcare business leaders and central and local government policy makers. The administrative datasets, published academic papers and other sources employed for this study are in the public domain and their use requires no further ethical considerations. The implementation of the 2 year old early education initiative to date has posed considerable challenges for policymakers at central and local level, early childhood practitioners and childcare business leaders. These will be magnified in the initiative's expansion. The paper concludes that the successful scaling up of the initiative demands a justification of this targeted approach in the light of evidence for its problematic nature, considerable investment in training practitioners for work with under threes and the assimilation into policy and practice of recent research evidence on key factors in promoting quality in centre-based provision for this age group.

**Keywords:** two year olds; targeted early education; human capital

## *Assessing the regulatory framework in England: To what extent does it capture quality for under threes*

SANDRA MATHERS (1) AND ARJETTE KAREMAKER (2) | (1) University of Oxford UK/ A+ Education Ltd, England, (2) University of Oxford, England

This study considered two of the measures used most frequently in England to identify the quality of centre-based early years provision: • the grades awarded to all providers by the regulatory body Ofsted • scores on the research-validated Environment Rating Scales (ECERS-R, ECERS-E and ITERS-R). It was underpinned by research showing the benefits of early years education are only realised if the provision is of high quality (Sylva et al, 2008; NICHD, 2000), and that the ECERS and ITERS are predictive of child outcomes (Burchinal et al, 1996; Sylva et al, 2010). The research was based on secondary analysis of a sample of 1,000+ settings, using correlation and analysis of variance to explore the relationships between Ofsted grades and ECERS/ITERS scores. Ethical approval and monitoring for the original research was overseen by Oxford University and a project reference group and not needed for the secondary analysis. We concluded that Ofsted grades did not necessarily capture the same dimensions of quality as the Environment Rating Scales, particularly for children under 30 months. The main implication is that Ofsted grades should not be relied upon as a complete measure of quality. This is very relevant for two reasons. Firstly, Ofsted reports are often the only measure available to parents to support their childcare choice. Secondly, Ofsted grades are currently being used as the primary measure to determine which settings in England can offer early education to vulnerable two year olds, as part of a large-scale government policy.

**Keywords:** childcare regulation; validated environment rating scales; quality provision for under threes

## *Leading change for children under three*

MARK HADFIELD, MICHAEL JOPLING (1), TIM WALLER (2) AND MARTIN NEEDHAM (1) | (1) University of Wolverhampton, England, (2) Anglia Ruskin University, England

This paper presents evidence from the longitudinal study of the role and impact of Early Years Professionals (EYPs) in England, a study commissioned by the Children's Workforce Development Council (CWDC). The research aims to assess the impact of EYPs on the quality of provision in early years settings. The focus in this paper is on under 3s. The study's constructions of quality and impact in relation to EYPs draw on early studies in this area (Sylva et al, 2010; Pascal and Bertram, 2002) to explore how EYPs' agency and leadership can enhance quality in settings. A 2011 on-line survey sampled over 2000 respondents, a representative sample of 25% of practitioners with EYP status at that time. Outcomes were compared to similar 2010 data and 30 in-depth case studies were analysed in relation to variables including EYP experience, leadership position and different age groups they worked with. The participatory approach involved practitioners and children in collecting and validating the data collected. Ethical approval and monitoring was overseen by the university, a project reference group and a national advisory group. The paper focuses on comparisons between responses from EYPs working with children under 3 and those working with 3 to 5 year olds. It also draws on case study data for significant improvements for under 3s. The findings explore how differences in perspective, leadership position and career stage of EYPs working mainly with under 3s, as compared to other EYPs, might affect efforts to improve quality of provision for the youngest children.

**Keywords:** under 3s; leadership; quality

## B15 PROMOTING TODDLERS' WELLBEING AND PARENTAL INVOLVEMENT WITHIN EUROPE. EXPERIENCES FROM THE EUROPEAN COMENIUS PROJECT TODDLER

Self-organised symposium

**CHAIR:** ELISABETH IANKE MØRKESETH | University of Stavanger, Norway

TODDLER (Towards Opportunities for Disadvantaged and Diverse Learners on the Early Childhood Road) is an ongoing Comenius Life Long Learning project with 9 European teacher training institutions. The overall aim for the project is to reduce the number of drop outs from school by offering toddlers from disadvantaged background an enriched learning environment in ECEC-settings and better support to parents. We want to improve the potential of high quality education and care in centre based settings, in particular for toddlers from low education/low income/migrant families (Eurydice, 2009). The project is comparing the situation for toddlers in member countries. The language learning is addressed through a research project. Definitions and examples of best practice regarding wellbeing for toddlers are gathered. Parental involvement will be examined, and Reflective Sessions for students will be arranged. The outcome of the project will be course material for initial teacher training and in-service training.

### *The TODDLER project, a contribution to improve teacher training for children under 3 in Europe*

ELISABETH IANKE MØRKESETH AND MONIKA RÖTHLE | University of Stavanger, Norway

The project is a curriculum development project, based on identifying and collecting examples of best practice in ECEC for toddlers from 8 countries. Development of provision for toddlers and different approaches to promote learning in a child-centred way is explored. The framework is theories about the importance of early stimulation and learning for children's opportunities in life (Leseman, 2009). Pre-primary education establishes a basis for further learning and increases equity of outcomes and overall skill levels, especially for children at risk (Mogstad & Rege 2009). The best way to guarantee educational quality for toddlers is to ensure that the teachers receive specialized higher quality training on bachelor level (Eurydice 2009). Questionnaires, observation sheets, document analyses, pictures of daily activities and story boards, interviews and video observation are used. Comparative analysis is important. Written and informed consent for participation has been obtained in relation to the rules and legislations in each of the participating countries. Strengths and weaknesses in the existing training of teachers working with children under three in Belgium, Denmark, England, Germany, Norway, Portugal, Romania and Spain will be discussed. Areas of improvement in teacher training will be identified. The main outcome of the project are courses for students and teachers, based upon the methods, guideline, tools and best practice developed and tested by partners.

**Keywords:** Toddlers in EU; Children at risk; Educating reflective practitioners; Wellbeing; Parental engagement and involvement

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### *Working with families of children aged 0-3*

MARIA JOÃO CARDONA, ISABEL PISCALHO, MARTHA UVA, HELENA LUÍS AND TERESA-CLÁUDIA TAVARES | Escola Superior de Educação de Santarém/CIEC-Universidade do Minho, Portugal

Our task is to study parental involvement in 8 member countries. Strategies to support and involve parents are explored and discussed. Examples of “good practices” are identified. Beside this, our aim is also to study the Portuguese reality and the challenge for Portugal. It’s urgent a increased investment in the quality of education response the education of children under 3 years old, which facilitates later learning, especially for disadvantaged children, and promotes a more effective equality of opportunities (Eurydice, 2009). In fact, it is understood that a new law should be inscribed on the concerns of the age group under consideration, the right to a child care service of superior quality especially for children from disadvantaged socio-economic rights or varied learning (CNE, 2011). Theoretical references also include Bennett (2010), Bouve and Sellenet (2011), Dahlberg, Moss and Pence (2003), OCDE (2001, 2004, 2006, 2011). Data was gathered by listening to the families of about 20 children in each of the 8 countries through questioners. In Portugal, to ensure the completeness of the sample, considering the social diversity and large number of children not receiving any formal or informal education, we arranged 20 interviews with parents waiting for consultation in maternal and child health. We consider, during our work, some particular concerns. We have to take care the specificity of the reality of our country, the limited existing institutional network for children under 3 years, so: it would make sense to limit the interviews to families who have children in institutions or in family day care? How to compare countries with such different policies on child support and paternity and maternity? These issues were considered across the entire planned work. On the other hand, we realize the importance of listening the different actors and local institutions involved in early childhood education: childhood educators, families, experts and officials from various departments of the social, health and education areas. The confidentiality and preservation of anonymity of the participants (parents and child) is a preoccupation we have in all the study, in the dates collected in Portugal and in the dates collected in the other countries by our partners. Other preoccupation is the respect about cultural diversity in the analysis of the dates – a topic discuss with our partners and with the consuler of the project. One main findings is the families concerns regarding the care of their child. Built on the experience from the project, we will show the potential of educational settings for children under 3. Thereby we will contribute to the change in how the educational services for toddlers are perceived and equated.

**Keywords:** parental involvement; early childhood education; equal opportunities

### *Promoting the wellbeing of toddler`s within Europe*

HELEN SUTHERLAND AND JAN STYMAN | Kingston University, London, England

This paper aims to explore the concept of wellbeing for toddlers (18-36 months) across 9 European partners to share good practice to support early year`s practitioners in their provision for diverse and disadvantages learners. Starting Strong (OECD, 2001) highlighted the importance of high quality care in early years as “the first step in lifelong learning and a key component of a successful educational, social and family policy agenda”. Subsequent research, such as, the EPPE project (Sylva, 2004) has stressed the impact of highly qualified reflective practitioners in improving the outcomes for young children. Information was compiled by each partner country on the definition of wellbeing, relevant legislation, theoretical underpinning and reading material which then informed the report and supporting PowerPoint. The data was collected for the case studies through empirical/statistical data of

the demographics of the settings together with photographic evidence of good practice with narratives compiled into story boards. Structured interviews were carried out to obtain specific information regarding each setting. This project involves the use of vulnerable ‘toddlers’ by providing photographic evidence of them engaging in activities that promote their wellbeing. Written and informed consent for participation has been obtained in relation to the rules and legislations in each of the participating countries. The toddler’s names have been changed to maintain their anonymity. In what concerns main findings, the project is still in progress. The final teaching materials will comprise of a Report, PowerPoint Presentation and Case Studies. Practitioners will be able to explore the concepts of wellbeing through materials compiled from each partner developing their own reflexive practice these materials comprise:

**Keywords:** wellbeing; reflection; practitioners

### B16 EARLY CHILDHOOD PEDAGOGY – CHILDREN’S WELL-BEING 1

Individual Paper

**CHAIR:** GABRIELA PORTUGAL | Departamento de Educação, Universidade de Aveiro, Portugal

#### *In the teacher’s lap – A manifestation of emotional wellbeing of the younger children in day care groups*

**MARITTA HÄNNIKÄINEN** | University of Jyväskylä, Finland

Sensitive, loving and caring relationships are crucial for the development and wellbeing of young children, including in day care groups. This exploratory study, as part of a broader research on emotional wellbeing of young children, seeks to illuminate one manifestation of reciprocal relationships between teachers and children under three: the child in the teacher’s lap. In what situations does this happen? Does every child have an equal access to the teacher’s lap? What motives might children and teachers have for this kind of proximity? Socio-cultural and revised attachment approaches to children’s emotional wellbeing are applied. Two day care groups participated; one comprising 12 children and three teachers, and the other was a subgroup of eight children and two teachers drawn from a larger mix-age group. Data were collected by ethnographic methods, mainly by observations and stimulated recalls with the teachers, and analyzed by qualitative thematic analysis. Ethical principles and guidelines for good scientific practice (e.g., confidentiality, respect, preservation of anonymity, not harming the participants) are followed throughout the study. Informed consent was obtained from the day care personnel and parents; due to the children’s ages, written permissions could not be obtained from them. Findings show that most of the day at least one child was in a teacher’s lap. The lap signified, e.g., consolation and confidence, but also delight and joy. Further, for the children, it was a contested site for gaining teacher attention and displaying power. The teachers also enjoyed this affective bond with the children, but having a child in their lap also had practical value, e.g., sometimes it guaranteed undisturbed play for the other children. The findings to be discussed focus on good educational practices. The implications for practice can thus be regarded as direct.

**Keywords:** emotional wellbeing; proximity; children under three

## *The beginnings of emotion understanding: Recognition and causality of basic emotions in toddlers*

MARTA FERNANDEZ, LAURA QUINTANILLA (1) AND MARTA GIMENEZ-DASI (2) |

(1) Facultad de Psicología, UNED, Spain, (2) Universidad de Valencia, Spain

The present study aims to explore two initial aspects of emotional understanding: the ability to identify basic emotions, and the ability to attribute causality to these emotions in children between 2 and 3 years of age. Research suggests that the ability to label emotions starts between 2 and 3 years and causality emerges later, from 3 years (Denham, 1986; Pons, Harris & de Rosnay, 2004; Warren, Denham & Basset, 2008; Widen & Russell, 2008, 2010). 35 children between 24 and 36 months through a reduced version of the Test of Emotion Comprehension (TEC) with a focus on two components: recognition and causality of emotions. The results indicate that 2- to 3-year-old children are able to identify four basic emotions, though their ability to understand causality is still incipient. It seems that children understand causality of basic emotions around 30 months of age, beginning with negative emotions such as fear. However, most studies point out that 3 year old children master first positive emotions such as happiness. Therefore a second study was conducted in order to investigate this issue. We put forth two possible hypotheses: a verbal and an order condition. For the verbal condition linguistic instructions were modified. For the order condition the order of response items was modified. Parents from the study gave their informed consent according to the Spanish personal data protection act. Results indicate that children improved their understanding of causality when the order of response items was modified. However, the overall performance remained by chance. We discuss these results regarding children's experiences and the emotional meaning of happiness. Those results are relevant in emotional education in first years of life.

**Keywords:** emotional recognition; toddlers; evaluation of emotions

## *Practical knowledge in educational leadership in kindergarten*

MARIT BØE AND KARIN HOGNESTAD | Telemark University College, Norway

This study investigate how practical knowledge contribute in educational leadership in kindergarten. Focus is on the pre-school teachers practical knowledge and how it is expressed and transmitted in the relationship between educational leader and assistant. As practical knowledge is oriented towards every day actions, the main purpose for this project is to examine practical knowledge and try to identify constructive tools to describe this. Theoretical and conceptual framework in the study is Aristotelian conceptions of practical knowledge. Phronesis in educational leadership are emphasized as an action-oriented form of knowledge (Dunne, 2011). Dewey's concept of experience; situations, relations and experimentation (Løvlie, 1989) highlight the context of educational leadership. The project will be framed within a phenomenological/hermeneutical approach. This paper presents some preliminary results from a pilot study where the main purpose was to try out shadowing (Czarniawska, 2007) as a strategy to grasp what happens in every day practice. This involved following two educational leaders over an extended period of time. Shadowing require a sensitive research position and our experiences following the educational leader will be discussed. Important ethical principles in the conduction of our research are practicing with professional responsibility in our dealings with the informants. This will be taken care of by obtaining informed consent and making sure that the demand for anonymity and confidentiality is honored (Kvale, 2009). Main findings so far will be discussed in relation to the methodological challenges and tools to describe practical knowledge in educational leadership, and further how shadowing might be a constructive strategy for rethinking leadership and professional development. Main findings so far will be discussed in relation to the

methodological challenges and tools to describe practical knowledge in educational leadership, and further how shadowing might be a constructive strategy for rethinking leadership and professional development. Describing practical knowledge in educational leadership can contribute to develop and establish quality indicators as a starting point for internal professional development and from a ground-up perspective.

**Keywords:** practical knowledge; professional development; educational leadership

## B17 PLAY IN EARLY CHILDHOOD 2

Individual Paper

**CHAIR:** IRENE GUNNING | Early Childhood Ireland, Ireland

### *Children/adult relations in early childhood education: Not a matter of imposing limits but a challenge to develop child's personality*

SUELY MELLO (1) AND MARIA FARIAS (2) | (1) UNESP Universidade Estadual Paulista, Brazil, (2) ONG São Judas Tadeu, Brazil

Searching to implement developmental education, we develop a project for early childhood teachers' continued education in a early childhood school of a poor neighborhood of a rich town in Brazil. We assume that the relationship established between adults and children are part of a complex process in which adults can intentionally promote the best conditions for the humanization process in early years. As stated by cultural historical approach to human development, the child status in social relations is a motivating force in his/her development. This statement draws attention to a number of factors which determine the place occupied by children at home or at school: the self-esteem being built according to the child's emotional experiences, the concepts of child, childhood, human being and development shared by adults who relate to young children and their implications in understanding the role of school education. Methods include studying, documentation and daily practice analysis, daily practice support. Concerning ethical considerations, we meet daily challenges defending children's right to live their childhood against adults who used to say that children like "everything-they-are-not-supposed-to-do" and struggled to imposed limits to young children activity. The proposal involves a group of teachers and children of a school and the researchers have parents' and teachers' consent to for research development and paper presentation. The presentation will preserve anonymity of participants. In this process we've been building a shared comprehension about childhood as a time for building personality as a task much more complex than imposing limits. Practice a relation that respects children right to grow to be an individual. This comprehension leads to a new adult attitude which has been practiced everyday to overcome authoritarian attitudes and religious arguments used to make children obey adult's will.

**Keywords:** adult/children relation; cultural historical approach; personality development

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SYMPOSIA

## *Temperamental characteristics and school adjustment among pre-school children*

SIBEL YOLERI (1) AND MÜZEYYEN SEVINÇ (2) | (1) Hitit University, Turkey, (2) Yeditepe University, Turkey

The aim of this study was to examine the relation between temperamental characteristics (approach-withdrawal, persistence, rhythmicity and reactivity) of 5-6 year old children and school adjustment. Individual differences and their interactions can influence school adjustment. Researchers has found that certain temperament characteristics of children (such as low levels of negative emotionality, high levels of self-regulation of emotions and behaviors, and low activity levels), to be associated with a high level of adjustment (Liew, Eisenberg, & Reiser,2004; Nelson, Martin, Hodge, & Kamphaus, 1999; Prior et al., 2001; Sanson et al., 2009). The sample of the study consists of 90 children selected by simple random sampling method among 5-6 years old children continuing preschool education classes at the city of Çorum in Turkey. Data of the study was collected by Teacher Rating Scale of School Adjustment developed by Ladd, Kochenderfer and Coleman (1996) and The Short Temperament Scale for Children developed by Prior, Sanson & Oberklaid (1989). Teachers of the children were asked to complete the Teacher Rating Scale of School Adjustment for each child in their classroom. Also, parents were asked to complete Short Temperament Scale for Children to determine the temperament characteristics of their child. Attention was paid to ethical considerations concerning parents and children while collecting the data. Results of the study reveal that there are significant relations between age, gender, temperamental characteristics and school adjustment among 5-6 year old children. The data will be analyzed by appropriate statistical methods. The implications of the findings for practice and policy carried out is important in respect to the attitudes of teachers as to how they perceive elicited behaviour of such children.

**Keywords:** temperamental characteristics; school adjustment; pre-school children

## *Is every child ready to learn? Neuro motor skills and free play - tools for life*

PHILIPP REUBKE | International Association for Steiner/Waldorf Early Childhood Education, France

Research aims are: How neuro motor skills, social awareness and self confidence are developed in free play. The impact of neuro motor skills on early learning. Steiner, Winnicott and Piaget highlighted the importance of free play not only for emotional development but also for school readiness and intellectual capacities. Recent research in neuro-developmental education confirm their point of view: (cf. Sally Goddard Blythe, Sue Gerhardt (UK), Christian Rittelmayer, Gerhard Hüter (Germany), Sylvie Rayna (France). The study is based in observation of child play in Waldorf kindergartens in France (children from three to six). Ethics consider that by giving time and space for free play in early childhood settings we respect the needs of the young child and contribute to his well being. Findings show that free play is a powerfull mean to improve neuro-motor skills. There is a link between neuro-motor status and educational achievement. Early formal learning does not necessarily lead to successful school results. Early Childhood settings with a focus on free play, movement and creativity support better educational achievement in elementary schools.

**Keywords:** free play; neuro-motor skills; steiner/waldorf education

CHAIR: MICHAEL GASPER | Starfish Enterprise, England

### *Early Childhood Education & Care in India: Policy perspectives on effectiveness*

MAHIMA MITRA | Department of Social Policy and Intervention, University of Oxford, England

Early Childhood Education and Care is recognized as a critical area in global Social Policy. In India, although service provisions and benefits exist in support of parents and children, gaps are evident in both: take-up of early childhood services, and research literature evaluating the programmes in operation. This paper focuses on an analysis of 15 expert interviews to draw out policy recommendations for strengthening existing early childhood programmes in India. Increasingly popular in social research, expert interviews are a relatively quick way of gathering detailed yet concise information focusing on a specific area of interest. The paper draws on data that is part of an ongoing research project examining the nature of take-up, expectations and experiences vis-à-vis two government ECEC services among low-income working mothers in Delhi (the ICDS and the RGNCS). This paper (and the larger research project) is grounded in Lilian Katz's work on perspectives on child-care quality. The experts interviewed for this study included early childhood academics and professionals, and government and non-government functionaries. Semi-structured discussions were conducted to explore services available to users, and understand what (in the experts' opinions) impacts their take-up by beneficiaries. The paper presents a summary of findings, followed by a discussion of strategies to reform the two programmes under study. It concludes that take-up of services is low because they are poor in quality and do not meet the needs/aspirations of people. Political priority and increased funding, in addition to the creation of standards and regulations in service provision are recommended.

**Keywords:** policy perspectives; Indian policy; integrated services

### *Early childhood education pedagogues' knowledge of children's sexuality as conditions of possibilities for realising child protection*

MIRIAM K. DAMROW | Martin-Luther-University Halle-Wittenberg, Germany

Being part of a larger project we focus on early childhood education pedagogues' knowledge about children's sexuality as a resource for child protection. In 2012, a new law for child protection has been established in Germany; supplementary to the task of child protection for early childhood education. In order to fulfil it, further education is provided, mostly in terms of vocational training to provide knowledge about child abuse and neglect guaranteeing the well-being of children. Nevertheless, a profound knowledge base is required to differentiate between "normal" sexuality of children and sexual abuse. Theoretical references include: Bühler-Niederberger (2007); Honig, Joos, & Schreiber (2004); Rabe-Kleberg (2010); Krüger, Rabe-Kleberg, Rolf-Torten & Jürgen (Eds). The following questions frame the project: On what knowledge source (e.g. formal educational training and/ or informal biographical learning) refer pedagogues? On what conditions do they draw the line between harmless sexual behavior of children and children displaying signs of sexual abuse? Qualitative interviews are being conducted in several federal countries showing comparisons in contrast. Ethical background (racial, social, religious etc.) of the interviewees are considered. Children are not interrogated. As for adults, they contribute voluntarily; they latter was at binding stipulation while

confidentiality and preservation of anonymity of participants are guaranteed. Expected results: 1. affirmative action vs. reverse discrimination referring to racial, social, ethnic, religious background and socioeconomic status of the families concerned and the pedagogues 2. Pay off of further education: there must be something to be found 3.) moral panic regarding children's sexuality. A profound knowledge base (whether formal or informal) about children's sexuality can serve as a resource for child protection in early childhood education.

**Keywords:** child protection; children's sexuality; pedagogues in early childhood education

### *Situation of early childcare and education in Lebanon*

GARENE KALOUSTIAN AND CLAUDINE HODROJ | Lebanese American University, Lebanon

Little has been documented in Lebanon on childcare providers' active involvement in implementing licensing requirements of the Ministry of Public Health (MoPH) as a basic guideline to run safe and secure childcare services. This research identified the need for and carried out rigorous data collection on private childcare centers (0-3yrs) to ascertain how/if quality care is implemented in line with national requirements. Research has shown that quality of care from infancy clearly has positive short and long term effects on children's intellectual, verbal, and cognitive development, "especially when children would otherwise experience impoverished and relatively un-stimulating home environments. Care of unknown quality may have deleterious effects" (Lamb, 1998, p. 104). A random sample of 125 private childcare centers participated in this nationwide study. Phone/face-to-face interviews were conducted with the Directors of the childcare centers. Directors were invited to participate in interviews and were free to refuse; confidentiality concerns were addressed and ensured. Main findings from this study showed 1) No cohesion among childcare centers in adherence with Ministry standards 2) Standards that are met do not ensure quality and 3) No unified mechanism to assess and monitor quality of early childcare programs exist in Lebanon. Implications of the research findings are twofold 1) Prepare a framework of Quality Standards within MoPH in its ultimate goal of ensuring equal access to quality care and education for all children, and 2) Create a monitoring system within the MoPH as a means to ensure sustainability of quality care across all childcare centers.

**Keywords:** quality of early childcare and education; Lebanon; policies in early childcare

### B19 FORMAÇÃO DE PROFESSORES PARA EDUCAÇÃO INFANTIL: PROPOSIÇÕES E DILEMAS ENFRENTADOS NO BRASIL

Self-organised symposium

**CHAIR:** MARIA INES GOULART | Universidade Federal de Minas Gerais, Brazil

Este simpósio apresenta pesquisas sobre a formação de professores para a Educação Infantil realizadas em dois estados do Brasil. Congrega reflexões sobre: as articulações da formação inicial no curso de Pedagogia, a partir das novas Diretrizes Curriculares (BRASIL, 2006), com as políticas do campo da Educação Infantil de recrutamento de pessoal em formação; a colaboração do Programa Institucional de Bolsas de Iniciação à Docência (PIBID) na formação de licenciandas de Pedagogia; e o PROINFANTIL, que visa habilitar, em nível médio, professores em exercício nos sistemas de ensino, que não possuem a formação exigida pela legislação. Na imbricação da afirmação da Educação Infantil com o desenvolvimento das políticas de formação e valorização dos profissionais, o cotejamento dos estudos evidencia a complexidade do processo formativo voltado para a atuação com as crianças pequenas e reafirma a necessidade de investimento nos profissionais e, para tanto, nas instituições formadoras.

## *Formação inicial de professores para educação infantil: Conversações com o campo de atuação*

CONCEIÇÃO REGINA P. DE OLIVEIRA, VALDETE CÔCO E VALÉRIA MENASSA  
ZUCOLOTTO | Universidade Federal do Espírito Santo, Brazil

No contexto das políticas de formação de professores, abordamos a experiência de formação inicial efetivada sob as novas Diretrizes Curriculares para o Curso de Pedagogia (BRASIL, 2006), em especial, no tocante à formação de profissionais para o campo da Educação Infantil (EI). Assinalamos que, no cenário brasileiro, as novas legislações relativas à formação são forjadas em meio à luta pela afirmação da EI integrada aos sistemas de ensino. Nesse quadro, temos como objetivo problematizar os desafios e dificuldades para a atuação, vislumbrados pelos estudantes em formação inicial, articulados às perspectivas do campo e de continuidade da formação. Afirmamos uma teia comunicativa entre a formação e as demandas da EI, articulando referenciais de Bakhtin e de Certeau com as premissas da formação de professores. Nessa perspectiva, numa abordagem qualitativa exploratória, selecionamos dados da pesquisa “Formação Inicial de Educadores para a EI”, realizada com os licenciandos de Pedagogia da Universidade Federal do Espírito Santo – UFES. Os respondentes participaram voluntariamente da pesquisa e não são identificados nos dados. Os resultados indicam uma comunicabilidade entre formação inicial e o campo de atuação, produzindo uma atratividade pela área - especialmente em função da flexibilidade das políticas de admissão - e um destaque de desafios ligados ao reconhecimento do trabalho na EI, à interação com as famílias e à execução do trabalho com as crianças. O reconhecimento desses desafios afirma a necessidade de investimentos nos processos formativos, em sua diversidade de possibilidades, aliados a políticas de reconhecimento e valorização profissional.

**Keywords:** formação de professores; educação infantil; docência

## *Programa proinfantil: Quem são os professores cursistas?*

MARIA INES GOULART, MARILIA BARCELLOS GUIMARÃES, JULIANA BASÍLIO  
MEDRADO AND THAYS PIERANGELI | Universidade Federal de Minas Gerais, Brazil

O objetivo deste estudo é traçar o perfil dos professores cursistas participantes do PROINFANTIL, um programa do MEC, em parceria com universidades federais, estados e municípios, que habilita na modalidade normal, o profissional de Educação Infantil em exercício. Analisa, ainda, as contribuições do Programa para o público alvo. A análise dos dados teve como referencial teórico os estudos recentes sobre a formação de professores (Campos, 2007) e o conceito de profissionalidade docente (Formosinho 2002). A coleta de dados teve como base um instrumento adaptado do “Questionário do Professor” construído pela Fundação Carlos Chagas. O tratamento dos dados valeu-se do programa Statistical Package for the Social Sciences – SPSS. A investigação foi realizada em conformidade com os procedimentos éticos. Os participantes autorizaram a utilização de seus relatos e não foram identificados. As evidências apontam uma compreensão dessa profissão como ofício, ou seja, fortemente relacionados ao cunho doméstico, centrados no cuidado, desvalorizando essa etapa do ensino básico. A participação dos professores cursistas no PROINFANTIL iniciou uma mudança no contexto institucional introduzindo conhecimentos e competências que, anteriormente não se faziam presentes. Como resultados, traçamos um perfil sócio-econômico, profissional e cultural dos sujeitos envolvidos, levantamos os vínculos trabalhistas, identificamos as concepções de Educação Infantil subjacente às práticas exercidas nos diversos municípios. Assim, observamos que a identidade do professor de Educação Infantil ainda se encontra ligada a um cunho assistencialista, especialmente para o atendimento das crianças de zero a três anos. Observamos que a participação no PROINFAN

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TIL alterou o trabalho dos participantes, que buscou na elaboração de planejamentos e de registros, uma forma de ultrapassar a prática centrada apenas no cuidado alterando a prática institucional.

**Keywords:** formação de professores; educação infantil; proinfantil

## B20 PEDAGOGIAS DA INFÂNCIA E FORMAÇÃO DE PROFESSORES

Individual Paper

**CHAIR:** MARIA MALTA CAMPOS | Carlos Chagas Foundation, São Paulo, Brazil

### *Formação em contexto para um processo de desenvolvimento profissional e de mudança praxiológica*

LILIANA MARQUES | Aga Khan Foundation, Childhood Association, Portugal

Os objetivos centrais do estudo são: a) a compreensão das vozes das educadoras de infância na construção do roteiro de formação; b) a iniciação à transformação do ambiente educativo; c) a constituição do self da formadora-investigadora enquanto co-participante do grupo de pesquisa. A presente proposta de comunicação tem por objetivo apresentar um estudo de um processo de formação em contexto de trabalho visando a aprendizagem profissional, em companhia, para a transformação praxiológica (Bertram & Pascal, 2009; Oliveira-Formosinho & Formosinho, 2011). Este processo parte das necessidades diagnosticadas pela formadora, em companhia com o grupo de profissionais de educação que nela participam ativamente. Estamos perante um estudo de caso (Stake, 2007) que se situa no paradigma qualitativo (Gomez, Flores & Jimenez, 1999) e investiga alguns processos centrais ocorridos durante os oito meses iniciais de formação. Do ponto de vista de instrumentos de investigação utiliza predominantemente as notas de campo da investigadora triangulando-as com registros em suporte de imagem e entrevistas às educadoras. O anonimato dos participantes e o seu consentimento informado (ao longo do processo) são questões éticas garantidas. Os achados iniciais revelam a necessidade de: quebrar com as expectativas do grupo sobre o modo transmissivo de desenvolver a formação, construir uma imagem de profissional como dispendo de agência e criar um clima de abertura à experimentação pedagógica. As implicações principais deste estudo situam-se quer ao nível do desenvolvimento de políticas de formação que valorizam a inovação e a mudança e quer ao nível da investigação praxiológica (Formosinho & Oliveira-Formosinho, 2012).

**Keywords:** formação em contexto; desenvolvimento profissional; pedagogias participativas

### *Com a palavra as famílias: Projeto acolher uma ação de grupos reflexivos com pais da educação infantil da escola de educação básica da Universidade Federal de Uberlândia – MG / Brasil*

ANALUCIA VIEIRA E LILIANE DOS GUIMARÃES ALVIM NUNES | Universidade Federal de Uberlândia, Brazil

Há algum tempo na Educação Infantil da Escola de Educação Básica da Universidade Federal de Uberlândia-ESEBA/UFU-Brasil temos nos deparado com a situação de que algumas famílias e responsáveis necessitam ser ouvidas e acolhidas para buscarem recursos para lidar com seus filhos em diferentes situações cotidianas na escola e fora dela. Nesse sentido, desde 2009 desenvolvemos um Projeto de Extensão, o Projeto Acolher, uma proposta da área de Psicologia Escolar / Psicopedagogia e Educação Especial e da área da Educação Infantil, sob a responsabilidade da psicóloga Liliane

dos Guimarães e da prof<sup>a</sup> Dra Analúcia de Moraes Vieira. Este projeto tem como objetivo acolher as famílias e responsáveis pelas crianças da educação infantil a partir da reflexão e diálogo entre famílias e a escola, buscando garantir um espaço que ampare, apóie, e ajude-as a transformar as dificuldades trazidas, revendo posturas e dando voz a elas. Autores como REGO, 2002, GONZÁLES, 2008; LÓPEZ, 2008; WINNICOTT, 1999; defendem que um dos papéis da escola, semelhante ao que se espera da família, é criar um contexto de aprendizagem entre seus membros onde possa haver interações construtivas que colaborem com o desenvolvimento do indivíduo. A metodologia empregada no projeto é de encontros teóricos-reflexivos-práticos ocorridos quinzenalmente com as famílias das crianças da Educação Infantil. Na tentativa de resguardar as identidades das crianças e dos adultos, e também de respeitar suas vozes e seus direitos de co-autores garantimos que elas próprias escolhessem seus nomes fictícios para este trabalho. Nesse sentido, entendemos o quanto este projeto desde 2009 tem contribuído para que as famílias cresçam, estabeleçam vínculos com seus filhos. Potencializando os pais na identificação de suas particularidades para uma prática sem idealizações e expectativas.

**Keywords:** famílias; grupos reflexivos; formação

## B21 BUILDING A RESEARCH CULTURE OF TEACHERS WORKING WITH INFANTS AND TODDLERS IN EARLY CHILDHOOD SETTINGS IN NZ

Self-organised symposium

**CHAIR:** JO COLBERT | Educational Leadership Project (Ltd), New Zealand

As Project Facilitators working within the Educational Leadership Project (ELP) in Aotearoa New Zealand we have put together three perspectives that each consider some of the ways in which we are working with infants and toddler communities to both strengthen and enhance a research culture to strengthen early childhood learning. The three papers are: 1. Growing Leaders from Infancy 2. Constructing Identities as Professional Learners 3. Enhancing and Strengthening Courage and Bravery Through the Support of a Trusted Companion in a Leaderful Community. This work illustrates the transformational power of professional learning and it consolidates the support of everyone in the wider community to become life long learners in the 21 century. The notion of both teachers and children as researchers is being embedded in the fabric of early childhood education in New Zealand. Teachers' voices will highlight aspects of shifts in practice based on researching pedagogy, transforming competence,

### *Growing leaders from infancy*

**LORRAINE SANDS** | Educational Leadership Project (Ltd), New Zealand

The Centre of Innovation research at Greerton ECC is characterised as a dispositional milieu where working theories are explored through narrative research methodology. Findings included a frame of 'commitments' that go beyond those that might be for narrative inquiry on its own. Three aspects have been added: agency, an innovative conceptualising of the connection with community, and the central role of affect or emotion in learning. In a sense, we added the Te Whariki (MOE, 1996) principles of empowerment, family and community, and holistic development to the relationships, that are such a strong feature of narrative inquiry. The journey was deeply embedded in the Principles of Te Whariki, responsive, reciprocal relationships were at its heart. The study used action research and narrative inquiry. The strong ethical foundations built at that time have continued. All teachers,

families and children, have where possible given their permissions for this research to progress. The teachers at Greerton strengthened the way we were listening to, and watching out for young children's questions to enable them to become deeply involved in exploring the world around them. We had been very clear about the implications for practice; involving babies in this, question asking and exploring community. Over time we began to see evidence of leadership emerging as children were immersed in this culture of learning and teaching. We became interested in understanding how we might wrap our babies in an environment that would grow leaders (Dweck, 2006); the kind of leaders that are inspirational, innovative, industrious and interconnected (Sands, 2010).

**Keywords:** action research; under three year olds; leadership

### *Constructing identities as learners*

WENDY LEE | Educational Leadership Project (Ltd), New Zealand

We will outline some of the ways in which teachers' work with infants and toddlers can be evaluated with their capacity to be themselves powerful learners and researchers (Cardno, 2003) in mind. The theoretical assumption of this evaluation/research is the early childhood setting as a professional learning community. ELP facilitates a wide range of professional learning opportunities in New Zealand (Ministry funded pd). We identify pathways of professional learning that provide opportunities for teachers to engage in professional learning conversations and to make significant shifts in practice. There is evidence that this changes the outcomes for infants and toddlers in these settings. We will specifically explore the shifts of practice in four domains: 1. Language, culture and identity 2. Environments 3. Rosters and routines versus a focus on children's rhythms 4. Working with under-two-year-olds. The use of rubrics for this evaluation/research will be discussed and explained. We will present preliminary results focused on teacher reflections around pedagogy and shifts in practice making links to characteristics of pd identified by Mitchell and Cubey, 2003. The key data will be Learning Stories as characterized in Carr & Lee (2012), questionnaires, and teacher evaluations. One of the implications for practice is that research by teachers on their own practice provides powerful pathways for engaging in 'good work' (Gardner et al., 2001). Teachers are more than ever before, developing their role as researchers and through this practice experiencing more deeply what it is to be a good teacher (Rinaldi, 2006).

**Keywords:** action research; under three year olds; professional learning

### *Enhancing and strengthening courage and bravery through the support of a trusted companion in a leaderful community*

ROBYN LAWRENCE | Educational Leadership Project (Ltd), New Zealand

The research aims to investigate the power of companionship as a pedagogical approach to developing courage and bravery in the risky situations that babies and toddlers meet in everyday life. In 2011, teachers at Lintott Child Care Services (a community based service in Hamilton, New Zealand), engaged in action research through Professional Learning with Educational Leadership Project, this explored the role that children and teachers play in developing shared leadership in their learning environment. This paper presents data - narrative assessment, photographs and video - that documented the investigations and findings of an action research project. This action research centrally included teachers and families, all of whom readily gave approval for the documentation to be used and shared. As teachers we seek to be persons that encourage and support children to be life-long learners and it is commonly recognised (Claxton, 2002) that children who take risks, engage

in difficult tasks and keep on trying when confronted with challenge and become courageous and resilient learners. Their continuing research in 2012 explores how leaderful companions nurture and encourage the tendency that under three year old children have to take risks and try new things out. The implications for practice from this research into a pedagogical companionship approach include: the value and role of revisiting Learning Stories (Carr, 2001 and Carr & Lee, 2012), professional conversations, IT support, discussions both individually and in larger groups and the support of Professional Development.

**Keywords:** action research; under three year olds; companionship

## B22 PRESCHOOL TEACHERS VIEW ON CHILDREN'S LEARNING

Self-organised symposium

**CHAIR:** STIG BROSTRÖM | Aarhus University, Denmark

Based on a survey from 2011 focused on how preschool teachers in Sweden, Denmark, Estonia, German, Greece, and Australia reflect and describe children's learning in preschool a number of focus group interview of preschool teachers have been implemented in order to achieve a deeper understanding of the findings from 2011. In the symposia researchers from the five countries - Sweden, Denmark, Australian, Germany, Estonia, will present research findings from the focus group interviews and discuss in what range the 2011 findings have been validated, elaborated and also challenged and contradict.

### *Preschool teacher's reflection on learning and participation in Denmark and Sweden*

ANETTE SANDBERG (1), INGE JOHANSSON (2), STIG BROSTRÖM (3) AND THORLEIF FRÖKJER (4) | (1) Mälardalen University, Sweden, (2) Stockholm University, Sweden, (3) Aarhus University, Denmark, (4) UCC, University College Capital, Denmark

Based on a survey on preschool teacher's view on children's learning and participation four focus group interviews in Denmark and one in Sweden were conducted aimed toward to achieve more details and to get a more differentiated understanding. The theoretical and conceptual framework is social-cultural with reference to Dewey, Vygotsky, and Rogoff. Methodology: the study used Kvaales theory of qualitative interview, and theories on focus group interview expressed by Johansson, Sandberg & Vuorinen. Ethical considerations: the respondents were guaranteed non-maleficence, confidentiality, anonymity and with possibility to withdraw and not to complete particular items. The main findings show that Danish preschool teachers understand learning as getting new knowledge and skills plus being able to fit into group relations. To the question about how children learn they stress children's own interest and motivation plus their own activities based on bodily and sense impressions. The findings in Sweden show that learning to a great extent is seen as related to the preschool environment, the group and learning together in a group. Participation and learning are inter-related. Children learn efficiently from each other in relation to others in the group. Behind this there is active support from a conscious preschool teacher. The findings might have implications for policy or practice while some learning dimensions are added the discussion about learning in preschool. Probably the findings will open for new theoretical discussions on children's learning and participation.

**Keywords:** children's learning participation; social-cultural view; focus group interview

## *Preschool teachers' views on learning and participation – Results of group interviews*

ANGELA ROTH (1), CHRISTA KIEFERLE (2) AND ANJA SEIFERT (3) | (1) IFP, Munich, Germany, (2) State Institute of Early Childhood Research (IFP), Germany, (3) University of Education, Pädagogische Hochschule Ludwigsburg, Germany

The aim of this paper is to present the analysis of German preschool teachers' view on learning and participation and their reflection about these aspects of professional behaviour. The theoretical background of the study is a complex of social-cultural oriented learning theories reflecting activity, participation, social interaction. This study is a continuation of an international preliminary survey. Focus-group interviews in early childhood institutions were conducted for deepening the interpretation of the results of the quantitative study. The leading questions are oriented towards the questionnaire of the preliminary study in Bavaria/Germany in 2011. A content analysis (with MAXQDA 10) enables deepening insights into the knowledge base of the professionals and into their transfer skills into practice. The findings were interpreted in connection with the results of the quantitative study. The respondents were guaranteed non-maleficence, confidentiality, anonymity, with possibility to withdraw and not to complete particular items. Overall, the interviews show less linkage between theory and practice. The own role as teacher is vague. Concepts of the Bavarian curriculum, as co-construction and participation, are used, but not or only rudimentarily related to the own practical behaviour. Although there are recent campaigns for fostering pedagogical professionalism since the implementation of the Bavarian Curriculum in 2006, the results of this study raise an issue for a useful connection between theoretical background and practical applied knowledge and the transfer into professional behaviour. There is a need for more expansive theories in preschool practice about children's learning.

**Keywords:** children's learning; social-cultural view; focus group interview

## *Australian preschool teachers' views about learning and participation*

KAY MARGETTS (1), BERENICE NYLAND (2) | (1) University of Melbourne, Australia, (2) RMIT University, Australia

The aim of this paper is to present the results of the analysis of interviews with Australian preschool teachers' on their views about children's learning and the significance of participation. The approach to this research had a theoretical understanding of learning and participation grounded in socio-cultural theories of the importance of context, the social nature of learning and the role participation in the culture, with more able members of the culture, has on development, growth and well-being. The methods utilised for this study were focus group interviews to further explore results from an international preliminary survey. Participants were approached at random. The focus-group interview questions resembled those of the questionnaire. Numbers were small and to optimise the complexity of the analysis NVIVO 9 was used to categorise answers and identify patterns. Ethical Considerations: participant consent, anonymity. Preliminary findings indicate that learning is a process of uncovering something new, of active engagement and the importance of interactions with people. Situations that were considered important for learning included lots of uninterrupted time, and a sense of belonging. The role of teachers in encouraging children to move out of their comfort zones was noted and encouraging children to question, explore and see things from difference perspectives was mentioned by a few of the interviewees. The interviewed believed that children learn by watching and doing, discovering things themselves. The idea that participation can mean different things to different people was an emerging theme that will be further explored in the analysis. Implications for Practice and/or Policy: relevant.

**Keywords:** children's learning; social-cultural view

## *The Estonian teachers' reflections on children's learning and participation*

AINO UGASTE | Tallinn University, Estonia

The aim of the study was to examine teachers' views on preschool children's learning and participation. The study was based on a social-cultural approach of children's learning and participation. In the study 2 focus group interviews were used which involved 10 teachers. All the interviewees participated in the study voluntarily and they were ensured anonymity, confidentiality and a possibility to withdraw from the study. Findings showed that teachers understand under learning the acquiring of new skills and knowledge but the acquiring of new must lean on the existing knowledge and earlier experience. The learning is associated with all the children's activities in the preschool, constant experiencing of new, spontaneity, interest and activeness to do different things. The interviewees emphasized that lifelong learning begins at the preschool. The child's own activeness, initiative and participation are important in learning and the significant role is played by other children as co-players and teachers. The teacher's role is to create an environment which fosters meaningful learning and teachers try to create situations in everyday life so that children could decide for themselves and make different choices. Learning also takes place through play and the activity joy as well as play joy is essential. Knowledge about teachers' ideas is important for further teachers' professional schooling and the development of effective preschool curriculum

**Keywords:** learning; teacher; participation

### **B23 TEACHER EDUCATION – PRE-SERVICE TRAINING ISSUES**

Individual Paper

**CHAIR:** NANCY BARBOUR | Kent State University, USA

## *Situated professional development - An alternative approach to teacher licensure for preschool teachers*

RENA HALLAM (1) AND MARY JANE MORAN (2) | (1) University of Delaware, United States, (2) University of Tennessee-Knoxville, United States

The current study focuses on the experience of practicing teachers engaged in an alternative teacher licensure program offered via an innovative collaboration between a university and a local preschool program. The aim of our research was to examine the influence of this situated professional development model on teacher practice and identity. The conceptual framework relies on situated learning perspectives and socio-cultural theory that acknowledge the power and potential of discourse, mediational tools, and collaborative learning as components of professional development programs. The methodology utilizes teacher blog entries created during 10 month professional development program. Using constant comparative method (Lincoln & Guba, 1985), data displays and conceptual memos (Miles & Huberman, 1994) and QDA-miner software, blogs were coded. In addition to blog entries, researchers analyzed teacher portfolios, class assignments, and participation in an effort to study the impact of this program on teacher development. Protocols include university institutional review board approval, participant consents, and freedom to withdraw at any time. Three overarch

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ing themes emerged including Reconceptualizing the Status Quo, Pedagogical Intentionality, and Shared Power and Control with children. Taken for granted practices, rules, and rituals were challenged by teachers based on a renewed image of the child as competent and worthy of sharing control over the development of learning experiences. This study outlines the importance of providing in situ professional development opportunities for teachers and using every day teaching experiences for documentation and study. This finding is particularly important as educational systems strive to professionalize the early care and education workforce.

**Keywords:** professional development; teacher licensure; preschool

### *Changes in undergraduate students orientation toward cultural differences*

ELIZABETH SANDELL (1) AND ELIZABETH LEBRUN (2) | (1) Minnesota State University, United States, (2) Kindergarten teacher

This study examined changes in the intercultural competency of undergraduate students. The research question was: What changes occur in undergraduate students' cultural competency after participating in an intentional, multicultural relations experience? Using the Intercultural Development Inventory (IDI), researchers measured students intercultural competency before and after the course. According to the baseline assessments, most of the undergraduates began the semesters in cultural orientations of Denial, Polarization, and Minimization. Statistical analysis showed no significant difference between the means when comparing the Developmental Orientation of the pre-instruction group and the post-instruction group for students in the course during Fall 2010 and Spring 2011. However, students in the course during Fall 2011 (with curriculum revisions) had statistically significant higher post-instruction mean Developmental Orientation scores than pre-instruction mean scores. Theoretical Framework: Bennett, M. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10, 179 – 195. The Intercultural Development Inventory was the main tool used to measure the goal of the study (Hammer and Bennett, 1998 and 2001). This measured cultural competency and cultural disengagement. The research has been approved by the MSU, Mankato Institutional Review Board for research with human subjects (IRB log # 5691.). All participants are older than 18 years of age. Confidentiality will be protected by grouping the data as it is collected and by combining data so that it is described in grouped data, rather than by individual. Investigators will keep names of specific subjects confidential. The instructional revisions appear to have helped students improve their Developmental Orientation scores. Student participation in intentional and intensive cultural relationships, with reflection, has an impact on student cultural competency.

**Keywords:** cultural competency; intercultural development; multicultural awareness

### *Processes for supporting professional development through a university-school network partnership*

SOFIA AVGITIDOU | University of Western Macedonia, Greece

This study aims to explicate the processes and results of an ongoing university-school network partnership, regarding the enhancement of peer acceptance in ECE settings. Research has shown that professional development is effective when professional learning is accommodated to the needs of schools and practitioners, increases teacher's autonomy and ensures their active participation. How-

ever, when universities co-operate with practitioners for their professional development a tension between scientific and practical knowledge may occur as practice has to be validated through educational theory and research. This research is based upon a description of the different instruments and processes used to enhance professional development and the results of this partnership as seen by practitioners themselves, children and parents through interviews and questionnaires. Fifteen practitioners and one university teacher participated in a collaborative action research project. The process of professional development included different phases of reflection, in-service education, planning, collective reflection, action and evaluation. Instruments employed both research methods used by practitioners such as sociometric techniques and interviews with children, enhancing practitioners' documented decision making processes. This was a joint, collaborative attempt to improve educational practice. Anonymity and consent was ensured for all those involved in the action research project, practitioners and children. The study is still in progress but tentative results show that there are different factors affecting the effectiveness of their professional development such as a climate of trust and care among participants, practitioners' understanding of the problem and their personal responsibility, systematic and continuous communication and support, willingness to try out new ideas and strategies e.t.c. Results are discussed regarding support of educational change and professional development in ECE.

**Keywords:** professional development; educational action research; early childhood education

## B24 TRANSITIONS FROM PRESCHOOL TO SCHOOL - LEARNING JOURNEYS

Self-organised symposium

**CHAIR:** ANDERS GARPELIN | Mälardalen University, Sweden

There is an ongoing debate about the impact early childhood education, particularly the pedagogical content and its organization, have on children's school career from a longitudinal perspective. In countries with later school start, often there is a top down pressure on pedagogies for the youngest, based on limited research evidence, that an earlier start is effective in terms of international comparisons of outcome, and focus on earlier attention to literacy and numeracy. In this symposium, transitions from preschool to school will be focussed with reference to the importance transitions and learning environments in different school forms have on children's learning journeys. Descriptions and preliminary results from ongoing research projects in New Zealand and Sweden will be presented. They share research approach, research questions and design. This comparative research might contribute to new knowledge with impact for practice, about transitions to deepen our understanding Children's Learning Journ.

*Rurea, taitea, kia toitū, ko taikaka anake – Strip away the bark, expose the heartwood, get to the heart of the matter: Examining pedagogical approaches and children's learning journeys*

SALLY PETERS AND VANESSA PAKI | University of Waikato, New Zealand

This paper focuses on pedagogical approaches for early years learning. It draws on data from a three-year project that is designed to examine what 'successful' transitions (within and across early childhood and school settings) might look like from different stakeholder perspectives. The project also seeks to provide robust evidence of the longer-term impact of strategies designed to support transitions. The theoretical approach is framed largely around consideration proximal processes (Bron

fenbrenner & Morris, 1997). Although not a Kaupapa M ori research project, we consider carefully the principles of Kaupapa M ori research as described by Bishop (1996, 1997) in each step of our planning to explore the transformative possibilities applicable to the research project. Our interpretive paradigm leads us to try and understand the subjective world of human experience. Data for this paper draws on observations, surveys and interviews with a range of participants. Ethical issues of particular interest are the involvement of teacher researchers who are working in partnership with university researchers to examine their own practice and the fact that under the terms of the funding the partner research sites are named. The challenges with regard to maintaining confidentiality and anonymity for participants will be discussed. The findings consider how the different perspectives compliment and challenge one another. We also look at how the pedagogical approaches that shape the learning experiences for children interact with the children's backgrounds and characteristics to lead their learning journeys along particular pathways. As we strip away the bark to get to the heart of children's learning journeys we reflect on the implications from the New Zealand early childhood curriculum, Te Wh riki (Ministry of Education, 1996), for weaving effective and inclusive transition practices.

**Keywords:** transitions; pedagogy; learning journeys

### *Understanding children's learning journeys from preschool into school, a Swedish context – Design, theory and ethics*

KENNETH EKSTRÖM (1), GUNILLA SANDBERG (2) AND ANDERS GARPELIN (2) | (1) Umeå University, Sweden, (2) Mälardalen University, Sweden

The research project aim is to deepen our understanding of children's learning journeys from preschool into school, recognising their diverse abilities and experiences, and to examine the long term implications of educational practices across the transitions for children's learning and participation. An interpretive approach is applied, using a relational perspective, activity theory and the concepts borderland, learning journeys and rites of passage. The design includes ethnographic studies: a case study following 7 preschool units/preschool-classes into their first school-year; interviews with 24 teachers in preschool, preschool-class and year, a total of 72 and 24 principals; 5 group interviews with 6 mixed teacher groups; and learning journey interviews with 16 children and their parents. Special ethical issues related to informed consent, protection and interactions in studies involving younger children, but also doing research with families which are dependent on the school forms studied, will be discussed. We will report and discuss this in connection with what we have met in our research. In a pilot study, the crucial question was why some children do not obtain the goals of the national curriculum in grade three, despite the massive resources invested. The analysis put forward some problems about school start and the preschool-class, implicating the need for more comparative and longitudinal studies of learning journeys of children with their diverse abilities and experiences and what the educational practices and the transitions mean for children's learning and participation. A longitudinal study to improve educational practices across the transitions for children's learning and participation

**Keywords:** transitions; ethics; learning journeys

## *Understanding children's learning journeys from preschool into school, a Swedish context – Focus on numeracy and participation*

PERNILLA KALLBERG AND FIA SERRANDER | Mälardalen University, Sweden

Based on the research project, Borderlands, Bridges and Rites of Passage – Understanding Children's Learning Journeys from Preschool into School, at the conference, the key question scrutinized will be how to deepen the understanding of what characterizes the educational settings in the cases with reference to numeracy and participation. In the research project, an interpretive approach (Erickson, 1986) is applied, using a relational perspective (Garpelin, 1997) and the concepts borderland (Peters, 2010), learning journeys (Peters, 2010) and rites of passage (van Gennep, 1960). Data have been gathered in two different municipalities, in four different schools by participant observation and interviews with both teacher and children, following the groups of children from preschool-class into school. The research has been conducted in the preschool-classes from March until May 2011 and in first-year school classes from August until November 2011. Participation is pinpointed as one of the most underlying aspects for learning and meaningful education. In our study, different conditions experienced in the two schools seem to form various opportunities for participation, something that will be elaborated and discussed in this presentation, in relation to learning opportunities and learning journeys. In mathematics education research, consensus has been established around five competences required to gain mathematical knowledge and understanding, and the Swedish curriculum emphasizes that children, are given opportunities to develop such competences. In our research we try to understand: What characterizes the educational settings regarding the numeracy children encounter. At the conference, we will present some outcomes that can be identified in the initial analyses of the data collected with respect to these focuses.

**Keywords:** learning journeys; numeracy; participation

## **B25 RIGHTS AND RISKS IN CONTINUING PROFESSIONAL DEVELOPMENT SYSTEMS: EUROPEAN DIVERSITY AND THE EARLY YEARS WORKFORCE**

Self-organised symposium

**CHAIR:** PAMELA OBERHUEMER | Independent Early Years Consultant, Munich, Germany

Despite the growing literature with a cross-national perspective on issues of professionalization and professionalism (Oberhuemer/Schreyer/Neuman, 2010; Miller/Dalli/Urban, 2011; Urban/Vandebroek/Peeters/Lazzari/van Laere, 2011), there has been little systematic analysis of country-specific provision for the continuing professional development (CPD) of the early years workforce. The symposium presents findings from a six-country study within the framework of a large-scale initiative in Germany which is currently examining the structures, content and quality of CPD in the early childhood sector. The nation-wide initiative (WiFF - Weiterbildungsinitiative Frühpädagogische Fachkräfte) is funded by the German Federal Ministry of Education and Research and the ESF, supported by the Robert Bosch Foundation and co-ordinated by the Deutsches Jugendinstitut. Two country case studies will be presented, one from northern Europe (Sweden) and one from southern Europe (Italy), followed by a cross-national analysis of similarities, differences and critical issues in CPD systems in Denmark, England, Hungary, Italy, Slovenia and Sweden.

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## *Continuing professional development (CPD) in a context of reform-driven ECEC strategies: The case of Sweden*

MAELIS KARLSSON LOHMANDER | University of Gothenburg, Sweden

The aim of this study was to explore and critically analyse continuing professional development for the early years workforce in Sweden within the context of current reforms with implications for both initial and continuing education. These include a revised curriculum for pre-school and a new teacher education. Informed by critical education frameworks the analysis will be conducted in line with the education policy research of Stephan J. Ball as originally laid down in 1990. In this approach three primary policy contexts are identified. These are the context of influence; the context of policy text production; and the context of practice. The present investigation focuses on aspects of professionalism such as access to and relevance of continuing education for practitioners working in the ECEC sector and, as does Ball (1990) it puts emphasis on the mediated character and complex determinations of the policy process from formation to practice. Drawing on research and national, regional and local policy documents, the case study used a critical documentary analysis approach. Overall the Swedish Ethical Guidelines for Educational Research were taken into account. However, given the reliance on publicly available research and policy documents, there were no particular ethical issues to adhere to other than a rigorous and careful selection of sources. In Sweden there is no national strategy or framework for CPD, but CPD is offered on a large scale by a number of different providers at the national, regional and local level. However, factors such as the shortage of substitute staff to replace practitioners undergoing CPD, lack of funding and lack of formal recognition of professional learning activities jeopardize early childhood educators' rights to CPD. The findings of this study identify "critical issues" which need to be taken into account in order to minimize risks and safeguard rights to CPD for the early years workforce and a high and even quality of ECEC across Sweden.

**Keywords:** continuing professional development; early childhood educators; swedish case study

## *Sustaining professional development within ECEC institutions in Italy: critical issues in contemporary times*

ARIANNA LAZZARI | University of Bologna, Italy

This country case study explores the structure, content and quality of CPD provision in the ECEC sector in Italy, with the aim of gaining a deeper understanding of the key features and processes that have been shaping approaches to professionalization in the early childhood system. The case study is theorized within an education and social policy framework in the Italian research context, allowing a critical interpretation of documentary sources from a pedagogical perspective (Saunders, 2007; Hjort, 1997). Besides document analysis, data drawing on interviews with local/regional experts were used to identify current debates, trends, issues and challenges faced by CPD in the ECEC field. Key informants were notified about the aims of the study and gave their consent for the interview transcripts to be used. The findings highlight current threats to innovative CPD approaches, most notably those which have been developed within local settings in a context of stable investment by the municipal administrations, but also, to a lesser extent, those promoted as nation-wide experimental programmes within the state system. However, the lack of an overall national policy framework regulating CPD provision across the different segments of the ECEC sector has contributed to considerable disparities in practitioners' access to 'lifelong learning' opportunities. In this context the development of supportive and effective strategies for practitioners' professionalization calls for the elaboration of a coherent policy framework at national level and the coordination of CPD initiatives at local level.

Finally, given the progressive financial constraints, strengthening the systemic conditions which foster practitioners' professional growth within ECEC institutions is a critical issue.

**Keywords:** continuing professional development; early years workforce; Italy

### *Rights and risks in ECEC continuing professional development systems: cross-national perspectives*

PAMELA OBERHUEMER | Independent Early Years Consultant, Munich, Germany

In the context of a nation-wide initiative in Germany (WiFF), the research aimed to examine CPD strategies in six countries with differing early childhood systems: Denmark, England, Hungary, Italy, Slovenia and Sweden. Located within a critical-comparative education and social policy framework with a focus on professionalization issues in early childhood systems, the study attempts to pinpoint systemic features which may disadvantage the early childhood workforce and threaten quality. A country case study approach was adopted. An expert from each country responded to a semi-structured questionnaire, generating a report based on country-specific research evidence, national/regional documentary sources and evaluative assessments. Six national CPD-profiles were compiled by the principal investigator, together with a cross-national analysis led by ten research themes. Country-specific ethical considerations varied according to the utilized sources. The cross-national analysis drew on expert reports and publicly available research and policy documents. The country experts were consulted throughout. Cross-national analysis highlights diversity relating to: understandings of CPD; regulatory frameworks; main forms; CPD providers; practitioner rights and obligations; access and leave opportunities; current 'hot topics'; CPD and career progression; research and monitoring; qualification frameworks. Not all practitioners - both within and across countries - have equal rights to participate in non-formal and formal professional learning activities. Current risks which may compromise overall quality include significant funding cuts, lack of coherence across CPD systems, and lack of research, monitoring and evaluation. Policy implications include the need for a coherent, equitable and systemic approach towards supporting professional development activities across the early childhood workforce.

**Keywords:** continuing professional development; early years workforce; cross-national analysis

## B26 WORKFORCE DEVELOPMENT 2

Individual Paper

CHAIR: SABINE HEBENSTREIT | Pestalozzi-Fröbel-Haus, Germany

### *Empowerment and agency: The role of early childhood educators and the implications for workforce development*

LYNN ANG | University of East London, England

The research discusses the complex role of early years practitioners, and the current issues and challenges facing the workforce. Drawing on two contrasting national studies undertaken in England and the Asia-Pacific region, this paper provides a critical review of early childhood educators' perceptions of their roles and the implications on the wider workforce. This paper draws on socio-cultural theoretical constructions of the role of the early years professional. It adopts a critical perspective about current neo-liberal ideas on the privatisation of the early years sector where early years services and

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workers alike are perceived as paid entities of a market system that have been ‘bought and brought in’ to deliver care and education services. The research adopts a qualitative methodology. The research methods include a two-staged process: an electronic questionnaire and follow-up interviews with a selection of the sample population. Ethics was approved by an institutional Ethics Committee. All participants were guaranteed anonymity and confidentiality, with informed consent. The findings raise three issues: 1. Low pay and pay differentials 2. professional status 3. agency of professionals. The research reveals that workforce reform is crucial to improving the sustainability of services for children, but that training and qualifications alone are insufficient in meeting the needs of early years professionals. Rather, levels of pay, status, and societal recognition of the early childhood profession are arguably, the overriding factors that influence practitioners’ perceptions of their role and practice. This paper critically discusses the tensions and challenges that participants face, and their implications for new policy reform and development for the workforce as a whole.

**Keywords:** early years workforce; early years professional; workforce development

### *Day care project: (a) pedagogical work proposal in the higher education system*

SÓNIA CORREIA, ISABEL DIAS AND ÂNGELA QUARESMA | Instituto Politécnico de Leiria, Portugal

In this essay, we propose to present the pedagogical work dynamic developed in the scope of the Day Care Project which was initiated in the school year of 2008/2009 in Politechnical Institute of Leiria. The need to reflect on the pedagogical process of the educator with children up to 3 years of age lead to the gathering of this group of people with a distinct training/work experience (childhood educators, higher education system teachers and a fellowship investigator). We used a qualitative methodology, based on a descriptive analysis approach. We applied for authorization to the project participants (participation consented), ensuring the confidentiality of data. The team meets on a monthly basis to share ideas, experiences, doubts... to reflect on the challenges posed to educators in the early 21st century and, together, shed light on educational action forms. In each meeting are discussed subjects suggested by the educators, each having an active saying in the dynamic and construction of reflexive partnerships. Promoting collaborative work between all members, each team element contributes to the project development by doing written individual reflections after each monthly meeting, sharing ideas about work proposals to accomplish, pedagogical material, educational experiences, etc. Beyond this sharing dimension and action reflection, the Day Care Project thrives to promote investigation, meeting in this school year, every two months to study the planning and the assessment by portfolio in day care setting and the teacher’s professional development. Assessing the four years of existence of this project, we defend a pedagogical work methodology based on the collaborating and reflection on action as one of the pillars of teacher’s well-being and professional development.

**Keywords:** childhood education; continuous training; professional development

## *The long and winding road: Pathways from new curriculum to new practice*

KAYE COLMER | Macquarie University, Australia

Numerous professional development strategies are available for early childhood educators to implement the national Early Years Learning Framework (EYLF) in Australia. The challenge for early childhood directors is how to utilise these strategies to stimulate professional learning within their centres to improve practice. This is particularly evident in infant programs, which have traditionally prioritised routines and safety before children's learning. This research study is focused on understanding the connection between leadership and professional learning during curriculum change. Data analysis incorporated grounded theory approaches alongside consideration of distributed leadership research and theory. This paper reports on data collected from two focus groups of directors who were asked how curriculum change for EYLF occurred in their centres and what processes contributed to professional learning. Focus group data was collected from 12 early childhood directors who responded voluntarily to invitations to participate in the research. All directors have signed research consent forms required under ethics approval from Macquarie University Human Research Ethics Committee: Approval No. 5201100268D. Anonymity of individuals is protected. There is no data relating to parents or children. Although directors recognised the value of collaborative professional learning, in practice, this type of learning was intermittent. Approaches predominantly involved external workshops or in-centre sessions with limited opportunities for educators to engage collaboratively. Many directors experienced difficulties with creating centre-wide opportunities for staff to participate in critical reflection and professional dialogue to process new information to support curriculum change. Directors understood their overall role as leaders of curriculum change and appreciated the need to engage others, particularly their room/team leaders in supporting professional development and learning. The data reflected an understanding that distributed leadership approaches were conducive to supporting collaborative learning within centres. Strategies to support curriculum change need to include consideration of leadership for professional learning and a systematic centre-wide plan that includes all educators.

**Keywords:** professional learning; leadership; curriculum change

### B27 WORFORCE DEVELOPMENT – PROFESSIONAL IDENTITIES

Individual Paper

CHAIR: SO-YOUNG SUNG | Keimyung University, South Korea

## *'Social Cooperatives are not a business.' Writing a Pedagogical Manifesto of ECEC social cooperatives through a participatory research approach*

LUCIA BALDUZZI AND ARIANNA LAZZARI | Alma Mater Studiorum Università di Bologna, Italy

This presentation illustrates the findings of a small-scale qualitative research initiative commissioned by ECEC social cooperatives in Ferrara province (Emilia Romagna, Italy). As the number of nidi run by social cooperatives in this area has dramatically increased, the need for elaborating a shared pedagogical framework (Manifesto Pedagogico) sustaining the quality of ECEC services emerged. The drafting of the Pedagogical Manifesto has been configured as a participatory research project involv

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ing all actors (managers, pedagogical coordinators and practitioners) in a process of reflection on the meanings and purposes of ECEC as well as on the cultural identity of their cooperatives. Specifically, the paper analyses practitioners' contribution to this process as a tool for professional development. The study adopts a systemic approach to professionalism (Dalli, Urban, 2012), conceptualising ECEC as an ethical and political practice (Dahlberg, Moss, 2005). The research was conducted using group interviews - allowing the construction of shared meanings collectively - and written interviews - facilitating individual in-depth reflection - within an action-research paradigm (Barbier, 2007).

Practitioners were informed about the aims of the study and gave their consent for the interview transcripts to be used. The discussion of preliminary findings will critically reflect on the themes emerged: what does it mean to be a social cooperative in the ECEC field, practitioners' and services' professional identity, policy advocacy with local community. Research shows that involving practitioners in pedagogical and political decision-making processes, through collective reflection on their practices, increases their awareness and sense of agency, leading to in-depth professional learning.

**Keywords:** practitioners professionalism; social cooperative identity; Pedagogical Manifesto

### *Profiles of lead early childhood educators: Individual identities and institutional images*

MAURA O'CONNOR AND CATHERINE FURLONG | St. Patrick's College, Dublin 9, Ireland

In Ireland in the past two decades, there has been an unprecedented level of change and development in policy and curriculum as related to early childhood education and care (Mhic Mhathúna and Taylor, 2012): • A universal preschool year (2010) • A curriculum framework for children from birth to six years (Aistear, 2009), National Quality Framework for Early Childhood Education (2006) • The establishment of the Department for Children (2011). In contrast with these sustained efforts to shed light on particularly important 'corners' of early childhood education and care, preschool educators themselves, who they are, what they stand for, and what the dominant influences have been and continue to be on their professional identities continues to be something of a secret garden. This research set out to alter this situation by presenting some initial evidence on the critical biographical and contextual influences that impinged on the ongoing identity construction of preschool educators. The theoretical framework focuses on the significance of learning trajectories and shaping influences on identity construction, drawing particularly on the work of Bourdieu (habitus) and Wenger (communities of practice). Data was generated through in-depth, semi-structured open-ended interviews with six lead preschool educators within different institution, broadly representative of the system as a whole. These interviews were taped, transcribed, and analysed in an inductive manner using the constant comparative method. Anonymity of participants protected through the use of pseudonyms. Main findings: No clear career trajectory; similar lay theories and apprenticeship of observation; different levels of education. Implications consider a need for reform.

**Keywords:** early childhood educator identities; institutional images; identity formation

*Why do Japanese early childhood teachers not intervene for young children even though they have the educational intention? - Theory and practice of Japanese Mimamoru Approach*

FUMINORI NAKATSUBO (1) AND HARUTOMO UEDA (2) | (1) Hiroshima University, Japan, (2) Nagoya City University, Japan

The purpose of this study is to clarify the understanding of professionalism in ECEC and explain how important issues in Japan differ from those in Europe and the U.S. In recent years, professionalism in ECEC in Europe and the U.S. has taken on greater significance as a field of study. Although we argue about ECEC professionalism in Japan, the roles of ECEC teachers are slightly different from those in Europe and the U.S. For example, Lewis (1995) pointed out that the Japanese ECEC teacher has some educational intention, even if he/she does not lead or intervene for young children. This is called the “Mimamoru Approach”, and it is an important education and care role of ECEC teachers. Tobin 2009 pointed out that the Japanese “Mimamoru Approach” is not easy to practice; it is not the passive absence of action but a strategic deployment of non-action. An examination of the “Mimamoru Approach,”; demonstrating that Japanese ECEC teachers’ professionalism is based on concrete events in Japanese preschool life, and an examination of why the “Mimamoru Approach” is an important indicator of professionalism in ECEC in Japan. Based on the method of “multi-vocal visual ethnography” suggested by Tobin (1989), the current study used a video as a stimulus communicator to promote teachers’ narratives. A total of 3 early childhood teachers participated in this study. They watch the video about 5 minutes (Day Care in Kyoto Japan), and share comments and thoughts the video freely with each other after the viewings. The participants agreed with this study through our informed consent form. We considered the confidentiality and preservation of anonymity of the participants. “Mimamoru Approach” as the Japanese teachers’ professionalism is non-interventional involvement. An important aspect of this professionalism is to be involvement in children for sure without intervening them. “Mimamoru Approach” is the Japanese teachers’ professionalism to give a chance to children to development their competence to solve the problem by themselves. **Keywords:** teachers’ professionalism; Japanese early childhood education and care; mimamoru approach

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C1 TODDLERS EVERYDAY LIFE IN SCANDINAVIAN PRESCHOOLS - CARE, PLAY AND DEVELOPMENT

Self-organised symposium

CHAIR: OLE HENRIK HANSEN | Aarhus University, Denmark

Three presentations about the toddlers life in preschool in Denmark and Norway, with a special focus on play, group size and physical the environment in the preschool.

*Small seems to be better*

OLE HENRIL HANSEN | Aarhus University, Denmark

This presentation seeks to identify the relation between group sizes in the Danish crèche, and the character of the interactions between the pedagogues and the children. The study underlines the importance of the pedagogue's ability to interact as engaged and emphatic caregivers. To accomplish this, the presentation integrates postmodern psychological theory and recent developments in educational research (Stern 2004; Tomasello, 2009). Paradigm and methods: mixed method. The first method used in the study involve structured field observations with more than 8000 registrations, and the second method used, is a cross sectional survey conducted in Denmark in 2011. Ethical consideration given in respect of consent, confidentiality, reflection, together with empowerment and ownership in participation. There are seen a major difference in the quantity of interaction time between adults and children, in children groups with different numbers of children. Besides there are more shifts in dialogue in small children group. It is a presumption that the child's development is a consequence of social, emotional and cognitive stimulation. To outline that, it is vital to emphasize the influence that the age span and functional levels and numbers of children in the basic groups cause on educational practice in the crèche, e.g., the effect of meaningful interaction.

**Keywords:** toddler; interaction; group size

*How to ensure trust and thrive for the 0-3 year olds when building big day-care institutions?*

DITTE WINTHER-LINDQVIST | Aarhus University, Denmark

The research aims to support and sustain good play environments in huge day-care institutions, by creating optimal spaces and qualify practitioners to work with children's play (identify different forms of play - encourage make-believe and fantasy play) and to determine the impact of changing the physical environment on children's play. A co-constructionist, cultural historical, dialectical and dialogical framework - with inspiration both from Jaan Valsiner, K. Hundeide, and I. Schousboe's concepts and theories. Paradigm and methods: mixed methods design. First a practice research process of interdisciplinary co-operation on creating a new standard for the built environment and interior and outside design - second qualitative inquiry into practice traditions and development and finally various quantitative tests on child development and the physical environment in the target and control institutions. We follow ethical guidelines for research with children as described by the Danish council for children, which involves informing parents about the study, its purposes and how the

children are involved and then receiving written permission from the parents. The children's informed consent is processually negotiated and evaluated by the researchers present in observations and on the spot interviews. Main findings: a substantial critique of the current/present way of building for and organising the everyday life around toddlers in crèche and the suggestion of a new multidisciplinary model. New day-care institutions are being built all the time in DK and in the rest of Europe. To establish a strong cooperation between architects, designers, practitioners and researchers is ensuring a higher quality of the physical environment - arguing that the physical dimension should be wholly integrated with the pedagogical aims and practices.

**Keywords:** toddler; physical environment; play

### *Adults' role in self chosen and child-managed play in early childhood education and care - some dilemmas*

ANNE GREVE | Oslo and Akershus University College of Applied Sciences, Norway

This presentation is based on qualitative data (video observations) from studies of small children's play (1-2 years old) in Norwegian early childhood education and care (crèche). The presentation focuses on how adults in the institutions affect the play. Self-chosen and child-managed play is as a specific form of activity in children's life-worlds, and the paper supports Gadamer's description of the concept of play in his book Truth and Method. The children experience play through their spontaneous behaviour. Without being a thought-out object, play has a self-driven character and is oriented toward autotelic values. The study shows that much of the play in the institutions is self-chosen and child-managed. This does not mean that preschool teachers, assistants and other adults do not affect the activity. How they play their roles, however, may have different consequences. Empathy and close involvement in the children's play seems to be important in order to grasp the meaning of the situation; It involves going into the play in close interaction with the playing children. Adult involvement in children's play, however, seems to be a careful balancing act between being present and see the children, and to invade the children's lives. The paper will critically discuss some of the dilemmas that might occur regarding this issue.

**Keywords:** play, teachers' involvement, relations

## C2 CHILDREN'S NARRATIVES

Individual Paper

CHAIR: SUE ROBSON | University of Roehampton, England

### *Recognizing children's narrative: Between paradigmatic thought and face to face action*

TRUDE HOEL | University of Stavanger, Norway

I will discuss the tension between my investigations of 6-7 years old children's language use in story telling activities and the Frog Story research tradition as a thought regime or a paradigm. The narrative theory governing the Frog Story tradition is a strict regime for how to analyze children's narratives, and in the sense "exemplary model" it serves as a paradigm. In my research I find it essential to use different ways to study and describe children's linguistic and narrative competence. In this study the children's oral narratives are based on the wordless picture book Frog, where are you? (Mayers, 1969) which has been used in several studies inspired by the Frog Story research tradition (Slobin &

Berman, 1994a; Verhoeven & Strömqvist, 2004). According to this tradition it is possible to assess children's narrative achievements by studying the ways in which they either follow or ignore some set rules in their narratives. The children's parents have consented in their children's participation, and the children can withdraw from the study at any time. In order to preserve anonymity for the participants, the narratives have been coded. In my analysis of the children's narratives I've come upon a range of examples where the narrative indicates a narrator holding certain skills and at the same time ignoring traditional rules for narratives. There is a need for new perspectives in the research of children's linguistic and narrative competences.

**Keywords:** narrative theory; children's linguistic; narrative competence

### *The relationship between responsibility for children's choice of activity and their perspectives on their thinking and learning*

SUE ROBSON | University of Roehampton, England

The new Statutory Framework for the Early Years Foundation Stage in England (Department for Education 2012) advocates 'a mix of adult-led and child-initiated activity' (DfE 2012: 6), with a shift towards more adult-directed learning as children move towards the end of the Foundation Stage. This research considers the perspectives of young children in the final year of the Foundation Stage, with the aim of eliciting their views on their thinking and learning in child-initiated and adult-led activities, and examining the relationship between children's opportunities for self-direction and their expressions about their thinking and learning. The project takes a social constructivist perspective, in particular Vygotskian ideas about language as a key psychological tool (Vygotsky, 1986). For-man's (1999) identification of the video camera as a 'tool of the mind' is used as a key construct with regard to use of video-stimulated reflective dialogue (VSRD). 29 children in an English Reception class (aged 4-5 years) were video recorded engaged in child-initiated and adult-led activities. Excerpts from these were used as the basis for reflection between child and researcher, in VSRD. Ethical implications are considerable. BERA (2011) guidelines were followed. In addition, the approach to children as participants in research is informed by Christensen and James (2008) amongst others. 59 VSRDs were recorded (30 child-initiated and 29 adult-directed activities). Preliminary findings will be presented, including children's expressions of knowledge about their own thinking and learning, attitudes and emotional responses to activities, and how these differed dependent upon whether activities were child- or adult-initiated. The implications for practice focus on two aspects. The first looks at how practitioners can support young children's thinking, and the second aspect concerns the value of children's perspectives in deepening practitioners' understanding, and enhancing their practice.

**Keywords:** child/adult-initiated; children's perspectives; learning

### *Learning cultures in kindergarten: Discourses on care and economy*

ANITA BERGE | University of Stavanger, Norway

This paper examines discourses related to the Norwegian kindergarten policy, and the learning cultures in kindergarten manifested through practices in kindergarten. A central question is: what kinds of practises do emerge when purposes and expectations to the learning culture in kindergarten are expressed in everyday life? Policy documents can be understood as discourses, constructed and presented in texts, and other public forms. Discourses do not only represent the world as it is they are also projective imaginaries, representing possible worlds tied in to projects to change the world in particular directions. The framework for analyzing discourses is built on Critical Discourse Analysis

(CDA). In this analytic model there are three levels of analysis: The texts, the production and consumption of the texts and the social practices, such as institutional routines and material activities, beliefs, values and desires in the kindergarten. Data is based on national policy document and other texts related to the Norwegian kindergarten, and 18 weeks of fieldwork in a Norwegian kindergarten. The fieldwork was grounded in ethnographic methods and based on observations, conversations and interviews with the staff. Participation was based on voluntary informed consent, and the participants were able to withdraw from the project at any time. The individual quotations were made anonymous, and confidentiality and safe storage of materials was ensured. The preliminary analysis indicates pattern of some main discourses in the data; Discourses of care and learning and discourses of cost –benefit, economy and socioeconomical perspectives. This might challenge the traditionally kindergarten practice.

**Keywords:** learning culture; policy; discourses

### C3 CHILDREN'S PERSPECTIVES ABOUT SCHOOL 1

Individual Paper

**CHAIR:** EUNICE LUMSDEN | University of Northampton, England

#### *Participation as empowerment: The child's right to participation in early childhood education*

ELENI LOIZOU | University of Cyprus, Cyprus

This study aims to consider the children's right to participation within early childhood (EC) settings as a form of empowerment. Considering Foucault's perspective, power allows both members of the dyad to be agents of their experience and not to be participants of a hierarchy where the stronger dominates the weaker (Foucault, 1979). Is that how children and teachers see the issue of participation? Is there agency involved in setting the rules within a classroom? How is the data related to Shier's (2001) model of children's participation? The data was collected through interviews with fifty-five children and EC teachers following a flexible framework of questions (e.g. are there any rules in your classroom? how do you promote children's rights). Children and teachers were provided with the opportunity to participate or not and data was collected in a conversational rather an official interview manner. The results suggest that there is a sense of empowerment and disempowerment within EC settings. Some children suggest that there are specific rules set by their teacher and they follow them because they do not want their teacher to be angry. On the teachers' perspective they suggest that they enhance children's participation by giving them the opportunity to express their thoughts during circle time or by choosing a centre to play. Through this study the attempt is to consider participation in EC as children's empowerment as a potential framework which involves giving children the space and time to choose, decide, act and have the right to deny.

**Keywords:** participation; empowerment; rules

#### *Bullying in early educational settings*

LAURA KIRVES AND NINA SAJANIEMI | University of Helsinki, Finland

The aim of this research was to study the prevalence of bullying in early educational settings in Finnish kindergartens. In addition, the study investigated whether bullying in kindergartens differs from school bullying and what forms bullying takes among under-school-age children and what kinds of organizational practices are related to bullying. The theoretical framework of my study is based on

research about school bullying (e.g. Olweus, 1993, 2006; Salmivalli, 1998, 2003, 2004, 2010; Pikas, 1987). Olweus definition on bullying is commonly used when studying school bullying. One of the aims of my study was to find out if school bullying can be prevented before school age, so it was justified to use the same definition. Two kinds of data were collected for the study: data from a survey of day care staff in the city of Vantaa (n=770, involving 6910 children) and data from interviews of children, day care staff and parents (n=114). Two kinds of data were collected: the interviews of children and parents and a questionnaire to the kindergarten staff. The research permits were applied for from the bureaus responsible for early childhood education, and the study was carried out in co-operation with municipalities being part of the study. The child and parent interviews were carried out with the written consent of the parents. The children were interviewed on a voluntary basis. The backgrounds of the children were not collected during the interviews. Individual children cannot be identified from the interviews. The identities of the individual children were not revealed in the questionnaire. The results of this study indicate that systematic bullying does occur amongst under-school-age children. The interviews showed that bullying appears to be a rather similar phenomenon to that of school bullying. According to our study, 12.6 % of children (age 3-6 years) in day care were involved in bullying in one way or another. The most common form of bullying was exclusion from peer relationships. Special educational needs explains 18 % of bullying. Bullying has a significant impact on children's learning processes and their well-being in later life. Increasing spending on early education is the most cost-effective way of preventing exclusion and the deepening of social disadvantages.

**Keywords:** bullying; kindergarten; peer relationship

### *The value of children's Story Magican's Play Time (SMPT) method from parents' perspective*

LEENA TURJA, MARJA-LEENA LAAKSO AND PIIA MANNINEN | University of Jyväskylä, Finland

Story Magican's Play Time (SMPT) is developed to study children's viewpoints to social interactions and enhance their participation in early intervention serving children with self-regulation difficulties, and their parents. It is also applied to research childcare in 24/7 society from children's perspective. Video-recorded stories produced by children are watched and discussed with each child's parents to evaluate SMPT-method, complement the information collected with SMPT, and shed light on the child's viewpoints. Importance to listen to children's own perspectives about life and increase their participation concerning their life has various grounds (Sinclair, 2004). The societal commitment for children's participation grounds on the Convention on the Rights of the Child. Participatory processes impact also positively on children's learning and development, and benefit professional and service development. However, participation rights are most likely to be neglected when a child is young or disabled (Lansdown, 2010). Further, little is known about children's participation in family context. SMPT is a vignette-based method where children aged 4–6 years tell and play 'happy ending' stories with a help of pictures representing casual problematic interaction situations. Children are asked for an assent regarding video-recording the stories and watching them by the researchers and the child's parents. Reflections on the watched recordings both recalled familiar features and offered parents new insights on their child's thinking. Parents also found connections between the stories and the child's everyday life. The method was regarded as a valuable way to reach children's viewpoints both at home and in early education and intervention contexts.

**Keywords:** children's perspective; parents' perspective; narrative method

CHAIR: IRENE GUNNING | Early Childhood Ireland, Ireland

### *The State of Play in Irish Neighbourhoods - How children are playing in their localities*

IRENE GUNNING AND MARLENE MCCORMACK | Early Childhood Ireland, Ireland

The main aim of this research is to discover patterns, trends and attitudes towards neighbourhood play for young children. Play is a universal right of all children (UNCRC, Article 31). Despite the benefits of playing locally, research (Hillman et al, 1990; O' Brien, 2000; Tandy, 1999) indicates a decrease over the last thirty years in children's access to the streets and outdoors areas near their homes. This work is based on the premise that all children engage in and benefit from play (Pellegrini and Smith, 1998), that neighbourhood play is a strong force for community cohesion (Greatorex, 2011) and that through neighbourhood play children extend their social networks, build relationships and develop a sense of community (Gleave, 2010). This study adopted a two phase, inductive approach which sought to understand and describe 'the meaning of the lived experiences' (Creswell, 1998, p.51) of neighbourhood play for children and parents. Focus group discussions were conducted with groups of children and questionnaires were issued to a randomised sample of parents. Hearing and respecting the voice of stakeholders was core to this study and Informed consent from both parents and children was obtained in advance. Evidence suggests that there are constraints for neighbourhood play in modern Ireland. It is evident from the research that a substantial proportion of children are missing out on essential benefits that playing outdoors, near their homes can bring. Central government and local authorities must drive and resource policies that promote neighbourhood play and enable parents and children enjoy their community.

**Keywords:** play; neighbourhood

### *Children tell about their play*

ELINA LEHTINEN | Department of Education, University of Jyväskylä, Finland

The aim of this study is to listen, what children aged 3-6, especially children who have got some kind of difficulties in play and social interaction tell about their plays with other children in kindergarten. The paper focuses on what the children tell about the following: what happens in the play situations, what are the roles of the children in those situations and what they think and tell about those things. Play is a key contributor to many aspects of childhood development, including social skills and ability to involve in group activities. Play is seen as a natural part of children's life. However many children find it difficult to play with other children. They can feel themselves outsiders in the child group without a sense of belongingness. The approach is ethnographic. I have spent a lot of time in the child groups. The data have been gathered by observing, taking photos and interviewing the children. The photographs which have been taken during the children's self directed play situations were used as a basis of the interviews, which resemble casual conversations. Children participated in the interview either in pairs or in small groups (2-4 children). When doing research like this it has to be recognized many ethical challenges like unequal power relationship between researcher and children and how to ask children's permission to do research. In this paper preliminary results from children's interviews and also methodological issues will be presented and discussed. Key findings deal with social relationships with many details both in the play situations and interviews.

**Keywords:** social play; listening; group interviews

## *What makes me happy, and what makes me scared? An analyse of drawings by Norwegian and Palestinian children*

TONE SUNDE AND EVA MAAGERØ | Vestfold Universtiy College, Norway

The aims of our research were to explore how children living in different contexts, Palestinian refugee camps in Lebanon, and in Norway conceptualise through drawings what makes them happy and what makes them afraid. Our theoretical framework is social semiotic theory, Halliday's notion of context of situation and context of culture (Halliday 1989), Kress and van Leeuwen's visual analysis (Kress and van Leeuwen 2006), and research especially on children's meaning making through drawings (Hopperstad 2005, 2008). The project is based on 78 drawings collected in the autumn 2010 in two kindergartens in Lebanon and two in Norway. The children (4 – 5 years old) made two drawings each. The following instructions were presented to them: 1. What makes you happy? 2. What makes you afraid? Comments to the drawings were written down by the staff. Each drawing is analysed according to representation, interaction and composition. All drawings are made anonymous by carrying a number, not a name. The numbers refer to the home country of the children. Our research show that children in different contexts have many similarities when they represent the two topics through drawing. The meaning making of colour is one important similarity. We also find, however, differences in the representations, the compositions and in how the drawings interact with the viewers, for example conceptual representation is found more frequently by the Palestinian children, while narrative representation is more frequent by the Norwegian children. The finding indicate that staff should guide children to develop their narrative presentation.

**Keywords:** children's drawings; context of situation and of culture; social semiotics

### C5 EARLY EDUCATION IN ARTS 2

Individual Paper

**CHAIR:** ALINE-WENDY DUNLOP | University of Strathclyde, Scotland

## *Using art museums to enrich visual art education for young children*

LISA TERRENI | Victoria University of Wellington, New Zealand

Visual art education for young children in early childhood settings in New Zealand, and elsewhere, has traditionally focused on the provision and setting up of art materials so that children can develop skills with art and craft (drawing, collage, painting, print-making, and constructing), and become familiar with materials and technology as they create art work. Consequently, the focus of children's visual art education in early childhood settings is mainly on the provision of experiences that enable young children to 'make' art. Existing research literature suggests, however, that opportunities to look at and experience the art of others, and to be able to critique, discuss, and respond to visual art are also an important part of visual art education for young children. My presentation critiques the literature in relation to the use of galleries and art museums to investigate the types of early childhood teacher behaviours that may be needed to work effectively with young children in these institutions. This critique forms part of an on-going action research project investigating how to develop early childhood teacher's own confidence and competence in using art galleries as part of their visual art education programme for young children.

**Keywords:** visual art; aesthetics; children

## *What can early childhood pedagogy with very young children learn from the pedagogies of arts related performance experiences?*

ALINE-WENDY DUNLOP | University of Strathclyde, Scotland

Starcatchers is an innovative Scottish arts related performance approach that focuses on very young children from 0-4 years old. Each of four artists worked in a nominated theatre venue and with early childhood practitioners and parents in the surrounding communities over the period of a year to consider both pedagogical and performance processes and how these led to performance products. The research is underpinned by a theoretical framework that draws from early childhood learning and development including a focus on intuition and imagination leading to creative acts of meaning (Bruner, 1996), Dewey's (1934) seminal ideas on creativity and experience as doing and undergoing, Vygotsky's (1978) work on socio-cultural influences in learning and positioning theory which allows us to consider how people are placed by time, circumstance and the attitude of others. The artists involved early childhood settings: this paper explores the relationship between the artists arts related performance development work in early childhood settings and shifts towards more creative practices amongst the early childhood community. Evidence is drawn from a rich data set generated through a mixed methods design including artists' blogs, parental and educator questionnaires and a rich vein of observations, photographs, video and field notes. Atmosphere, aesthetic, process, audience engagement, children's involvement, the environments and the props created and the properties or affordances that emerge (Vygotsky, 1989) became both the artists' tools and opportunities for the researchers. A team of researchers were matched to the artists and supported them in an action research approach to make these processes visible, with full University ethical approval. The project also sought to heighten awareness of the potential of the arts and found that the experience of children was multi-factorial creating the possibility to foster emotional, social and cognitive development through social cultural processes. The paper considers how such experiences in companionship with a parent or carer in a given culture can inform early childhood practitioners' pedagogies.

**Keywords:** pedagogy; arts; culture and identity

## *Early childhood education and care (ECEC) and school of music and performing arts – Competence development through interactions*

MORTEN SAETHER | Queen Maud University College of Early Childhood Education, Norway

This presentation is based on results from an ongoing study about art and cultural competence in early childhood education and care (ECEC). During three years, five Schools of music and Performance arts and eight ECEC institutions collaborated in project groups to develop and extend their knowledge within art (music) and cultural mediation in ECEC. The research question is: What competences do the cultural school teacher and the ECEC teacher possess on children and arts, and what can they learn from each other? This study builds on theories within research on professions generally and the professions of ECEC teachers and art teachers particularly. The concept of cultural professions has been developed in the Nordic countries, and is related to the concepts of knowledge, identity and power. The theoretical frame is based on Goodsen and Hargreaves (1996). The results are based four video recorded group interviews and eight individual interviews of leaders. The interviews were open ended conversations based on a social constructivist approach, where the dialogue and interaction between the participants is a central part of the data material. The study complies with the requirements of the Norwegian Social Science data services, and all data is depersonalized. The materials of transcriptions and the analyses of interviews among teachers and leaders in Preschools and Schools of music and performing arts is been anonymized. Both professions have difficulties expressing their

special competence within arts and cultural mediation in ECEC. The cultural school teacher refers to extensive arts skills, while the ECEC teacher refers to a broad competence on children. Competence development is most successful when they cooperate in practical activities with children. The results will be useful in the development of ECEC education and cultural school teacher education.

Keywords: teacher practice; children's arts; cultural professions

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SYMPOSIA

## C6 EARLY EDUCATION FOR DIVERSITY 1

Individual Paper

**CHAIR:** MARGARET WHALLEY | Pen Green Research, Development and Training Base and Leadership Centre, England

### *Teaching to Early Childhood Education students innovative educational approaches: A case study that promotes Intercultural Education within early years classrooms*

NEKTARIA PALAIOLOGOU, STAMATIS GARGALIANOS AND IOANNA PALAIOLOGOU |  
School of Education, University of Western Macedonia, Greece

The general aim was to teach this group of students/future early childhood education teachers innovative educational approaches in order to promote diversity, multicultural similarities and differences amongst their pupils and make them sensitive from their early years towards antiracist and equality issues. Students were divided in 5 different sub-groups, every group selecting one children's literature book, with basic theme "Multicultural diversity". Diversity characterizes modern multicultural classes, even early childhood education/pre-primary schools. An important issue in teachers' education is to teach them innovative ways in order to support pupils coming from different countries, pupils that do not speak the school's language, minorities and pupils with a different socio-cultural background. Indicative references include: Johnston and Johnson (2002); Jolly (2007); OECD (2001); Tabors and Snow (1994). At the School of Education of the University of Western Macedonia, a case study took place during the academic year 2011-2012, to a group of early childhood education students, during the co-teaching of modules "Critical Pedagogy and Intercultural Education" and "Theatre Education". In this paper, the development and results of this case study will be presented, focusing on the theatrical intercultural play. Ethical considerations are under control since the anonymity of students/future early childhood teachers who participated is guaranteed. The same is the case for small pupils to whom the activities were presented, upon agreement with the Principal of the Early Childhood Education school and parents' permit. Creative ideas and innovative approaches were implemented by teachers. Social, kinesthetic and cultural aims were transmitted to small pupils. This case-study that promotes diversity through innovative pedagogical approaches could be an example to other early childhood settings.

Keywords: multicultural diversity; children's literature; intercultural Education

### *The construction of diversity in philosophy statements of early childhood services in Aotearoa New Zealand*

JUDITH LOVERIDGE | Victoria University of Wellington, New Zealand

The aim of the research was to investigate the ways that teachers are responding to diversity amongst children and their families in early childhood services in Aotearoa New Zealand. Sociocultural theory informed the design of the research and concepts from sociocultural theory and discourse analysis informed the analysis and discussion. Data was generated through a comprehensive national survey and case studies of eight different early childhood services which involved interview, observations, a rating scale for physical resources, document analyses and field notes that were used to construct vignettes. The research was approved by the Victoria University of Wellington Faculty of Education Ethics Committee and informed consent was gained from all participants. Of the 335 services that responded to the survey, 84% indicated that their service had a written philosophy which included statements that made references to aspects of diversity, 6% indicated that they did not and 10% did not respond. The respondents most commonly reported policy statements about diversity as referring to families, individuals and culture and least commonly reported to them as referring to class, disability and religion. Of the services who responded to the questionnaire 62 attached their policy statements. An analysis of these revealed a similar distribution of categories as reported in responses to the survey. The implications of these responses are discussed in relation to how diversity is constructed by teachers in early childhood services and what is effected by these constructions.

**Keywords:** diversity; discourse; policy

### *Preschool children, diversity and cultural meetings in Norwegian ECEC*

TORA KORSVOLD | Queen Maud University College for Early Childhood Education, Norway

Increased cultural complexity related to early childhood education and care (ECEC) represent a challenge for future research, such as how the changes will affect children's learning and well-being. In the Norwegian welfare state there is still a high level of political commitment to establishing and supporting welfare and care services for all children and parents. However, Norway is shifting from being a relatively ethnically homogenous society and is now facing a more heterogenic situation that has complex consequences. In response to increased cultural complexity in Norwegian society, the research aims are to focus on children as diverse learners. The project is theoretically based on the interdisciplinary and wide research tradition in childhood studies and new research perspectives within ECEC. This presentation will deal with challenges of diversity and children as learning subjects in a society based on ideas of equality and social justice and will shed light on the differences between ECEC settings. A broad methodological approach will be used, including discourse analyses, fieldwork, and interviews. All data and information have been treated in accordance with the ethical requirements of the Norwegian Data Inspectorate. We will seek informed consent from adult informants and assure that all information that they provide will be treated as confidential and we will assure informants that their anonymity will be preserved. How individuals are presented and how their speech is reproduced will be addressed with particular emphasis on ethical responsibility. Staff with a capacity to adopt a minority-majority perspective may influence the learning capacity of a whole group of children and staff members' ability to recognize the total competence of individuals and to regard cultural meetings to have a positive value play an important role in this respect. The main findings may inform and benefit future care and educational policy.

**Keywords:** diversity; inclusion; cultural meetings

## C7 'EARLY CHANGE': A CROSS-NATIONAL PROJECT OF EARLY CHILDHOOD EDUCATION QUALITY

Self-organised symposium

**CHAIR:** EVRIDIKI ZACHOPOULOU | Department of Early Childhood Care & Education, Alexander Technological Educational Institute of Thessaloniki, Greece

This symposium introduces the theoretical and methodological framework of 'Early Change' project. This project attempts to enhance the professional development of early educators, and to evaluate the quality of the early childhood education (ECE) environments of six countries. An overview and comparison of the quality of the ECE and care systems of the six countries that participate in the 'Early Change' Project will be presented. Moreover, the evaluation procedure will be explained in details. The basic presuppositions for the improvement of this quality are the enhancement of early educators' professional development and the systematic and multidimensional assessment of the provided education. Early educators will evaluate approximately 600 classrooms in six countries. Moreover, a wide range of 'good practices' implemented in these classrooms will be collected. These data will offer valuable information to the educational authorities and municipalities, and also to the authorities of the European Rese.

### *'Early Change' Project: Promoting the professional development of early childhood educators*

EVRIKIDIKI ZACHOPOULOU (1), VASILIS GRAMMATIKOPOULOS (2), MANUELA PESSANHA (3) AND ATHANASIOS GREGORIADIS (4) | (1) Alexander Technological Educational Institute of Thessaloniki, Greece, (2) University of Crete, Greece, (3) Polytechnic Institute of Porto, Portugal, (4) Aristotle University of Thessaloniki

The 'Early Change' project (<http://earlychange.teithe.gr>) attempts (i) to enhance the professional development of early educators, and (ii) to evaluate the early childhood education environments of European countries. The basic presuppositions for the improvement of the quality of early childhood education across Europe is the enhancement of early educators' professional development and the systematic and multidimensional assessment of the structural and the process quality of the provided education. Early educators from 6 countries will acquire skills that enhance their professional identity, and their self-assessment skills. They will be trained in using the Early Childhood Environmental Rating Scale-R that evaluates the quality of early childhood environment. The project commenced on the 1st of December 2011 and its duration is 30 months. The participants are educators from 10 educational districts and academics from 9 Universities. The academics are responsible for the educators' training, which will include a mixed method training model combining both theoretical training and practical experience. The ethical considerations for these project have been submitted and approved from the EU. The key member staff of the project will take written permission from the parents of the children involved in the project's activities. Moreover, the project manager will ensure, by providing a written submission, the confidentiality and anonymity preservation of all participants. Through the project's outputs (scientific papers, presentations, web-site, e-book), the international academic community will have the opportunity to be informed, and exchange ideas and perceptions upon the specific educational domains. After its completion, the project will provide empirical data for the structural quality and the process quality of six European early childhood educational systems. These data will offer valuable information to the participated educational authorities and municipalities, and also to the authorities of the European Research, Policy and Strategy making.

**Keywords:** professional development; early childhood environment; evaluation

## *Quality assessment of early childhood education: A cross-national approach*

VASILIS GRAMMATIKOPOULOS (1), ATHANASIOS GREGORIADIS (2), TERESA LEAL (3), SILVIA BARROS (4) AND EVRIDIKI ZACHOPOULOU (5) | (1) University of Crete, Greece, (2) Aristotle University of Athens, Greece, (3) University of Porto, Portugal, (4) Polytechnic Institute of Porto, Portugal, (5) Alexandrio Technological Educational Institute of Thessaloniki, Greece

The purpose of this presentation is to discuss the theoretical and methodological framework of the evaluation strategy adopted in the Early Change project. Research has shown that ECE quality has short and long-term effects on child development (Taggart, Siraj-Blatchford, Sylva, Melhuish, & Sammons, 2008; Siraj-Blatchford, Taggart, Sylva, Sammons, & Melhuish, 2008). Thus, in our project a mixed method approach was adopted in order to build a robust body of data. Mixed method evaluation is considered as a very important strategy that exploits the benefits of both research paradigms (Creswell, & Plano Clark, 2010; Tashakkori, & Teddlie, 2010). In order to build a comprehensive knowledge of European (Cyprus, Denmark, Finland, Greece, Portugal, and Romania) ECE practices, preschool teachers will be trained by an international research team in using the ECERS-R. Then, they will evaluate approximately 600 classrooms in their countries. Additionally, a wide range of 'good practices' implemented in these classrooms will be collected. This mixed method procedure intends to develop an integrated approach that combines qualitative and quantitative data from both researchers and practitioners perspectives. The ethical considerations of the project have been submitted and approved by the EU. The key member staff of the project will take written permission from the parents of the children involved in the project's activities. Moreover, the project manager will ensure by providing a written submission the confidentiality and anonymity preservation of all participants. The comparative data among several countries will be the foundation for a large database that will contain evidence concerning the quality of early childhood environments. The transnational sharing of experience across different early childhood environments can offer significant help to preschool teachers and other ECE professionals and contribute towards the direction of building a comprehensive view regarding the European educational settings.

**Keywords:** educational evaluation; early childhood environment; cross-national evaluation

## *Comparing early childhood education systems in six european countries*

ATHANASIOS GREGORIADIS (1), ELENI LOIZOU (2), VASILIS GRAMMATIKOPOULOS (3), ANA GAMELAS (4) AND EVRIDIKI ZACHOPOULOU (5) | (1) Aristotle University of Thessaloniki, Greece, (2) University of Cyprus, Cyprus, (3) University of Crete, Greece, (4) Polytechnic Institute of Porto, Portugal, (5) Alexandrio Technological Educational Institute of Thessaloniki, Greece

The purpose of this presentation is to provide an overview and comparison of the early childhood education and care systems of the six countries that participate in the Early Change Project. Early Change Project is a Comenius multilateral project that will attempt to evaluate the quality of early childhood education environments of six European countries, Greece, Portugal, Finland, Denmark, Cyprus and Romania (Duncan, & Te One, 2012; MacNaughton, & Davis, 2009). The purpose of this presentation is to provide an overview and comparison of the early childhood education and care systems of the six countries that participate in the Early Change Project (Samuelsson, & Fleeer, 2010). More specifically the current presentation will describe key features of early childhood education systems across Greece, Portugal, Finland, Denmark, Cyprus and Romania, highlighting the similarities and differences concerning various ECE issues. Several dimensions of the educational systems of

the six participating countries are examined: aspects of education and society (curriculum, teaching methods, educational finance, management structures), geographic and locational levels (individuals, classrooms, school districts, countries, policies, etc.). A mixed research method approach will be used for the examination of these dimensions. The methods used will be case studies, focus groups, Holmes' problem approach and Bereday's comparative method. The key member staff of the project will collect written permission-consent forms from the parents of the children involved in the project's activities. Moreover, the project manager will ensure all participants and gatekeepers with a written submission the confidentiality and anonymity preservation of all participants. In addition, all E.U ethics principles for research with children will be taken under consideration. The findings of this study reflect the diversity and complexity of early education across Europe. There are common goals and values that exist in some of the ECE systems. Yet, while there has been continuous increase in access and provision in many countries, more still remains to be done especially in terms of quality.

**Keywords:** early childhood education; comparative education; early childhood settings

## C8 LIVED SPACES FOR INFANTS AND TODDLERS IN EARLY CHILDHOOD SETTINGS. SPACE FOR EMOTION: THE LIVED SPACE OF INTIMATE RELATIONSHIPS IN INFANT-TODDLER CARE AND EDUCATION

Self organised-symposium

**CHAIR:** FRANCES PRESS | Charles Sturt University, Australia

This is the first of three symposia that draw together research from Australia, England, Finland, New Zealand and Sweden to explore the 'lived spaces' of infant and toddler care and education. Through this suite of nine papers, we present our diverse methodologies and interests in exploring the infant and toddler experience and how this is manifest in, and mediated by the many 'spaces' of the care and education environment. These spaces may be, for instance, relational, interactional, transitional, pedagogical, social, physical or temporal. In drawing together this research we highlight the diverse ways of understanding infants lived experience, and consider the implications of these understandings for the relationships, pedagogy, practices and policies generated and implemented within infant and toddler education and care.

### *'Permission to love them....but not too much': Developing professional love in early childhood settings*

JOOLS PAGE | University of Sheffield, England

We assume that attachment relationships in the home (primarily, in most instances, between a mother and her child) are fundamental to the healthy development of young children. Thus, when a mother returns to work following the birth of her baby, the decision making process about choice of child-care is likely to be difficult and complex. This paper draws upon Nel Noddings theoretical framework of the ethics of care to investigate the policies, practices and relationships which underpinned and influenced the decisions taken by 6 mothers in England to return to paid employment when their babies were under 12 months of age. Unstructured, deep level, face to face interviews lasting between 2-4 hours were carried out with each participant. The ethical dilemmas within qualitative research are far reaching. The particular issues of subjectivity, bias, and anonymity which can and do exist in life historical research are addressed. The paper draws upon the findings of a life historical study of 6 participant mothers. Individual deep level interviews were conducted following institutional ethical

approval and further to gaining each participant's informed consent. Pseudonyms replace the names of all participants and others where applicable to protect their identities. Mothers' need for babies to develop close, secure, emotional attachments with other, key adults was an overwhelming concern and feature of the study. Furthermore, when the mothers were able to recognise the mutually-loving attachment between the key person and their child as an intellectual encounter, complementary to their mother - child relationship, they were able effectively to give practitioners the permission they needed to love the children in their care. The study shows how the issue of 'professional love' in day care is highly complex. The paper urges a space for further debate so that professional love can be properly conceptualised, positively valued and appropriately taught.

**Keywords:** professional love; mothers; life history

### *Emotion, evidence and uncertainty: Work discussion as a way of thinking critically about relationships in nursery*

PETER ELFER | University of Roehampton, England

Internationally, much early years' policy emphasizes the importance of babies and young children's opportunities for attachment to nursery staff. This is seen as facilitative of emotional well-being and effective early learning through close attention to children's emotional states, preoccupations and playful explorations. Yet there are important questions about the emphasis on attachment interactions. A starting point of this paper is the importance for all children to have the opportunity of attachment to particular adults in nursery. However such attachments may be quite different to family based ones. Further, child centred practice depends on adults' capacities to be critically reflective about how attachments are formed, whose needs they meet and how they may facilitate or undermine other important relationships for children in nursery. A primary means by which young children, especially infants and toddlers, communicate their feelings is to evoke in receptive adults the kinds of feelings that they themselves are experiencing. Practitioners who feel unsupported may seek to protect themselves from such emotion through distancing and defensive behaviours in nursery (Hopkins 1988; Datler et al 2010). This paper introduces Work Discussion as one form of critical professional reflection on relationships in nursery. Work Discussion is underpinned by a psychoanalytic view of emotion in organisations and professional life. Its purpose is to enable thinking about nursery interactions, including their emotional components, to explore uncertainty and generate new knowledge. Ethical considerations: How might attachment interactions facilitate or undermine children's interactions with peers? How are nursery attachments managed in a way that is responsive to different social and cultural practices? How do practitioners manage nursery attachments and the emotions they may evoke? The paper reports on the use of Work Discussion techniques with nursery managers and staff. The findings highlight the importance of critical reflection about attachments and their potential to facilitate or undermine other important relationships for children.

**Keywords:** attachment; critical reflection; work discussion

**CHAIR:** ROSÁRIO GAMBÔA | Polytechnic Institute of Porto and Childhood Association, Portugal

This symposium presents three case studies on Project work (Kilpatrick, 2006; Gambôa, 2004) developed in the realm of Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2012). From a theoretical perspective, it is sustained in three core ideas: the idea of the co-construction of the child in the development of the curriculum; the need for a participative pedagogy that values the child's competence and rights as a daily praxis; the continuity of the theoretical framework between the crèche and pre-school contexts. From a methodological point of view, the symposium presents three case studies (Stake, 2007) in the realm of praxeological research (Oliveira-Formosinho e Formosinho, 2012). Taken together, the three case studies appeal to the need for praxeological transformation and connected research of the transformational process. Each one of the present cases brings contextual, local, dense and specific contributions, constituting themselves as science of the particular that contributes to deepening the understanding and the metacognition around education as a door to democracy, to learning, to culture through innovation and change.

### *Love handkerchiefs*

ROSÁRIO GAMBÔA (1) (2) AND FILIPA FREIRE DE ANDRADE (2) (3) | (1) Polytechnic Institute of Porto, Portugal (2) Childhood Association, Portugal, (3) Agrupamento de Escolas de Vila Verde, Portugal

This is a case study about the contribution of folk culture, in pre-school context, for the development of pedagogy and integrated curricular learnings. The study is theoretically situated in Pedagogy-in-Participation (Oliveira-Formosinho e Formosinho, 2012), belonging to the family of participative pedagogies, using project work (Gambôa, 2004) as a strategy to give voice to children and create an itinerary for learning to learn and learn. Methodologically it is a case study (Stake, 2007) in the realm of action-research, carried out in the format of praxeological research (Oliveira-Formosinho e Formosinho, 2012). The pedagogical documentation of the process (Azevedo, 2009) allows for the constitution of empirical data that, subjected to content analysis reveal the well-being and involvement of children (Laevers, 2005), the humanist mediation of the early childhood teacher and children experiential learning.

The consent of parents and children was guaranteed when data was collected. This case study has important implications for practice once shows that it's possible to negotiate the curriculum, respect children, learn to learn and learn. The relevance for public policies resides in the challenge to the recreation of the image of the child, teacher and school (Dewey, 2002).

### *Little Fishes: a case study on Project work with children under 3's*

HÉLIA COSTA (1) (2) AND SARA BARROS ARAÚJO (2) (3) | (1) Albano Coelho de Lima Kindergarten, Portugal, (2) Childhood Association, Portugal, (3) Polytechnic Institute of Porto and Childhood Association, Portugal

This case study of Project work in crèche context (birth to three) constitutes the first public presentation of pedagogy of Project in a crèche context, in Portugal. It is developed in the realm of Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2012), from the families of participative

pedagogies (Araújo, 2011; Cardoso, 2011) and, methodologically, constitutes a case study (Stake, 2007), in the ambit of action-research carried out and reported considering the format of praxeological research (Oliveira-Formosinho & Formosinho, 2012). From an ethical standpoint, the rights of the child to privacy are guaranteed. When carrying out the Project, parents gave informed consent. The first findings reveal the intense motivation of children around their interests, the competence to ask questions and debate them, the intense pleasure for information and the competence to draw conclusions. The central contribution of this case study is situated at the level of the challenges to initial, continuous and context based teacher education.

### *The trees from our garden: a praxeological study on Project work with children under 3's*

MANUELA FREITAS (1) (2) AND JÚLIA FORMOSINHO (2) (3) | (1) Albano Coelho de Lima Kindergarten, Portugal, (2) Childhood Association, (3) University of Minho

The main research aim for this study was to analyze and interpret young children's learning processes, well-being and involvement around project work. The theoretical background for the study is Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2012) used in the context of crèche (Araújo, 2011). The full documentation of daily life in the center (Azevedo, 2009) constitutes the base for the data. One of the theoretical premises of this Pedagogy is the permeability between inside and outside in such a way that we don't speak about two separate realities, but rather about an integrated reality. The fusion between inside and outside constitutes a new learning territory. Children's intelligent senses and sensitive intelligences were mobilized and challenged by this new territory. Manuela, the professional, documented children's questions, as well as the search for answers. The case study (Stake, 2007) uses the systematic pedagogical documentation to conduct analytical and interpretative processes and arrive at some understandings about young children's participation with well-being in the development of project work. Parents were asked permission and gave consent for the full process. Main findings point to children's competence in question raising, information seeking and answer giving throughout the process. The implications for practice and teacher education are many: the richness of the integration of outside and inside learning spaces, the power of documentation for research, the recognition of young children's involvement in research.

## C10 CATEGORIZATIONS IN PEDAGOGICAL PRACTICE

Self-organised Symposium

**CHAIR:** MAJA RØN LARSEN | Roskilde University, Denmark

It has often been criticized that understandings as well as practical support for children are individualized. When difficulties are at stake, understandings and interventions seem to be aimed at special, individual and isolated functions and overlook the general challenges in the ordinary life that children live together with each other across different places. However, where these critiques have mostly been raised within the discussions of school, in this symposium, we address them as they seem to emerge within Early Childhood Education Institutions. The theoretical framework for the symposium is grounded in cultural-historical research traditions where children's learning and development are conceptualized as participation in social communities. The three papers present empirical research from different institutional arrangements for children in difficulties/children with special needs in Denmark

& Britain. The papers take up discussions about professionals' cooperation in relation to developing possibilities for children to take part in learning and developmental communities.

### *Diagnosis and pedagogical work - Gaps and relations between individual categorizations and social situations in children's everyday lives.*

MAJA RØN LARSEN | Roskilde University, Denmark

This presentation focuses on institutional processes of identifying, labeling and handling children in difficulties/children with special needs in daycare institutions. In relation to this diagnoses seem to play an increasingly important part in defining what kind of intervention a child is in need of. The aim of my research has been to explore this tendency, focusing on the way diagnostic approaches seem to change the agendas and meaning of preschool pedagogics. These processes have been analyzed as being part of a compound and complex institutional arrangement of social practice. The research is founded in critical psychology and social practice theory, with inspirations from institutional ethnography. The empirical data stems from two practice research projects and consists of participatory observations and interviews with children, parents, professionals and administrators from three Danish municipalities. The sensitivity of the field around children in difficulties emphasizes the importance of ethical codes for research, such as anonymity and right to withdraw. The findings of the two research projects indicate that diagnostic labeling often induces professional's attention to deficits, and at the same time blinding us to everyday lives of children and their possibilities of participation in the children's communities, and thereby overlooking important possibilities for inclusion. The research findings indicates, that professional and political ambitions of developing inclusive strategies in kindergarten and school, must involve analysis and development of the entire compound institutional and interdisciplinary arrangement of handling children in difficulties - by fx attending the administrative procedures of releasing resources and special aid.

**Keywords:** inclusion; institutions; special needs

### *Categorization of time; play, therapy and “dead-time” in early years programmes*

JAN GEORGESON (1) AND JANE PAYLER (2) | (1) Plymouth University, England, (2) The University of Winchester, England

The attendance of children with special educational needs in early years settings can provide opportunities for therapy in addition to access to other experiences alongside their peers. There are debates about when therapeutic activities should happen - in the course of mainstream activities, out of sessions or in between sessions? For some children, should their days be more timetabled to avoid “dead-time”? Should time-between-activities be “colonised” for therapeutic interventions, or “time-out” used as punishment? This paper considers the ways in which time is categorised in early years settings, and whether this might differ for children with and without special educational needs. One of the features of different settings, and indeed different cultures, is how time is divided up time into units and allocated to different functions (Lubeck, 1985). Children learn recognise the difference between play times and work times and the signals for shifts in discourse and demands to comply with adult agendas (Payler et al., 2008; Howard et al., 2006; Georgeson & Payler, 2010). Using observation, child-tracking and interviews with practitioners in inclusive early years provision, we examined

whether the daily schedules children with special educational needs differ from those of their peers, in respect of directed time, self-choosing time and “dead-time”. We respected confidentiality and staff’s and children’s wishes to participate/withdraw. We found that schedules differ between settings in ways which relate to settings’ approaches to inclusion and to practitioners’ personal action potency (Dreier, 2008). These differences have strong implications for children’s developing sense of agency and self-regulation.

**Keywords:** special education; time categories; personal action potency

### *Interdisciplinary pedagogical work in inclusive settings*

TINE FISKER | Aarhus University - DPU, Denmark

In Denmark there has been a still growing tendency to segregate children to special need institutions for the past 10-15 years. This tendency now meets resistance, and pedagogues and administrators are struggling to find durable inclusive practices. The aim of this research has been to unfold the changes in pedagogical practices, with a specific focus on inclusive work, and thereby track in which direction practice and understanding of children with special needs will move in the years to come. This project takes a cultural-historical perspective. The empirical data consists of 8 semi-structured interviews with the heads of pedagogical-psychological counseling in 8 different municipalities in Denmark. The political sensitivity of the field made it important to assure anonymity of informants. There was a considerable difference between larger and smaller municipalities. Populations ranging from 28.000 – 107.000 inhabitants. Small municipalities were more progressive and invented more creative, new and interdisciplinary methods in their work with the development of inclusive pre-school setting. Among these methods an elimination of the traditional separation between professional identities and interdisciplinary teamwork were reported most effective. It is likely that in future pedagogical practices in Denmark the focus will be on specialknowledge for all pedagogues rather than on having a few expert special pedagogues. This movement, from separated fields of expertise to interdisciplinary work, could induce changes in the training and education of a new generation of pre-school professionals as well as further education of the whole pre-school field.

**Keywords:** inclusion; special needs; interdisciplinarity

## C11 EARLY CHILDHOOD PEDAGOGY- PEDAGOGICAL DOCUMENTATION

Individual Paper

**CHAIR:** CLODIE TAL | Levinsky College of Teachers’ Education, Israel

### *Learning stories as tools for culturally responsive assessment: Examples from an Intercultural Early Learning Program for Refugee Children*

ANNA KIROVA (1) AND KELLY HENNIG (2) | (1) University of Alberta, Canada, (2) ABC Head Start, Canada

The purpose is to describe an attempt made by the classroom planning team involved with an intercultural early learning program for refugee children to bring the importance of culture in assessment practices to the forefront. In this attempt the team sought to challenge the dominant discourse rooted in the “abstract maps” of child development drawn by developmental psychology (Dalhberg et al., 2007, p. 35) and to provide an alternative approach to classroom assessment practices that value

children's and communities' "funds of knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992). Theoretical framework was the socio-cultural theory's (Leontiev, 1981; Rogoff, 1998; Vygotsky, 1978) implications for ECE assessment practices in multicultural societies. Any overreliance on tools that measure children's development in relation to norms established by Western developmental psychology may lead to over-identifying children from non-Western cultural backgrounds as delayed (Heydon & Iannacci, 2008). Participatory Learning and Action methodology followed the cycle typical for action research process described as the "interacting spiral" (Stringer, 1999, p. 19): looking (gathering data), thinking (interpreting the issues and identifying priorities), and acting (devising context-specific, practical solutions to the problem). The study adhered to the ethical guidelines contained in the Tri-Council Policy Statement: Ethical Conduct for Research with Humans. The ethics application, describing the processes of ensuring confidentiality and anonymity of data was explained in detail, was approved by the University of Alberta Ethics Review Board. Consent forms were translated and explained to the parents by the first language facilitators (FLFs) who were also classroom staff. Parents were asked to sign the forms so that the researchers can share the classroom data including their children's images and artefacts produced by the children with other member of their communities, other researchers, teachers, and other professional audiences. Only data from children whose parents signed the consent were used in the subsequent publications and presentations. The research demonstrates how assessment practices using Learnings Stories emphasise family and child-specific strengths and needs, and include the perspectives of parents, educators, and cultural brokers provide insights into key cultural practices and expectations. The learning story format provided a vehicle by which we, as researchers and part of the classroom team, were able to capture a learning event and present the child's experience in a way that allowed for mutual and reciprocal interaction.

**Keywords:** assessment; refugee children; learning stories

### *Teachers' views of preschool children in relation to pedagogical documentation*

LISE-LOTTE BJERVÅS | Linnaeus University, Sweden

The aim of the study was to examine how teachers in preschool talk about children during their planning meetings when they are trying to understand together the children in relation to the pedagogical documentation they have made. Mikhail Bakhtin's theory of communication and analytical tools derived from Norman Fairclough's critical discourse analysis has been used to interpret the utterances. Two different teams of teachers in preschool were followed during their planning meetings. Data has been constructed through tape recording the utterances when the teachers were talking about the preschool children during the meetings, which occurred once a week. Then, a discourse analysis was made. Discussions during the planning meetings proceeded mainly from the documentation. The teachers statements are not seen as related to individuals but to the group to which that individual belongs, which is important from an ethical perspective. The study does not include pictures of the children that are linked to the documentations with the aim of protecting children's privacy and anonymity and all names used in this study are fictitious. Findings show that teachers primarily talk about the children's competencies and they look upon the pedagogical documentation as a tool which supports the children's possibilities to show themselves as competent children. The teachers are also in agreement with each other about the idea that preschool children may be limited by their age. According to the teachers there are some critical moments in the work with pedagogical documentation, but they express the opinion that pedagogical documentation offers many advantages for the preschool children and these advantages outweigh the disadvantages. Pedagogical documentation stands out as a tool for documentation and assessment that should not be used without reflection since it contains critical aspects that teachers have to relate to.

**Keywords:** preschool children; pedagogical documentation; speech acts

## *Play and documentation as joint processes for promoting learning in early childhood*

CARMEL BRENNAN | Early Childhood Ireland, Ireland

This action research project aims to develop ways of working with play-based early childhood practitioners that support them in engaging a more reflective, enquiry-based approach to teaching and learning with young children. The research questions posed include ‘How do we facilitate and follow children’s thinking in a play-based curriculum? The research is premised on the concept that the play-based curriculum is dialogic and emergent - about process and praxis rather than predetermined learning outcomes. Following Taguchi (2010) documentation is identified as a ‘performative agent’ in children’s learning. This is an action research project involving a team of 8 early childhood specialists, each working with a cluster of early childhood practitioners, to grow a culture of practitioner research and a life of professional enquiry (Pascal 2011). ‘Learning stories’ (Carr 2001) documented by practitioners and children are collected as data to demonstrate the methods developed. The research focuses on children’s strengths and competences. Parents give consent and children engage in selecting what is documented and shared. Findings include an emerging model that begins with acknowledging and valuing practitioners’ current practices, identifies opportunities within the curriculum for facilitating children’s thinking and sharing of their ideas and promotes the skills of listening and reflecting. Practitioners report increased insight into children’s competences, more engagement of families and greater job satisfaction. They are interested in coming together as ‘research circles’ to share their learning stories and explore further possibilities together. Resourced policies and continued support for practitioners is required to grow the culture and practice of professional enquiry within early childhood settings.

**Keywords:** play-based curriculum; documentation; reflection

### C12 FAMILIES INVOLVEMENT 2

Individual Paper

**CHAIR:** CAROLINE SHARP | National Foundation for Educational Research, England

## *Parent views of early childhood provision: Stories from families*

LINDA MITCHELL | University of Waikato, New Zealand

The research evaluated the New Zealand Ministry of Education’s policy to recruit Maori, Pasifika and low income families, who are under-represented in early childhood education, to participate. It gathered accounts from families about their needs and aspirations for their children and any barriers to participation. The research drew on the concept that use of family and community funds of knowledge in constructing early childhood provision may contribute to environments that are more responsive and invite participation. Data was analysed from this framework. Both quantitative and qualitative research methods were used. Surveys of providers, families and ECE services were undertaken, with in-depth data gathered through interviews with Ministry of Education staff, service providers and families. The research was approved by the University of Waikato’s Research Ethics Committee. Particular attention was paid to informed consent and social and cultural considerations. Main barriers to participation arose from family poverty and the cost of ECE, families wanting to be “under the radar” of government gaze, and social and cultural reasons for keeping children at home. ECE provision was not always matched to the needs and aspirations of families. Providers used access to a range of services to support families and children and in this way were better able to address needs.

Planning provision with local communities and offering family support services from the base of ECE can produce provision that is responsive to the aspirations of local families. Free ECE is another powerful mechanism to attract families and raise public valuing of ECE.

**Keywords:** early childhood provision; parents' perspectives of early childhood education; integrated approaches to working in early childhood education



### *Indicators of Early Childhood Care and Education: An overview*

KARLA VILLASEÑOR PALMA AND XAVIER ÚCAR MARTÍNEZ | Autonomous University of Barcelona, Spain

This research is aimed at analysing Early Childhood Education and Care's (ECCE) international indicators. This aim is part of a broader research entitled "Indicators of 'good practices' of Care and Early Childhood Education in contexts of social inequality in Puebla, Mexico." This research is based on the international education policies approach. Methodology consisted of a documentary analysis of 9 proposals of indicators. The selection of the analysed documents was based on two main criteria: relevance and topicality. We have taken into account the copyright of all reviewed documents. Results showed that, despite the tendency toward the integration of ECCE, many of the proposals are focused on indicators related to education services, while indicators of health care and social protection are marginal. This asymmetry in the proposals of indicators can be an obstacle for the integration of policies for early childhood. If we start from the idea that the construction of indicators reflects the need to provide a comprehensive and in-depth study of ECCE issues, it is necessary that the proposals of indicators have a comprehensive view when constructing them.

**Keywords:** ECCE international indicators; international education policies; documentary analysis

### *Targeting early childhood services on the most needy families*

CAROLINE SHARP | National Foundation for Educational Research, England

The main purpose was to investigate the different approaches which English local authorities and settings can take to target support on the neediest families. It aimed to; summarise findings from UK policy and practice on needs identification in early childhood; and identify what information is available to define, assess and prioritise need. The study focused on early intervention and identification of risk. The main theoretical frameworks were: grounded theory and ecological model (Belsky, 1980). The research paradigm was qualitative, using a realistic evaluation approach (Pawson and Tilley, 1997). The methods were a review of policy and research and case studies in six areas of England, including 47 interviews with local authority staff, children's centre staff and parents. Ethics considered potentially sensitive issue of 'needy families'. Local authority areas nominated themselves to take part. All interviewees were given full information about the project (voluntary participation) and were not named in the report. Draft report sections sent to participants for verification. Client requested that local authorities were identified. Staff preferred to think of their work as supporting the needs of children, parents and families, rather than in terms of targeting groups. They argued for offering services to all as a way of identifying hidden needs and avoiding stigmatising families. CCs used a range of data for planning, but some experienced barriers in accessing key data. A concept map aims to help practitioners consider the issues involved in targeting. The research offers examples of good practice and highlights workforce capacity and development needs.

**Keywords:** early childhood professionalism; integrated services; leadership

CHAIR: NANCY BARBOUR | Kent State University, United States

*The parent component of an early childhood care and education programme: Child and family outcomes*

SIOBHAN KEEGAN, NOIRIN HAYES (1) AND IRAM SIRAJ-BLATCHFORD (2) | (1) Centre for Social and Educational Research, Dublin Institute of Technology, Ireland, (2) Institute of Education, University of London, England

This paper draws on the findings from a programme that offered a subsidised two-year ECCE programme to children in a disadvantaged community in Ireland. The programme included a parent component, consisting of a dedicated parent facilitator, home visits and a parenting course. The aim was to examine the effectiveness of the parent component of the programme. Research has shown that involving parents in their child's education and care has been linked to better child outcomes (Sylva et al., 2004) and better parental outcomes (French, 2006; Sharry et al., 2005). Parent training has been shown to improve child and parental outcomes when children have developmental disabilities (Hudson 2000; Gavidia-Payne & Hudson, 2002; Baker & Abbott Feinfeld, 2006) or behavioural problems (Webster-Stratton & Reid, 2003). The current study examines parent involvement in a community rather than a clinical setting. Preschools were randomly allocated to intervention or control groups having been matched in pairs to balance prognostic factors (staff qualifications; capacity; staff: child ratio). The evaluation was two-pronged, including both a quantitative assessment of the programme and a qualitative assessment of the implementation 'process'. The sample consists of 17 settings (9 intervention and 8 control), 320 children (160 intervention, 160 control) and 310 parents (168 intervention and 142 control). Participants in both conditions were administered the Parental Stress Scale and the Strengths and Difficulties Questionnaire and an adapted version of the Home Learning Environment Index. Process data was collected through parent interview and focus groups with programme preschool staff. Prior to participation, consent was sought from both children and parents, who were also offered the opportunity to withdraw from the research process at any time. In addition, children, parents and preschool settings have been anonymised in the research and all data presented preserves the participants' right to confidentiality and anonymity. There was evidence of a programme effect on the home learning environment final score, such that the more sessions of a parenting course that parents attended, the higher the quality of the home learning environment. This effect persisted a year after the training finished. Parent training courses can lead to improvements in the home learning environment. If key features i.e. an evidence-based, manualised programme that is strongly supported by an accessible mentor, are replicated in future parent training programmes, similar positive outcomes are likely.

**Keywords:** home learning environment; parent training; early childhood programmes

## *Process evaluation of a home instruction program*

DANIELA ULBER AND DAGMAR BERGS-WINKELS | University of Applied Sciences Hamburg, Germany

HIPPY, a program for “Home Instruction for Parents of Preschool Youngsters” was developed in Israel for 4 to 5 year old children as a preparation for school. In Germany the program focuses on parents and children with a migration background or a weak social background. Just recently the program has been adapted for 3 year old children. We would like to present the evaluation of the HIPPY program in Hamburg (2010) and a first review on the new program for younger children (2011). The evaluation is based on assumptions concerning developmental psychologists assumptions of literacy and language acquisition, constructivist leaning theories and family readiness. The first evaluation was formative and used qualitative and quantitative methods (questionnaires for parents and qualitative interviews for people involved in the program). The analysis was based on quantitative statistical methods and content analyses. The second evaluation was designed as triangulation, using document analysis of the materials, qualitative interviews and observation. Students tested the material with children. First and most important aim is to respect strengthen parents competencies, simultaneously role and behavior of visitors as well as their situation has to be focused. Parents und home visitors consent to data collection has been recovered before the study, confidentiality and preservation of anonymity of participants are guaranteed. The satisfaction with the program was very high considering parents, who reported successful learning settings with their children. The organization of the program is ambitious on the side of the educators. Role clarification of the visiting professionals is still to be better defined. The newly developed material is adequate und leads to a redesigning of the material for older children.

**Keywords:** educational home programs; evaluation; educational material

## *Examining the effectiveness of support programs for Ethiopian Israeli families and children*

NANCY BARBOUR (1) AND RENA SHIMONI (2) | (1) Kent State University, United States, (2) Levinsky College of Education, Tel Aviv University, Israel

The influx of Ethiopian Jewish refugees and immigrants to Israel over the last 40 years has resulted in challenges for Israeli society and the Israeli government. Support systems have been funded both publicly and privately. Funders are interested in the success and effectiveness of these investments. It is our aim to explore the goals of the funding, how the evaluations were conducted, and the outcomes and utilization of these evaluations for program improvements. We are most interested in examining services to young Ethiopian children and families. These include: maternal health, parent and infant play centers, preschool programs, and primary school services. Using Bronfenbrenner’s family systems theory as our structure for exploring the programs, we will examine the reported impact on the nested contexts of these families and children. Paradigms, Methods, and Findings: Evaluations conducted on programs for Ethiopian immigrants will be reviewed to examine what has been measured and how it has been measured. We will explore the match of the evaluations with funders’ goals. This includes the goal of “absorption” since this has been a stated goal for the Israeli government. We will explore the meaning of “absorption” and how is it measured. Our primary data source will be extant evaluation reports and interviews with program leaders and evaluators. Ethical Considerations and Implications: The evaluation data that we will be reviewing have already been collected and are in aggregate form with no identifying information. Likewise, the evaluation data are anonymous and protected by confidentiality. One of the unintended outcomes of this immigration has been the development of racial tension and segregation. How have resulting policies contributed to this development?

**Keywords:** family and child programs; program evaluation; family integrity

## C14 GROWING EARLY CHILDHOOD LEADERS - RECENT DEVELOPMENTS FROM 4 COUNTRIES

Self-organised symposium

**CHAIR:** MANJULA WANIGANAYAKE | Institute of Early Childhood, Macquarie University, Australia

Research in the 1990s shows that childcare centre directors were accidental managers who were also expected to be leaders. In part, their circumstances reflected the absence of leadership learning in teacher education degrees at that time. Findings from Norway, Finland, Taiwan and Australia on growing ECEC leaders by linking policy developments and research are presented. Norway is rethinking how teacher education can meet the challenges of leadership development. In Taiwan, a national law passed in 2011 specifies qualifications and experiences required by ECEC leaders. Findings of research undertaken in 6 Finnish municipalities show challenges encountered when implementing distributed leadership, highlighting implications for leadership development. Leadership is also essential when implementing major policy reforms within ECEC settings throughout Australia. It is argued that being a teacher is not the same as being a leader. Adequacy of teacher education courses in preparing future leaders is questioned.

### *Government interest in leadership growth, perspectives from Australia*

MANJULA WANIGANAYAKE | Institute of Early Childhood, Macquarie University, Australia

Since 2007, the government of Australia has embarked on a major policy reform agenda for early childhood education. One of the first reforms included the development of an Early Years Learning Framework (DEEWR, 2009) underpinning early childhood curriculum and pedagogy. This was followed with the adoption of the National Quality Standard (ACECQA, 2011) which stipulates seven quality areas, including leadership and service management. The successful implementation of these reforms requires effective leadership. There is however a shortage of suitably qualified educators who can step up to the task by demonstrating leadership in putting policy into practice within early childhood settings. As such, questions about the roles expected of contemporary leaders and the knowledge and skills they require in performing these tasks have not been fully examined. This paper will foreground the importance of growing early childhood leaders within the context of the national policy reform agenda in Australia. This presentation will be informed by Giddens' theory of structuration applied within the context of government policy reform and, in its particular application to early childhood leadership growth within Australia. This presentation is based on a critical analysis of relevant policy literature, in particular the national Early Years Learning Framework (DEEWR, 2009) and the National Quality Standard (ACECQA, 2011). This paper is based on reading and analysing documents available on open access sources and does not involve the engagement of any personnel as research informants. In what concerns main findings, the analysis is continuing at this point in time. Concerning implications, this analysis is incomplete at this stage. However, anticipate implications such as the following: Importance of continuing the dialogue with input from all key stakeholders - policy planners, researchers, teacher education academics as well as educators involved in day-to-day practice is essential in seeking better alignment between practice and policy in particular. Establishment of appropriate workforce data collection systems can also enhance strategic planning and discussion of appropriate alternatives.

**Keywords:** leadership; teacher education; workforce development



## *How does early childhood teacher training in Norway meet the challenges for leadership development?*

PER TORE GRANRUSTEN | Queen Maud University College of Early Childhood Education, Norway

During the last decade, Norwegian ECECs have been experiencing a lot of pressure to change, closely linked with two political aims for the sector. Firstly, to obtain full national coverage for all children who want a placement in an ECEC institution as a right of every child. The increasing establishment of ECECs has changed their organizational structure into larger and more complex units. This has increased challenges on leadership and management skills with consequences for early childhood teacher education. In a white paper, the government points out that leadership is not a subject in the training of ECEC teachers. Secondly, the aim has been to make ECECs a part of the educational system, and as a foundation for life-long learning. These changes challenge established ways of ECEC leadership. This paper examines whether early childhood teacher training is able to respond to the leadership challenges that preschool teachers are expected to meet in their profession. Structural perspective on leadership, structural perspective on the ECEC institutions as an organization in transition and theories of New Public Management constitute the theoretical framework. Theoretical references include: Bolman and Deal (1991), Hood (1991). The study has a qualitative exploratory design with interviews with 26 informants in the ECEC field in one municipality in Norway. This project was conducted with institutional ethics approval and participants' informed consent. The newly qualified preschool teachers experience significant differences between management skills acquired through education and management skills expected in professional practice. Further research is needed on what kind of leadership knowledge is needed to meet the challenges of changes in the ECEC sector.

**Keywords:** leadership; teacher education; workforce development

## *Distributed and pedagogical leadership in early childhood education*

JOHANNA HEIKKA | Macquarie University, Australia

This presentation will present findings from a Finnish study on early childhood leadership. It investigated distribution of pedagogical leadership in ECEC contexts. It focused on investigating how teachers, centre directors and administrative leaders in 6 municipalities perceived the distribution of pedagogical leadership. In this study, distributed leadership is based on the publications by Spillane, Halverson and Diamond (2004); Spillane, Halverson, and Diamond (2001); Harris (2009); and Harris and Spillane (2008). In terms of pedagogical leadership the theories from Sergiovanni (1996) has significant contribution in my study. Using focus groups, the data was collected in six municipalities in Finland. Ethical aspects of the study have been taken into account in relation to careful consideration of the steps taken in the analysis and choices made (e.g. not mentioning the names or locations) to ensure the anonymity of the participants, especially in the presentation and publication of results from this study. The study identified different layers of pedagogical leadership which were connected to the employment positions of the stakeholders, segregated from each other. Pedagogical leadership was rarely distributed and its implementation was inefficient. This resulted in the lack of shared visions and tools for practice development and insufficient support for teachers. Conclusions suggest how pedagogical leadership could be enacted more efficiently by adopting distributed leadership perspectives. This study affirmed that there is a need for a better distribution of leadership within the ECEC sector and this has implications for the growth of future early childhood leaders.

**Keywords:** distributed leadership; pedagogical leadership; early childhood education

CHAIR: MAULFRY WORTHINGTON | Free University, Amsterdam, Netherlands

### *Educative research as resources for practice*

LUIGINA MORTARI AND VALENTINA MAZZONI | University of Verona , Italy

The aim of the research is to find out which are the resources that in-service early childhood teachers use to improve their practice; in particular to understand if academic findings and research are one of these resources: which are the resources that teachers use to gather new knowledge for their work and to develop their practice? One of the main aims of academic research is to be useful for practitioners, but not always this goal is achieved. The possibility for academic research to help teachers to gather new knowledge and improve their practices is a pivotal element to consider in order advancing the academic work. Teacher's perspectives are gathered using a qualitative survey tool. Fink (2003) recommends qualitative survey for the exploration of meanings and experiences on specific topics. From an ethical standpoint teachers' view have to be considered central in developing research on the educative practices. Indeed, teachers standpoint represents a central elements for academics. The findings give an account about the possibility of educative research to be a resource for early childhood teachers. Indeed, today it doesn't represent a significant direct resource for them, but it's possible to reconsidering its role, starting from the resources named by the teachers. The findings illustrate a direction to take for academic researchers, in order to make their work a significant resource for practitioners.

**Keywords:** teachers; early childhood; resources

### *Pedagogical magazines - Their influence on development and curricular innovation in ECE*

ANA SOFIA LOPES | Universidade do Minho, Portugal

The research aimed to characterize the role of the curricular materials (produced by publishers) while supporting the curriculum development process in early childhood education; to identify the specific role of magazines in curriculum development process; to analyse the early childhood teachers' opinions about the role and importance assigned to these magazines in the mediation/orientation of their own pedagogical practices; to withdraw implications from the potential and constraints of this type of editing/curricular management material to early childhood education. Framed by Curriculum Theory, this study analysed curricular development processes in pre-school education, namely the role played by the use of curriculum materials (Parcerisa, 2007; Bonafé, 2011) in the pre-school teacher's flexible and integrated practice. The perspective of curricular integration (Alonso, 2000, 2001, 2003) is present in most official documents, regarded as the most adequate teaching practice with pre-school children. Within a descriptive/exploratory research line (Flick, 2005; Bogdan & Biklen, 2006), a documentary analysis (analysis framework, Bardin, 1979) and a questionnaire survey were the chosen methods for this study. All ECE teachers who participated in the study had their anonymity assured by the instruments used. We only revealed the geographic location where the study was developed. Magazines are seen by ECE teachers as a values contribute to their professional practice (support and help); the great interest points in these are the practical contents (ideas and materials). The magazines structure is near a closed nature typical models and do not seek an integrated project perspective, closing the teacher action. To enlarge the available knowledge about this problematic, revealing a

somehow troublesome reality, that has received little attention from research.

**Keywords:** curricular integration; pre-school education; magazines

### *Development and experiment of child-centered pedagogy in the preschool context*

ANNELI NIIKKO | School of Applied Educational, Science and Teacher Education, The University of Eastern Finland, Finland

The purpose of this qualitative research is to inquiry ethnographically the development and implementation of child-centered pedagogy in one full-time child group of a Finnish pre-school. The foundation of this research is built on the theoretical ideas and researches of child-centered pedagogy when the central elements are children's individual and experimental development and learning, social interaction and child as an active member in a community (Cole et.al, 1971; Dewey, [1916] 1999; Niikko, 2009, Piaget, 1973; Rogoff, 2003; Rogoff et.al, 1996; Tzu, 2007; Vygotsky, 1987; Williams & Sheridan, 2006; Wood, 2007). As the methodology of the research it is used an ethnographic approach that allows different and rich data of consideration holistically (Atkinson, 1990; Holstein & Gubrium, 1994; Mead, 1929; Silverman, 1993; Werner & Schoepfle 1986; 2006). In data analysis it is applied Hammersley and Atkinson's (2006) the three-tier method. The research is ethically sustainable, because the project and research was started by the educators and parents and the administration was acquired permits. The results demonstrate that changes took place e.g. in the physical space and equipment, organization of educators' work, children's interpersonal relations, children and educators' relationships, educators' discussion culture and support. The project resulted in some pedagogical conflicts in relation to the educators' own professionalism and work community. The results encourage the educators and external experts to co-operate in long-term project. Also the results encourage the educators the development of their own work in practice.

**Keywords:** educator in pre-school; child-centered pedagogy; ethnography

## C16 SUSTAINABILITY AND ENVIRONMENT AWARENESS

Self-organised symposium

**CHAIR:** EVA ÄRLEMALM-HAGSÉR | Department of Education, Communication and Learning, University of Gothenburg, Sweden

Children are described as important stakeholders in tackling issues of unsustainability since the political concept sustainable development or sustainability in the late 1980s started to influence educational policies on international, national and local level (UNEP, 1987; Earth summit, 1992). Also has the importance of engaging young children been recognised as one key element in promoting a potentially life-long disposition of care for the environment (Hacking & Barratt, 2007). This symposium organized within the EECERA SIG group Outdoor Play and Learning has focus on sustainability, different ways of engaging young children with their environment and science education in early years.

## *“Respect for Nature” – Considered as a cure for developing environmental awareness in pre-school*

EVA ÄRLEMALM-HAGSÉR | Department of Education, Communication and Learning, University of Gothenburg, Sweden

This study deals with educational content in the Swedish pre-school, connected to Education for Sustainable development (ESD). So far, the concept of ESD as a pedagogical lived curriculum in the Swedish pre-school has not been discussed and problematized to any significant extent in scientific research. The theoretical underpinning for this study is informed by critical theory (Habermas, 1986; Fraser, 2003, 2011) which is used as a conceptual tool in order to investigate a shared construction of understanding. This study is based on content analysis and focuses on how Swedish pre-schools in their applications to be certified with the award School for Sustainable Development (Swedish National Agency for Education), describe different contents as parts of education for sustainable development. The focus in this presentation is on young children's agency in the knowledge content: respect for nature. The method is content analysis and the empirical material is based on 18 applications from Swedish pre-schools to get a 'Diploma of Excellence' in Sustainable Development administered by The Swedish National Agency for Education (collected in 2009). Ethical considerations as preservation of anonymity of preschools were taken into account according to Swedish ethical principles (The Swedish Research Council 2011). The main findings show that no critical questions are raised in the applications to problematize respect for nature. Altogether children's understandings, perspectives and agency are neglected. Implications for research and practice are to further explore understandings of the pedagogical content respect for nature in outdoor learning and play as part of a critical sustainability discussion.

**Keywords:** education for sustainability; outdoor play and learning; critical early childhood research

## *Forest paths to sustainability: Forest school as a way of engaging young children with their environment*

SARA KNIGHT | Department of Education, Anglia Ruskin University, England

In this paper I intend to explore the relationship between young children, typically under five years of age, and their environment as it is developed through their experiences of Forest School. Forest School is a repeated experience, developing neural pathways (brain development) beneficial to health, learning and attitudes to nature. My research and practice as a Forest School leader lead me to postulate some ideas about the nature of this play-based engagement with wilder spaces and its impact on the engagement of participating young children with environmental issues generally. Data will be collected using a Mosaic approach (Sumsion, Harrison, Press, McLeod, Goodfellow & Bradley, 2011). There will also be a review of key literature (Wattchow & Brown, 2011, and Kraftl, Horton & Tucker, 2012). In a case study of four year olds using a small wood adjacent to their school, I observed key behaviours that would indicate that the children had developed a sense of space for their base camp. Permission to carry out the work was gained through the setting, who contacted the parents on my behalf, and through discussion with the children themselves, to gain their oral permission. Ownership of process can, foster a sense of ownership of, and responsibility for, place. As stated above, establishing a base camp seems to be a key element create a sense of place for very young children. I believe that early engagement with wilder nature is the right and innovative way to encourage education for sustainable development, and a commitment in future adults to nurture the environments that have nurtured them as children.

**Keywords:** place; sustainability; play

## *Review and analyses of practices of science education in Norwegian kindergartens*

KARI HOLTER AND GURI LANGHOLM | The Norwegian Centre for Science Education and Oslo and Akershus University College of Applied Sciences, Norway

Our aim is to reveal how kindergarten teachers define science education. We also intend to give a firm base for the rethinking, reconsideration and improvement of science education of pre-school teachers. As the Norwegian Centre for Science Education shall make contributions towards the implementation and execution of national educational policy so that children, youths and adults are provided with equal and adapted education of a high quality and as part of an inclusive community. The centre's activities shall be linked to the principal goals laid down for the sector, with a long-term perspective. Our theoretical framework is based upon research work supported by the Norwegian Research Council and this work is presented in the following two books: Children's participation in the kindergarten. Potentials in the unexpected (Bae, 2012); Children's learning about language and through language (Gjems and Løkken, 2011). Our review is a collection of good practices of science education in kindergartens from different areas in Norway. The contributions have been sent to us in connection with a national competition initiated by the centre. The analysis of these examples is based on criteria's as children's participations, of the scientific nature of children's spontaneous and exploratory play, and involvement of children under the age of 3. The study followed the Norwegian ethical considerations. Findings show a collection of good practices of science education in kindergartens. The centre shall help reinforce efforts related to the sciences in compulsory school and kindergarten. The awards were given to kindergartens showing good ability to stimulate scientific exploration, attend to children's curiosity and wonder and emphasis on biology, chemistry, physics, etc. in kindergarten. The contributions range from outdoor activities, establishing local food production and physic related play for children up to three.

**Keywords:** outdoor play; science learning; children under the age of 3

### C17 RESEARCH, PRACTICE AND NARRATIVES ON OUTDOOR PEDAGOGY

Self-organised symposium

**CHAIR:** TIM WALLER | Anglia Ruskin University, England

This symposium is organized by the Outdoor Play and Learning SIG and the focus is on two different types of narrative developed in outdoor spaces and how young children's outdoor experiences may be documented and shared. The first paper investigates the narratives that children develop in 'wild' outdoor environments and reports on the first nine years of an ongoing research project with 3 and 4 year old children in England. The second paper draws on Bruner's cultural narratives of education and uses official documents and photo analyses of nature playgrounds in Norwegian Kindergartens to illuminate three great master narratives around play in natural environments. The final paper describes a case study from Ireland of the process and outcomes of a curriculum mentoring approach used with two early years services to document the children's outdoor play experiences.



## *The journey to the ‘Top of the World’: Reflections on outdoor play, pedagogy and children’s spaces*

TIM WALLER | Anglia Ruskin University, England

This paper will critically reflect on the last nine years of an outdoor learning research project in England telling the story of how the research and practice developed from a focus on outdoor spaces and wellbeing to participation with children and a focus on children’s culture and co-construction of narratives outdoors. The aims of the research are to investigate children’s dispositions within the outdoor environment, to elicit children’s perspectives of their outdoor experiences and to investigate the relationship between outdoor environments and pedagogy in early childhood. The paper will analyse the research findings from a sociocultural perspective focussing on transformations of participation (Rogoff) and understanding arising from outdoor experiences and will also relate to the development of communities of practice (Wenger). This project draws on the multi-method ‘Mosaic approach’ described by Clark and Moss. In particular a variety of ‘participatory tools’ with children were used to document learning. This documentation then becomes a starting point for discussion with an adult and the discussion is then recorded and published as a ‘learning story’ (Carr). Careful reference is made to ethical guidelines (National Children’s Bureau) to consider the balance of harm and effect on the children, confidentiality and issues of informed consent, applying particularly to research with children. Findings suggest that what occurs in these outdoor spaces is defined by the ethos and style of interaction between adults and children. Implications for both participatory research with young children and early childhood pedagogy will be outlined.

**Keywords:** outdoor play; pedagogy; narratives

## *Narratives from nature playgrounds*

KARI-ANNE JØRGENSEN | Vestfold University College/University of Gothenburgh, Norway

The aim of this paper is to reveal some of the master narratives connected to the phenomena of nature playgrounds in Norwegian Kindergartens. Theory of master narratives represented by Robert White, Carol Gbirch and theory cultural narratives of education by Jerome Bruner constitute the theoretical framework. This paper presentation is based on five textbooks that are used in the curricula for early childhood education students in Norway on the issue of nature playgrounds, on official documents and on analyses of research pertaining to this phenomenon. Photo analyses from three different nature playgrounds. Ethical practice in Norwegian social research was followed. There are no children directly involved in this part of my study. Further in my fieldwork I do have a consent both from SSD in Norway, the parents in written formulas, and orally from the children. These datas are also anonym and can not be traced back to the persons involved. The texts in these documents are not narratives, but I found that these texts contain stories that are structured as three great master narratives: a historical narrative, a political narrative and research narrative. There is a plot or a general structure of a story: the beginning of the text features the tale of the natural child; the first turning point involves the child being brought indoors into unnatural surroundings and causing problems; the next turning point occurs when the child is again brought outdoors; and at the end of the story, all problems are resolved because the child has returned to nature, where he or she belongs. The other narrative that I gleaned from my research material involves places and nature evolving from diverse vegetation and topography to non-challenging small playgrounds that are limited by security restrictions and a lack of space.

**Keywords:** nature-playground; masternarratives; early childhood education

## *Children's questions during a science activity in preschool*

SUSANNE THULIN | School of Education and Environment, Kristianstad University, Sweden

In this study children's questions during a science activity concerning what soil is, are analysed. In Swedish preschools children are expected to develop knowledge about different areas. One such area is science. In this study, children's questions during a work with a scientific phenomenon (what soil is) in preschool are studied. Children's questions are here seen as an expression of their experiences and search for sense and understanding. The empirical study has its background in research on children's learning and a new view of the Swedish preschool's commissions. Children are seen as active in their own learning and as developing on the basis of their own experiences in communication with the surrounding world. My theoretical framework is based on phenomenographic theory (Marton & Booth, 1997) and on developmental pedagogy (Pramling Samuelsson & Asplund Carlsson, 2008). Children's questions are seen as an expression of their experiences and search for sense and understanding (cf. Marton & Booth, 1997; Siraj-Blachford & MacLeod-Brudenell, 2003). The empirical data of the study has been generated through video observations of scientific activities in preschool. Twelve children (3-5 years) and three teachers participate in the study. The ethical guidelines of the Swedish Research Council have been followed. The caregivers of the children have given their informed consent allowing the children to be filmed. The results show that children to large extent have the actual (intended) content in focus. Children's questions also increase over time. The results show a child engaged in its own learning, who wants to share and understand. Children's questions constitute an important didactic starting point when interacting about a specific content. Children's questions make children's interests and understandings visible, encourage emergent science and can be an important starting point for a didactic approach.

**Keywords:** science, learning, curriculum

### C18 EARLY CHILDHOOD PEDAGOGY 2

Individual Paper

**CHAIR:** JAN A. PETERSEN | Dublin Institute of Technology, Ireland

## *Multimodal texts in kindergarten rooms*

EVA MAAGERØ | Vestfold University College, Norway

The presentation provides an overview of the results of the project 'The Kindergarten Room: A Multimodal Pedagogical Text'. The major research aims were to investigate what the multimodal texts in kindergarten represent and the extent to which they reflect and provide attributions to the children's activities. In addition, an aim was to investigate whether kindergarten walls and floors establish a particular text culture, and the extent to which texts on walls and floors can be called 'pedagogical'. The analytical approach is situated within the theoretical framework of Michael Halliday's social semiotics. A kindergarten room is seen as a composite design that spatially utilises the co-deployment of various semiotic resources. The analysis is primarily based on the work of Kress and van Leeuwen. The research is a qualitative study of three kindergartens. The material consists of video observations, photographs, field notes, documents and interviews with teachers and children. The kindergartens, teachers and children are treated anonymously. The Norwegian Scientific Board for the collection of data has accepted the data collection methods. The walls of the kindergarten rooms can be considered rich multimodal texts establishing a pedagogical text culture which can be described. The texts are more documentation of the past than point of departure for daily life activities. The activities

observed are mainly literacy events. The analysis reveals meaning potential and thus contributes to the body of knowledge regarding the factors that influence of the composition of kindergarten rooms.  
**Keywords:** space; multimodality; pedagogical text

### *The experience of ICT in the Early Years: Congruence between the home and the primary school settings*

JAN A. PETTERSEN | Dublin Institute of Technology, Ireland

Primary aim was to provide a deeper understanding of how children learn about technology, or Information and Communication Technology (ICT) in the home and the school environments. A secondary aim is that this understanding may provide Early Years educators with an incentive to examine their practice and teaching strategies around ICT. Theoretical framework was Bronfenbrenner's Ecological Systems model and socio-cultural theory. The research is the first of its kind carried out within the context of Irish culture, taking into account current policies. A mixed method approach was applied, incorporating an ethnographic piece where children's interactions with technology in the home were logged. Anecdotal notes and unstructured interviews with parents' Semi-structured interviews to examine the teacher strategies. The study complied with research principles outlined by the Research Ethics Committee of the Dublin Institute of Technology. Main findings were - Child: Documents the child's interest in ICT, their capacity for auto-didactive learning in the context of ICT and the value of peer to peer based learning that is happening within the Zone of Proximal Development (Smidt, 2008). Parents: Lack of insight into how children interact with ICT, the quality of the interaction and the time spent with ICT. Teachers: Lack of insight into the child's capacity and interest for learning with ICT. Lack of relevant training. Mismatch with regards to meeting the level of interest that the child has. A proposed change teachers in Ireland provide ICT as a part of their daily curriculum. It also raises issues about the need for improved ICT training for teachers.

**Keywords:** technology; education; ethnography

### *The role of the techno-ecological environment on children's social interactions in preschool*

LORNA SAVAGE | University of Strathclyde, Scotland

In the 1980s, ecological research about children's social behaviours was widely available but similar work in contemporary technology-rich preschools is limited. For some time concerns have been raised that technology is socially detrimental for children and these assertions are largely attributed to the technology itself, while the cultural and wider preschool context is often overlooked. This paper bridges this gap, providing an understanding of the role of the technological-preschool environment in relation to children's social interactions, from a much needed empirical stance. The study identified the observable child-child interactions as children use technology; explored the preschool characteristics which contributed to these interactions and explored the role of technologies in contributing to these interactions. The overarching theoretical position for the project is socio-culturalism, drawing on the work of Vygotsky and others. However the study also draws heavily on the notion of contextualism set out by Tudge (2008) in the book *The Everyday Lives of Young Children: Culture, Class, and Child Rearing in Diverse Societies*. Socio-culturalism is fundamental to this paper because of its marrying of the individual and the role of social interaction in everyday life. The focus here remains on the individual within society and within the environment. In a complementary fashion,

Contextualism is useful because of its focus on the key components of context and ‘practices’. Thus, this framework highlights the pivotal nature of the environment and context within which individuals develop rather than focusing on the children themselves. When used together, these frames provide a comprehensive steer for the study. Four qualitative methods were utilised: systematic observation, activity mapping, researcher-led games with children and interviews with practitioners, across a nine-month period. A phased ethical approval process was conducted whereby the researcher continually liaised with the ethics committee and applied for additional ethical approval when required. Consent was sought from parents and assent inferred from children. The key findings indicate that the wider preschool context does contribute to the divergent interactions observed, diluting claims that technological artefacts alone influence children’s social interactions. The model presented is an extension to our understanding of Bronfenbrenner’s microsystem and illustrates how children negotiate interactions within the technological-preschool context. The model presented, deepens our understanding of the ‘pedagogical approaches for early years learning’ by describing the component parts of the preschool environment which contribute to children’s social interactions when using technology.  
**Keywords:** social interaction; technology; preschool

## C19 EARLY INTERVENTION

Individual Paper

**CHAIR:** ROD PARKER-REES | Plymouth University, England

### *Early Start - The three year old in the primary school*

DEIRBHILE NIC CRAITH AND ANNE FAY | Irish National Teachers’ Organisation, Ireland

Early Start is an early intervention programme for three year old children in areas of high socio-economic disadvantage, set up in 1994. The aim of this research is to ascertain the views of current practitioners in Early Start regarding the future of Early Start as an intensive early intervention programme for disadvantaged children. Early Start was considered innovative at the time as it was well-resourced and supported, inclusive of children with special needs, and was part of the primary school system. Play, language development and parental involvement were promoted. Early evaluations of Early Start were inconclusive. Too much emphasis was placed on the results of test scores whereas teachers of reception classes in primary schools had very positive views regarding the impact of the Early Start programme. Eighteen years later, what are teachers’ perspectives on outcomes for children in Early Start? The Irish National Teachers’ Organisation sought the views of its members who teach in Early Start regarding current and future challenges in Early Start. Questionnaires were issued to all teachers in Early Start and a number of focus group discussions were held with representatives. All participants were guaranteed confidentiality and participated voluntarily. The findings indicate how Early Start moved from an early period of intensive policy support to a period of policy neglect and highlight the need for further investment in professional development in relation to new curricular innovations. The findings inform policy regarding intervention programmes and sustained support for young children in areas of socio-economic disadvantage.

**Keywords:** early intervention; disadvantage; policy

## *VIDA YOUNG – an innovative educational program in preschools for the youngest children (0-3) to reduce social disadvantage in society*

BENTE JENSEN | Aarhus University, Denmark

Can ECEC implemented in a large scale, as in Denmark, where >90 % of all children attend day-care have an effect on 0-3-year-old socially disadvantaged children's life chances? The VIDA YOUNG project examines enrichment strategies that improve these children's wellbeing and learning. The overall concept is social innovation defined as lasting improvement of quality efforts (in preschools) aimed to reduce social disadvantage through new creative solutions in practice. The theoretical framework is based on Bourdieu's theory of habitus, social and cultural capital as the foundation of social inequality, Rutter's theory of resilience, individual improvements and protective conditions and Dewey's theory of learners as active participants. A current program VIDA (3-6 year-olds) is based on a RCT-design at institutional level (80 intervention and 40 control institutions) (2010 -2013) involving qualified daycare teachers and assistants. Likewise VIDA YOUNG (0-3 years-olds) will be a RCT study (2013-2016) but focus on the youngest (7,000), management and quality measures (ITERS). The RCT-design implies some preschools are selected for the intervention and others for the control group. This could be an ethical issue if the children in these preschools did not meet any kind of ECEC. But the control group will proceed with usual practice according to National Curriculum. Based on information about the project distributed by the municipality, the involved parents' committees decide whether to consent to the project. Anonymity is preserved by not disclosing any names of parents, children and staff. The project meets the requirements of the Danish Data Protection Agency. The aim is to present the VIDA YOUNG design, discuss preliminary findings from the VIDA program and discuss its relation to VIDA YOUNG. It will be of great importance for practice and policy to obtain new knowledge of how to address ECEC for the youngest more effectively.

**Keywords:** social innovation; ECEC program; quality measures

### C20 QUALITY EVALUATION IN EARLY CHILDHOOD 1

Individual Paper

**CHAIR:** MATHIAS URBAN | Cass School of Education and Communities, University of East London, England

### *The role of movement in children's learning and development: Measuring the quality of movement-play in early years settings*

CAROL ARCHER (1) AND IRAM SIRAJ-BLATCHFORD (2) | (1) Camden Integrated Early Years Service, England, (2) Institute of Education, University of London, England

The research aims to discover if an intervention would result in improved movement experiences for babies and children in early years settings. A movement-play measuring tool, modelled on the Early Childhood Environmental Rating Scale-Extension, was developed for the purpose of this study in order to assess the quality of provision and practice. This study sought to consider the effectiveness of this subscale. The theoretical framework the context of movement-play is drawn from research seeking to understand how findings in neuroscience can help educators (Bruer 2002; Howard-Jones 2007; Blakemore and Frith 2005). Practitioners in the field of neurological dysfunction and reorganisation (Goddard Blythe 2007; Lamont 2007a) are convinced of the influence that specific movement patterns have on the neurological system and the brain and they stress the importance of its application

to children's learning and development. Interpretive and positive paradigms were employed in this research which led to both qualitative and quantitative data analysis. This mixed methods approach included a naturalistic quasi-experimental design of two intervention and two comparison settings. The intervention consisted of an in-service training in movement-play followed by support and advice. The newly developed subscale was used to measure quality before and after the intervention. The researcher adhered to the Revised Ethical Guidelines for Educational Research on BERA (2004) website; and the relevant ethical considerations found in Robson (2002): 65-67). Ethical considerations relating to a 'good' intervention included consideration given to the selection of settings to be involved in the study; their choice to take part or not and to withdraw at any time during the research; being fully informed of what was involved; confidentiality of the names of the settings taking part and their results. (The comparison settings were given the opportunity to receive training after completion of the study which are important when working with children). Data collected indicates that an intervention does result in improved movement experiences for babies and young children. Consistently enhanced results were found in relation to the vital role of the adult at both intervention settings. This research highlights the importance of staff training especially an inculcation of practitioner pedagogical responsibilities. This study also has wider implications for policy makers with regard to the prime area of physical development in the new early years curriculum health checks, and 'school readiness' (Tickell, 2011:19).

**Keywords:** movement-play; quality; brain development

### *Using the Infant/Toddler Environment Rating Scale for examining the quality of care for infants and toddlers in Norwegian day care centers*

ANNE-GRETHER BAUSTAD | Faculty of Professional Studies, University of Nordland, Bodø, Norway

The purpose of the presented study is to explore whether ITERS-R is an appropriate tool to use for examining the quality of care for infants and toddlers in Norwegian day care centers. The study is based on a pedagogical perspective of quality, a perspective which takes into account that it is possible both to define and assess the quality in day care centers. The methodological framework is grounded within a qualitative research approach and key research methods have been systematically observation in the form of using ITERS-R, individual interviews, focus group interviews, literature reviews and document analyses. Special considerations were made because the research involved young children. Because of the topic investigated I also have to consider what to do if there were negative findings. The overall aim has been to 'do no harm' to any of the participant. The main findings indicate that ITERS-R can be an appropriate tool to use in examining pedagogical quality in Norwegian day care centers, and especially the concept of process quality. The fit between the values and goals given in the Norwegian Framework Plan and the areas and quality indicators in the ITERS-R is also good; even if there are differences which need to be dealt with. While almost 80 % of the children between the age of one and two attend a Norwegian day care center, it should however be of great interest to all stakeholders that pedagogical quality is on the agenda.

**Keywords:** pedagogical perspective of quality; process quality; ITERS-R

## *Out-of-home education and care in Portugal: The quest for quality in classrooms for infants*

SÍLVIA BARROS (1) (2) AND CARLA PEIXOTO (1) (3) | (1) Escola Superior de Educação do Instituto Politécnico do Porto, Portugal, (2) Centro de Psicologia da Universidade do Porto, Portugal, (3) Escola Superior de Educação do Instituto Politécnico de Viana do Castelo

The main purposes of this study were to describe the quality of classrooms for infants and to identify relations between child care quality and structural characteristics. The importance of early childhood education and care for child development has been acknowledged by research, in many countries all over the world and across several domains of science (e.g., Bairrão, 2001; Portugal, 1998; Sylva, Melhuish, Sammons, Siraj-Blatchford, & Taggart, 2011; Vandell et al., 2010). In the last decades, the development of neurosciences has been highlighting the impact of environmental factors in brain development, especially in the first years of life, considering neural plasticity and epigenetic mechanisms (e.g., Lenroot, & Giedd, 2011). Particularly, in Portugal, little is known about the quality of the learning and development settings provided out of home, from the first months of age. Forty classrooms for infants from the district of Porto were assessed, using the Portuguese version of the Infant/Toddler Environment Rating Scale (Harms, Cryer, & Clifford, 2003). Interrater reliability checks were conducted independently by two trained observers for 25% of the classrooms. Participants gave their informed consent. In this paper, the main results will be presented and discussed in light of national and international guidelines for early childhood education. Overall, findings highlight the need to improve the quality of child care programmes for infants, in order to offer out-of-home education and care that support child development from the earliest ages. Some strategies aiming at improving child care settings' structural and process characteristics will also be discussed.

**Keywords:** childcare programmes; quality; infant development

### C21 EARLY CHILDHOOD PEDAGOGY – CHILDREN'S WELL-BEING 2

Individual Paper

**CHAIR:** JÚLIA FORMOSINHO | University of Minho and Childhood Association, Portugal

## *Quality evaluation in crèche: A well-being case study*

INÊS MACHADO AND JÚLIA OLIVEIRA-FORMOSINHO | University of Minho and Childhood Association, Portugal

This study fits in Participatory Pedagogies and focuses on quality evaluation through the characterization of two participatory pedagogies for daycare: the High/Scope Curriculum (Post and Hohmann, 2007) and the Pedagogy-in-Participation (Oliveira-Formosinho (org.), 2011). These pedagogies put in the center the respect for the child since birth (Oliveira-Formosinho, 2012). Respect requires the promotion of the child's well-being (Laevers, 2003). Participatory pedagogies require that the evaluation of the quality, the child's learning and well-being have theoretical congruency with the pedagogical proposal as a whole. This study is inserted in the qualitative paradigm, develops through a case study (Stake, 2007) with an observational nature and uses an instrument for observing the child's well-being (Laevers, 2005). The ethics of the study are fulfilled by ensuring anonymity and by informed consent of children, educators, parents, and the institution that welcomed the research. First findings point to the high levels of well-being observed in children who experience participatory pedagogies as opposed to children who experience transmissive pedagogies, which revealed lower levels of well-being. It can be concluded that children's well-being is a contextual variable, influenced

by quality and by specific pedagogies. The study has implications for training policies and for educators' practises.

**Keywords:** participatory pedagogies; quality development; well-being

### *Playful pedagogies in the early years: Sustained shared thinking*

ZENNA KINGDON | University College Plymouth, St Mark & St John, England

This paper is essentially a theoretical exploration of Sustained Shared Thinking and its relation to Playful Pedagogies and is part of an on-going piece of research. The term Sustained Shared Thinking (SST) has gained prominence since the publication of the Effective Provision of Pre-school Education (EPPE) report (2003). The report demonstrated that significantly improved outcomes for young children occurred where SST took place. Siraj-Blatchford (2010) suggested that the marker between a good setting and an outstanding one was their use of SST. It appears that the use of SST to extend children's thinking and cognitive development was what made the setting outstanding, in fact SST was a, '...prerequisite for excellence in early years practice...' (Siraj-Blatchford, 2010: 157). The Early Years Foundation Stage (EYFS)(2008) curriculum for England emphasises a balance of adult directed and child initiated play. This approach to a curriculum may be considered to be a playful pedagogy (Moyles, 2010, Broadhe. This piece of research utilises an ethnographical methodology; it is concerned with the experiences of young children within specific settings. In order for children to participate there has been a focus on the development of a range of data collection methods that allow children to become co-researchers generating effective data. Methods that are suggested to be particularly suitable for use with children include: drawing, photography, observations, semi-structured interviews, child conferencing, setting tours, and videos. Many of these data collection methods will be adopted in this piece of research. The research draws on the work of Harcourt and Conroy (2011) in keeping an on-going record of the child's consent. In this way I am able to remind children that they have previously consented to participating in my research and discover whether they are continuing to consent to participating in my research. Findings show that for children to engage in sustained shared thinking, which supports effective cognitive development appropriately qualified and experienced practitioners are essential. Practitioners need to be supported to allow for; play, playful learning and playful teaching to occur.

**Keywords:** sustained shared thinking; playful pedagogies; practice

### *Group size – Consequences for children's well-being and participation in Norway?*

MONICA SELAND | Queen Maud University College of Early Childhood Education, Norway

This ongoing research project aims to explore under threes well-being and possibility to participate in day care. International research on small children in day care underline the importance of well educated teachers, staff density and stability and group size when it comes to quality. Since 2006 the ECEC's are defined as the first part of the educational system in Norway and full time day care are a right for all children from the age of one. In 2011 almost 80% of the under threes went to day care, and the majority spent approximately 40 hours a week in the institution. These children are inscribed in discourses of learning and participation. Traditionally Norwegian day care for under threes was 9 children in a group. Now groups of 12-16 children are regular, and we can find up to 30 children that share the same physical area, but divided into smaller groups in some parts of the day. In these day care centers each child has to relate to many different adults and children during one day. We can

also see tendencies to cut in expenses according to staff density and substitute teachers/assistants. The empirical data are produced from participant observation of 1 and 2 year olds in different group sizes and survey data from parents and staff. The research project is carried out as provided by the Norwegian ethical committee. The observations of the children are approved by the parents who have given their written consent after being informed of the project. All personal information are depersonalized and are being kept confidential. Tentatively, I can say that large groups challenge the teachers possibility to see and meet all the children's expressions of needs and wishes. This can influence the children's possibility to influence their own everyday life, and their well-being. Findings may influence the policy making according to group size for small children.

**Keywords:** under threes; group size; participation

## C22 PLAY IN EARLY CHILDHOOD 3

Individual Paper

**CHAIR:** SUE GASCOYNE | Play to Z, England

### *The significance of explorative play with objects*

SUE GASCOYNE | Play to Z, England

Research aims are: to explore the benefits of object play for babies through to primary aged children; identify how play with a Treasure Basket – a basket of natural and household objects, manifests itself in the brain; and understand the significance of this apparently 'simple play'. A mix of primary and secondary research were undertaken. The primary research is documented in the following unpublished papers: Papatheodorou (2010); Khan (2011) and Gascoyne (2011). A literature review of sensory play, neuroscience and object play was complimented by a pilot neuroscience research project (in conjunction with Games for Life and University of Hertfordshire); a sensory play research project by Anglia Ruskin University, 2009 involving play observation and practitioner questionnaires; weekly observations of Treasure Basket play in an Activity Centre over a 6 month period. Parental and (where possible) child permissions were secured. Secondary research revealed the importance of objects and the senses for children's development. A number of typical Treasure Basket behaviours were identified. Although not the main research focus, several adult behaviours were also apparent. Secondary research revealed the existence of a series of explorative hand procedures present in adults. Play observations began to explore evidence for the existence of these in infant's exploration of objects. A pilot neuroscience project suggests that explorative and imaginative play manifest differently within the brain. The study shows the significance of the Early Years and a supportive pedagogy. The importance of the senses for hardwiring the brain for learning and object play for developing and refining thinking. The significance of exploratory hand procedures. The importance of giving children time, space and permission to explore and play.

**Keywords:** sensory play; objects; exploratory

## *An analysis of Elinor Goldschmied's work detailing treasure baskets, heuristic play, islands of intimacy and questioning impact on practice*

LESLEY CURTIS AND ANDREA VAUGHAN | Everton Nursery School and Family Centre, England

Staff from within the 0-3's department at Everton Nursery School and Family Centre, Liverpool, UK examined, explored and refined the original practical application of Elinor Goldschmied's work. The theoretical framework for this paper considers and interprets the work of Bain and Barnett (1980) with respect to the key person and Bowlby (1969) in relation to attachment. The approach was one of ethnographic research, which drew upon qualitative data. Work entailed staff undertaking an analysis of their own practice in relation to working with under three year olds both pre, during and post the introduction of Treasure Baskets, Heuristic Play and Islands of Intimacy into practice. Ethical consideration has been undertaken as part of the organisations procedure on ethics and confidentiality. Parents/carers consent had been sought with respect to their child/children, preserving anonymity of all participants involved. This became an enquiry based approach as staff questioned their role as early years practitioners and educators as well as observers alongside the children in engagement of their play during Treasure Baskets, Heuristic Play and Islands of Intimacy. The conclusion of this practical application not only enabled staff to review their practice and reflect critically but also celebrated their work with the children. This culminated in producing a booklet for parents/carers on Treasure Baskets and Heuristic Play with Objects as well as a DVD on Heuristic Play for early years practitioners, with a section for parents/carers. The presentation will outline this process and highlight the impact on practice and children's learning.

**Keywords:** treasure baskets; heuristic play; islands of intimacy

## *Educational situations and psychological development in a childcare centre: Materiality as a resource for construction of individual and collective workplaces*

SOPHIE TAPPAREL | University of Lausanne, Switzerland

We study the role of educational situations run in a childcare centre on psychological development of 2-to-4 years old children. Our talk focuses more precisely on the role of materiality (i.e. objects and gestures implying objects) on the construction of individual and collective workspaces in a painting situation run in two children's groups: the 2- to 3-years-old children and the 3-to 4-years-old children. Extending historico-cultural and semiotic approach of Vygostki, we consider that materiality (i.e. objects and gestures implying objects) plays a central role in psychological development. The painting situation was selected after an exploratory research done in order to draw up the inventory of all educational situations displayed ordinarily in both children's group. The situation was filmed six times during one year. Every observation was analysed macrogenetically (synopsis and table of sequences) and microgenetically (transcription of verbal and non verbal aspects of some selected triadic interactions). Moreover to improve our understanding of the observation data, data from self-confrontation interviews were also used. All data were collected with consent of childcare centre director, childcare workers and children's parents and the anonymity of all participants are preserved. The preliminary analyses indicate that in both children's groups, materiality is a resource for the construction of workspaces by children. Moreover in 2- to 3-years-old children, materiality is used for construction of individual workspace whilst in 3-to 4-years-old children's group, materiality is used for construction of collective workspace. By focusing on form of child caregivers' educational interventions, our research participates to make visible child caregivers' work.

**Keywords:** vygotskian approach; materiality; workspaces construction

CHAIR: JACKIE MUSGRAVE | University of Worcester, England

### *The place of infants in the evolving Australian policy context*

ALMA FLEET (1) AND LYNN FARRELL (2) | (1) Macquarie University, Australia, (2) The Infants Home, Australia

Recently in Australia, federal initiatives have prioritised the education, care and well-being of young children through a government agenda delivering an Early Years Learning Framework (DEEWR, 2009) and a package of National Quality Standards (2011). Little research is available, however, on the impact on settings working with these documents. This presentation is multi-strand, including Policies for under threes, Staff development, and a primary focus on International perspectives. The research reported here is a case study of change. Told from the perspective of the co-researcher who has been a senior director of children's services in Australia for two decades, the work reveals the complexity of a changing policy landscape from the perspective of "the infants room", of the factors affecting very young children and the "educators" who work with them. Using a sociocultural frame of reference (Edwards & Nuttall, 2009; Keesing-Styles & Hedges, 2007), the authors have studied staff perceptions in one large community-based service both before and after the development of current initiatives, and more recent experience in another large community-based service. Data includes interviews from 15 educators (including directors, teachers and others) who have worked or are working 'in the nursery'. Thematic analysis reveals a set of factors that intersect with the changing policy context to impact on centre-based experiences of the youngest children in early childhood group settings, and their families. Privacy considerations (including participant consent and confidentiality) have been addressed through university ethical consent processes. Examples will be given to illustrate the findings and to suggest implications for change management within services and in policy development within Australia. Issues raised will relate to possible parallels with European experiences.

**Keywords:** policy contexts; infants; change

### *The role of early years professionals in leading communities of quality practice in early years settings*

VERITY CAMPBELL-BARR AND CAROLINE LEESON | Plymouth University, England

This paper explores how Early Years Professionals (EYPs) create communities of quality practice and what shapes and informs their approach to leading quality early years provision. Whilst at one level quality criteria as set out by the inspecting body (the Office for Standards in Education: OFSTED) seeks to guide EYPs in their role, the reliance on a mixed economy of providers means that EYPs also find themselves responding to the consumer demands of parents. We draw on research conducted with EYPs to explore the daily experiences of leading an early years setting. EYPs in one Local Authority were invited to attend focus groups to consider their experiences and following this were offered the opportunity to conduct action research projects (with support from the research team) on an aspect of their own practice. The research was subject to scrutiny by Plymouth University's Education Ethics Committee and all EYPs worked with the researchers to devise ethics protocols that were appropriate for their projects. EYPs felt that it was not just the qualification that enabled you to lead quality practice, but an understanding of child development. This knowledge could then be used to

interpret Ofsted criteria in a way that is right for your setting. Parents often lacked an understanding of what quality practice looks like, but EYPs were keen to engage with parents' views to reflect them in their practice. There is still a need to raise the profile of EYPs and to educate parents on what is quality early years practice.

**Keywords:** quality; leadership; communities

## *Education and democracy: An investigation of Early Childhood Education (ECE) in Portugal*

DIANA SOUSA | Institute of Education, University of London, England

This study aims to scrutinise the ways in which 'democratic education' is described, interpreted, and enacted by the major providers of Early Childhood Education (ECE) in Portugal. The specific research questions addressed are: 1) What conceptions of democracy have emerged in state policies and how are these conceptions manifested (intent) in the state policies towards ECE?; 2) How are the conceptions of democratic education enacted (action) in ECE organisations? Lynn Davies' eight-point model of conceptions of democracy in education will be adapted as an initial framework to analyse the conceptions of democracy that are enacted. This investigation will look at: Basic Values, Rights, System Structures, Structures within Schools, Learning Content, Balance, Training, and Outcomes. This research will involve three levels of analysis addressing each of the two research questions. The first question will be approached at the national level and the second question will be examined at two different levels - organisational and classrooms. Data will be collected through policy/document/historical analysis, interviews (policy makers, ECE experts, school leaders and teachers), and observations (educational institutions). At this stage of my research there are no parents or children involved and therefore no ethical considerations needed to be made on their behalf. All the participants in this research have given their consent for information disclosure and no anonymity was required or requested. The answers to the research questions will allow an examination of the nature of Democracy promoted, and how intentions and realities are aligned, in the specific context of ECE in Portugal. Albeit the specific cultural context of the account (Portugal, ECE, and democratic education) this research will be not only beneficial to the field of Early Childhood Education but also of education in general.

**Keywords:** early childhood education; democracy; Portugal

## C24 TRÊS OLHARES SOBRE DOCUMENTAÇÃO PEDAGÓGICA

Self-organised symposium

**CHAIR:** JULIANA GUERREIRO LICHY | Universidade de São Paulo, Brasil

O simpósio traz a prática da documentação pedagógica com crianças de zero a dois anos, em instituições infantis brasileiras, a partir de três perspectivas diversas que dialogam entre si: o olhar de uma professora que produz a documentação, o olhar de uma formadora de professores que acompanha os processos vividos por eles e o olhar de uma pesquisadora que participa do processo de documentação em uma instituição infantil a partir de uma pesquisa-ação. A partir desses três olhares, pretende-se articular a contribuição da documentação como compromisso ético que proporciona transformação social uma vez que as crianças pequenas são vistas sob uma ética integrada que as respeita, ou seja, a possibilidade de reconceitualizá-las na sociedade, bem como evidenciar e ressignificar a prática reflexiva do educador da primeira infância que se faz na formação constante em serviço, dialogada entre seus pares.

## *A escuta dos que não falam: A documentação pedagógica como prática reflexiva do educador e instrumento de protagonismo infantil – Um olhar de pesquisadora*

JULIANA GUERREIRO LICHY | Universidade de São Paulo, Brasil

Este trabalho, em desenvolvimento a título de mestrado pela Faculdade de Educação da Universidade de São Paulo (Brasil), ao longo de três anos (2011-2013), propõe, por meio da pesquisa qualitativa, no modelo de pesquisa-ação, um estudo sobre a documentação pedagógica como instrumento para a prática reflexiva do professor e a consequência maior dessa prática docente: a escuta das crianças que ainda não falam em instituições dedicadas à primeira infância. Fundamenta suas bases teóricas na bibliografia italiana de Reggio Emilia e outros autores que se debruçam sobre o tema, entre eles: Peter Moss, Ana Azevedo, Cristina Parente, Júlia Oliveira-Formosinho. A atuação enquanto pesquisadora enfatiza pesquisa bibliográfica sobre o tema da Documentação Pedagógica e o acompanhamento participante do processo vivido desta prática educativa de três educadoras de um grupo de crianças de 0 a 1 ano de uma instituição escolar infantil brasileira. Acredita no compromisso ético social de transformar realidades locais, comunicar o trabalho pedagógico e colaborar para a construção de uma infância protagonista de sua história, respeitada em seus direitos e ouvida nas suas diferentes linguagens. Sobre as considerações éticas do trabalho inscrito, é importante pontuar que, em se tratando de uma pesquisa a nível de mestrado, todos os cuidados estão sendo providenciados e levados à aprovação do Comitê de Ética da Faculdade de Educação da Universidade de São Paulo, que concerne autorizações formais por escrito da equipe gestora da instituição para realização da pesquisa, das educadoras do grupo de crianças pesquisado e das famílias das crianças do grupo envolvido, garantindo o consentimento para a realização da pesquisa e uso de imagens que possam vir a ser utilizadas. Vale ressaltar que todo o material colhido é sempre apresentado às educadoras e gestoras que concordam e autorizam o seu uso. Por fim, é relevante dizer que por se tratar de crianças muito pequenas (entre 5 meses e 1 ano) as autorizações solicitadas restringiram-se aos seus pais e não a elas diretamente por motivos claros. Considera-se como resultados preliminares a ressignificação da atuação docente, a contribuição da pesquisa para um campo ainda pouco explorado (educação de crianças entre 0 e 2 anos), bem como o compromisso ético que a Documentação Pedagógica proporciona de transformação social uma vez que as crianças pequenas são vistas sob uma ótica integrada que as respeita, ou seja, a possibilidade de reconceitualizá-las na sociedade.

**Keywords:** documentação pedagógica; prática reflexiva; educação Infantil - 0 a 3

## *Equilíbrio e corpo: A documentação pedagógica como alicerce na pesquisa de crianças pequenas*

SILVIA MACUL LOPEZ CERTAIN | Escola Vera Cruz (Brasil), Brasil

Este estudo mostra o que entendemos sobre documentação pedagógica a partir de uma experiência prática, pensando-a como um processo reflexivo que se dá por meio de registros (escritos e fotográficos) lapidados pelos educadores que direcionam o olhar para as propostas com as crianças. Este trabalho é um relato de prática. Sou professora de um grupo de crianças de 1 ano em uma escola particular de São Paulo – Brasil e me propus (em parceria com a escola) a refletir sobre a documentação pedagógica a partir da minha experiência com as crianças em diversas situações planejadas. Esta não é, portanto, uma pesquisa nos moldes da universidade, mas sim um aprofundamento da maneira de fazer documentação, teorizada e refletida na prática escolar. Tendo como referencial teórico Dahlberg, Moss e Pence (2005) que tratam do tema sob uma perspectiva reflexiva e de-

mocrática, a documentação vista e vivida nos permitiu assumir posições e responsabilizar-nos pelas construções dos nossos significados, criados e ressignificados. A partir de uma experiência prática com crianças de 1 ano aprofundamos o nosso conhecimento dos conceitos de ciências – equilíbrio e corpo e da documentação. Este modo de pensar e fazer nos ajudou (a nós professoras) a incorporar a documentação de forma refletida e atualizada. Pudemos aprofundar os nossos conhecimentos através da investigação sobre documentação na prática escolar, colaborando para a difícil tarefa de articular teoria e prática. Foram utilizados vídeos e fotos para a coleta de dados da pesquisa durante um ano de trabalho. As atividades eram documentadas e reavaliadas em encontros posteriores. Inspiradas no fazer e pensar documentação de Reggio Emilia, que reconhece nas crianças as várias linguagens que usam para se expressar e procura ouvi-las, acredita no compromisso ético de considerar a criança ativa em seu processo de aprendizagem. A permissão de imagem foi garantida pelos seus pais ou responsáveis antes das crianças serem filmadas e /ou fotografadas. A prática da documentação norteou nosso olhar na elaboração de planejamentos flexíveis. Todas as atividades foram gravadas em vídeo, editadas e reavaliadas (um recurso que trouxe a experiência prática para a análise/interpretação) - o que ajudou-nos a repensar, retornar os caminhos vividos, examinar e reexaminar as práticas pedagógicas de forma crítica e criteriosa numa busca constante de significados. Trabalhar com documentação possibilitou uma escuta qualificada e um planejamento flexível que coloca a criança no lugar de protagonista.

**Keywords:** documentação pedagógica; equilíbrio; educação infantil - 0 a 3

## *A documentação pedagógica em diálogo com o projeto educativo e a formação dos professores*

CLÉLIA CORTEZ | Escola Vera Cruz, Brasil

Este trabalho retrata uma experiência sobre a prática desenvolvido numa escola da rede particular da cidade de São Paulo, (Brasil). O relato feito por uma das orientadoras aborda uma análise da relação entre o Projeto Político Pedagógico da instituição, a documentação e o processo de formação desenvolvido em equipe. Partindo dos pressupostos que a prática de uma pedagogia investigativa e comunicativa se constitui num contexto permanente de reflexão e que a documentação é o meio pelo qual se pode contemplar e potencializar a escuta, a atitude de pesquisa e a busca por uma dimensão ética e estética, este trabalho sustenta suas bases teóricas em autores como Gunilla Dahlberg, Peter Moss, Alan Pence, Alfredo Hoyuelos, Formosinho e em bibliografias voltadas para as pesquisas em Reggio Emilia, na Itália. O foco de investigação e análise circunscreve-se ao acompanhamento de duas professoras de crianças de 1 a 2 anos de idade que em diálogo com os princípios do Projeto Pedagógico e com a formação da equipe de professores desenvolveram no ano de 2010 um processo de documentação e planejamento flexível sustentado em experiências de pesquisa e aproximação com o conceito de equilíbrio. Este trabalho possibilitou a ampliação da leitura de percursos sob duas perspectivas: da criança, uma vez que as interpretações de seus gestos e ações e favoreceram oportunidades de conhecimentos e novos encontros, e do professor à medida em que foram oportunizadas reflexões e diálogos em equipe sobre as escolhas e decisões em conexão com o Projeto Pedagógico e com a cultura. As situações realizadas foram registradas em forma de vídeos, fotografias das crianças envolvidas em contextos de trabalho e planejamento das professoras para a avaliação em equipe. Por se tratar de crianças de 1 a 2 anos de idade, a concessão das imagens foi garantida pelos seus pais ou responsáveis antes de serem filmadas e /ou fotografadas, e para a apresentação desta experiência será garantido o anonimato de suas identidades. O uso das imagens dos adultos envolvidos também foi autorizado pelos mesmos e pela equipe gestora da instituição.

**Keywords:** documentação pedagógica; projeto político pedagógico; formação de Professores

C25 THE CULTURAL TRANSFER OF THE ROLE OF THE PEDAGOGUE: A CONSIDERATION OF PARTICIPATION, EMOTION AND UNDERSTANDING IN RELATION TO CHILDREN UNDER THREE, PARENTS AND PROFESSIONALS

Self-organised symposium

**CHAIR:** SUE GREENFIELD | University of Roehampton, England

This symposium discusses the role of the pedagogue. Firstly it examines the professional identity of the Danish pedagogue and provides a comparative analysis of the education and identity of the workforce and the curriculum within Denmark and England. Secondly the role of the pedagogue is discussed in the light of the social interactions of babies and children under three in the nursery, suggesting that the emphasis on fostering attachment in nursery policy may be failing to provide rich opportunities for babies and children to experience different kinds of interaction. Observational data is used from a study that demonstrates the vibrancy and range of children's interactions. Thirdly the role of the pedagogue in developing shared understandings of children by parents and practitioners is considered by reporting on a study that used video data as a starting point for discussion between parents and practitioners about children in nursery.

*The professional identity, power and control of the Danish pedagogue*

SIGRID BROGAARD CLAUSEN | University of Roehampton, England

This provides a critical discussion of the context and development of the professional identity of pedagogues in Denmark. This is in the light of the term pedagogue becoming more commonly used in England, strongly inspired by the Nordic approach to Early Years. Historical analysis of the identity and education of the Danish pedagogue has a stronghold in democratic society. Comparative analysis of Danish and English governmental documentation as reflected in the curricula provides further discussion of Early Years, democracy, emancipation, egalitarianism and a good life in both countries. A historical and comparative analysis of the education and identity of the workforce and the curricula within the two countries. Research integrity and quality. The paper will argue that a cultural transfer of the role of the pedagogue and the Danish childcare system is problematic and needs to include awareness of differing ideologies, education systems and particular welfare state models between Denmark and England. The paper identifies several implications when considering the role of the professional in early years. From examining the education of the Early Years Professionals and the curriculum documentation within Denmark and the UK, it is argued that the Early Years professional's role is linked to governmental and ideological positions on children, childhood and parenthood. The increased focus on accountability and educational subject specific knowledge in early years seems to be promoting the development of more prescriptive and externally monitored curricula within the two countries. This provides less room for freedom and democratic participation for children, parents and professionals.

**Keywords:** danish pedagogue; professional identity; early childhood

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## *The role of the pedagogue in helping babies and children under three manage companionship, love and loss in their friendships and group relations*

PETER ELFER | University of Roehampton, England

In terms of the social interactions of babies and children three in nursery, the predominant emphasis in much early years policy has been on fostering attachments between children and nursery staff. Yet this has been challenged as unnecessarily limiting of children's relationships with peers. This research seeks to explore babies' and young children's interactions with peers in dyads and groups with particular attention to what the children themselves communicate about their significance. The theoretical approach of the research draws on a combination of attachment theory (Bowlby 1988) (with particular critical attention to its application in nursery contexts), and on theories of collaboration, friendship and group life (Trevathan, 2005). The paper will illustrate how these two theories might be seen as interactive in explaining infants' and young children's deep reliance on and engagement in both attachment to adults and vibrant peer interactions with friends and in groups. A social constructivist paradigm is adopted with an observation method based on psychoanalytic methods of observation known as the 'Tavistock Method'. There is a lot at stake for young children in the attachment versus peer interaction debate. Ethically, it matters to ensure that the 'voices' of children are part of this debate. As an observation methodology, the Tavistock method is critically sensitive to issues of power and intrusion in the way observations are conducted. The method is used here both to generate rich data but also as a means to enable the views and feelings of the youngest children to be taken into account as an ethical imperative in undertaking research on nursery life. This allows attention to the importance of 'consent' to observation including for babies in their first year well before verbal communication. The paper will present the findings from observations of 16 children aged 6m to 31m and the remarkable vibrancy and range of the interactions observed. The implications for the role and meaning of pedagogy in facilitating peer interaction will be drawn out.

**Keywords:** pedagogy; babies and children under 3; peer interaction

## *Empowering parents: the role of the pedagogue in establishing a relationship with parents to promote a shared understanding of babies and children*

SUE GREENFIELD | University of Roehampton, England

The expectation in England is that practitioners will work closely with parents to form a partnership. Sometimes both parents and practitioners consider the partnership is working, however under further scrutiny, the relationship is superficial and neither parent nor practitioners have a clear shared understanding of the children in their care. The research aims to explore parents' and practitioners' understandings of children to find out if they are shared understandings. Socio cultural theory Vygotsky (1978) Rogoff (2003) is used to discuss the ways in which young children develop social interaction and cognitive development. This is them related to the way in which parents and professionals can work together to gain shared understandings of the children. A social constructivist approach is used with audio recorded reflective dialogues between researcher and parent/carer, of child's action in video, using semi-structured interview schedule. These were collected during home visits. Ethics approval was granted by the University of Roehampton ethics board. Confidentiality and anonymity was assured to participants with particular attention to the children. Verbal and non-verbal cues, including gesture, facial expression, drawing and mark-making, was used to inform understandings

of the children's consent. Parents willingly shared their understandings of the interactions with their children, highlighting the diversity of both parents and children and the individuality of their needs emotions and aspirations. The parents' perceptions of their children accentuated differences between parents' and practitioners' understandings. Practitioners do not always find it easy to relate to parents, and there are many misunderstandings between them. The use of video material of children in the nursery is suggested as a means of beginning to foster shared understandings so that parents can be seen as individuals with differing aspirations.

**Keywords:** pedagogue; parent partnership; shared understanding

## C26 TEACHER EDUCATION – TRAINING ISSUES

Individual Paper

**CHAIR:** MARLENE DA ROCHA MIGUEIS | University of Aveiro, Portugal

### *Elements of case conferences that are considered important to the professional development of Japanese preschool teachers: Differences arising from duration of work experience*

KIYOMI AKITA (1), FUMINORI NAKATSUBO (2), TOKIE MASUDA (3), KATSUO YASUMI (4), FUMIKO SUNAGAMI (5) AND JUNKO MINOWA (6) | (1) University of Tokyo, Japan, (2) Hiroshima University, Japan, (3) Sacred Heart Professional Training College, Japan, (4) Tokyo Seitoku University, (5) Chiba University, Japan, (6) Kawamura Gakuen Woman's University, Japan

The purpose of this study is to clarify the differences in preschool teachers' perspectives, which arise from the duration of work experience, and what elements of case conferences the teachers consider important to professional development. The quality of a workforce is determined by the interactions among teachers, which constitute a competent system (CoRe Final Report, 2009). Preschool teachers in Japan attend many case conferences. These conferences are aimed at professional development, specifically at facilitating reflection on teaching practices and child development, as well as the co-construction of practical knowledge (Akita, 2011). Sixty-two preschool teachers were asked to read four transcripts of case conference discourse. They were then asked to choose which transcripts they found the most useful for their own development and to explain the reason for their choice. Twenty-three categories of elements were identified through qualitative analysis of the reasons. We got ethical permissions from teachers to analyse their data. The comparison of the responses of experienced and young teachers reveals four major differences: 1) Young teachers pay more attention to the digressions in conversations; that is, they attach importance to the coherence of discourses. 2) Young teachers also pay attention to the fact that conference participants take turns speaking. 3) Experienced teachers focus more on content, how candid teachers are, and how organized the sequence of each talk is. 4) Experienced teachers form more perspectives on the conferences. The results showed that what teachers talk about and how they interact with one another during conferences were critical factors.

**Keywords:** professional development; case conference; discourse

## *The child's voice in praxiological transformation*

CRISTINA MESQUITA-PIRES | Polytechnic Institute of Bragança - School of Education, Portugal

This study investigates the process of praxiological transformation developed in an early childhood institution. The main objectives of the study were defined around the reconstruction of children's and educators' images, hoping to create democratic participatory understandings of central actors that will develop a situated pedagogy of respect and learning (Oliveira-Formosinho, 2009). It undertakes deep dialogues with Childhood Association pedagogical approach for children learning and teachers' development (Formosinho and Oliveira-Formosinho, 2008) as well as with Effective Early Learning Project (Bertram and Pascal, 2004) as reference for monitoring and evaluating quality co-construction. This study is located in the qualitative paradigm (Guba and Linkoln, 2005; Dezin and Linkoln, 2006) and is being conducted through a single case study (Stake, 2005, 2007) in the context of an action-research process. The learning process were develop into a collaborative action that puts practitioners as subjects of the research and as participants, in a cooperative process of pedagogical mediation. This learning led the participants to reflect on the ethical issues involving its use. This has been a long and complex process that has had positive effects in the transformation of practices (staff development) and on children learning and participation. The reconceptualization of the image of the child has been key for their right to participate and a professional motivation for educators to change practices.

**Keywords:** praxiological research; professional development; childhood pedagogy

## *Teacher learning activity: Contributions of theory of activity*

MARLENE DA ROCHA MIGUEIS | University of Aveiro, Portugal

Our objective was to research the teacher learning activity in a project of further training on mathematics education, at the University of Aveiro, which gives preference to the guiding teaching activity (GTA) as methodology for training. Based on cultural-historical theory, this presentation aims to make few remarks about early childhood teacher learning, emphasizing the psychological theory of activity (Leontiev). This research, based on qualitative features, was inserted in the research-action and the collaborative research. Due to the complexity of this subject, to study the learning teacher trying to understand the subjects in their own movement of learning, we use the concept of isolated (Caraça, 1998) as a tool that allowed us to understand the phenomenon studied. The research corpus was constituted by: written productions of teachers, in preparing guidelines for teaching activities; descriptions of each meeting written by the researcher. Confidentiality, well-being and rights of children, of family and of teachers were assured. The analysis of data research, presented indicators of change in the learning quality of teachers, triggered and sustained by the dynamics of elaboration, development and reflection of education activities. They understood that the GTA is a way of organizing the teaching which allows the exchange of meanings between teachers and children, and not a mere strategy that favors the learning of new knowledge. The theoretical contributions of the historical-cultural perspective underlying this work allowed rethinking the training of childhood teachers, especially in regard to the processes of learning teacher.

**Keywords:** guiding teaching activity; teacher learning; human development

**CHAIR:** LINDA JOAN HARRISON | Charles Sturt University, Australia

Many of the members of the EECERA Transition SIG have studied early childhood transitions for children starting school. In two linked self-organised symposia we propose to interrogate research approaches and theoretical frameworks used and to consider whether the justification of research methods that attach to studies of early childhood transition are applicable to the study of the transitions of the youngest children.

***Researching memories about starting school: Autobiographical narratives***  
BOB PERRY, TUIJA TURUNEN AND SUE DOCKETT | Charles Sturt University, Australia

This presentation considers autobiographical narratives as a methodological approach to study memories about starting school. Studying memories is about studying things that happened in the past. Historical incidents need to be taken into account, but using autobiographical narratives is a way of understanding starting school as a part of the constructed life story, not as a historical fact. It is a combination of the person's own experiences, stories told in the family and community, photos and other artefacts, and the time and place of starting school and recalling it. The presentation considers 'autobiographical narrative' (Morrissey, 1998; Riemann, 2006) as a methodological approach to study memories of starting school. From this theoretical viewpoint, the narratives may not refer to what actually happened at the time but are experienced and recalled constructions and present part of the 'continuing me' (Nelson, 2003). The presentation investigates the impact of this theoretical position on the analysis of the constructed narratives. In a research project 90 persons who started school between 1928 and 1995 were interviewed. Prior to the interviews, the participants were asked to recall all they could about starting school and think about any artefacts relating to starting school they may wish to share. The artefacts served as prompts for discussion. The interviews started with a request for the participant to tell their story about starting school. If needed after the free telling, some additional questions were asked. Ethics consider the recognition of arousing issues about 'right' and 'wrong' memories. Starting school is an educational marker which influences the identity, coming school years, and even the choices a person makes later in his/her life. In their stories about starting school, people construct it as a part of autobiographical narrative and interpret it in their life course.  
**Keywords:** autobiographical narrative; transition to school; life course

***Examining student-teacher relationships over the first year of school through an analysis of children's drawings of themselves and their teachers***

LINDA JOAN HARRISON AND LIBBEY MURRAY | Charles Sturt University, Australia

Studies have shown that the relationships students form with their kindergarten teachers are a key component in children's successful transition to school; however, only a handful of studies have examined relationship quality from the child's perspective. Furthermore, despite a widespread recognition of the importance of positive relationships, very little work has been done to investigate the process or timing of relationship formation. The proposed research will address these gaps in research by gathering children's perspectives on their relationships with their kindergarten classroom teacher.

Student-teacher drawings and direct questioning provided an understanding of relationships and how they changed over the first year of school. Direct questions about the teacher were adapted from the School Liking and Avoidance Scale (Ladd & Price, 1987). Drawings “of yourself and the teacher” were scored according to the protocol developed by Fury et al. (1997) for child-family drawings. Fury’s method assesses eight dimensions: creativity/vitality, pride/happiness, vulnerability, emotional distance, tension, role reversal, bizarre signs, and global pathology to generate a composite measure of relationship negativity. Participants were 101 children who were interviewed in Terms 1 and 4 of their first year of school. Child assent was sought for participation following ethics approval and teacher and parent permission. Preliminary analyses (based on 20 drawings) have shown average levels of relational negativity to be medium (4 on a 7-point scale) in both Term 1 and Term 4, and moderate correlation between Time 1 and 4 scores. The paper will consider when classroom relationships are shaped and how they change.

**Keywords:** student-teacher relationships; drawings;

### *Factors that influence the transition to school for infants and toddlers*

KAY MARGETTS | University of Melbourne, Australia

This paper will explore a range of factors that influence or predict the social, behavioural and academic adjustment to the first year of school including the type of care children received as infants and toddlers. The transition to the first year of schooling has been perceived as one of the major challenges children have to face in their early childhood years. Within a bioecological framework, studies of the effects and outcomes of transition to school must consider the shared influences of the child and their prior experiences as well as the influences of family, school and community contexts. This quantitative study utilised rating scales and questionnaires to collect data. Permission to conduct the study was received from relevant university Human Ethics Committees. Participants were informed about the study and what their participation involved and voluntary consent was provided. This study found significant relationships between the types of care children experienced in the first three years after birth and a number of indicators of adjustment to school after allowing for a range of demographic and school factors. This study recommends that policy and practice should be implemented to support children’s confidence, self-control and interactions with others in early childhood. Given the significant and predictive value of numbers of transition experiences for children’s adjustment, children and families should be given many opportunities to visit and become familiar with the new school prior to commencement.

**Keywords:** infant-toddler childcare; school adjustment;

## C28 PARENTS IN TRANSITION TO SCHOOL

Self organised symposium

**CHAIR:** WILFRIED GRIEBEL | State Institute of Early Childhood Education and Research, Germany

Presentations from very different parts of the world - Rheno-Palatia and Bavaria in Germany and New South Wales in Australia - take into consideration the meaning of transition to school for parents of school beginners. A traditional segmentation into birth to 3, 3 to 6 in Germany is getting more and more obsolete, because nursery schools widen age-mix grouping to younger children. Different theoretical backgrounds, different methods as well as different samples will illustrate different facets of parents’ perspectives. Ethical considerations refer to parents advocating their children’s right to education according to the UN Convention on the Rights of the Child. All three studies are in line with an actual trend to take into account the parents’ perspectives on their children starting school

and add to a family perspective of transitions. The discussion about consequences for professional management of transitions will be stimulated.

### *Family transitions as children start school*

SUE DOCKETT AND BOB PERRY | Charles Sturt University, Australia

This presentation reports the experiences of families with complex support needs as their children started school. It notes the changes encountered by parents as they work to build new relationships around the school context, construct identities as parents of school children and balance family life to incorporate the new context of school. It examines the ways in which the strengths and challenges of these families influenced the transition to school as well as the concurrent effects on families. This research is located within bio-ecological theory (Bronfenbrenner and Morris, 2006). It examines the nature and impact of interactions across various contexts as families, and particularly parents, experience the transition to school. In addition, it draws on strengths-based theories to understand the positioning of these families. Case study methodology has been used to generate detailed narratives of the experiences of families as their children start school. Researching groups described as vulnerable requires attention to the ethical issues of respect for participants, stereotyping and potential further marginalisation of participants. Each of these has been addressed in this research. Findings show that families provide support for their children during the transition to school, and they also experience a transition themselves. For example, becoming the parent of a school child requires significant changes for parents, just as starting school requires major changes for children. Where families experience complex support needs, the time of transition to school can present both opportunities and challenges for all involved. Implications for the inclusion of parents and families in transition experiences are discussed.

**Keywords:** transition; parents; school

### *Parents going to be parents of a school-child*

ANDREAS WILDGRUBER, WILFRIED GRIEBEL, BERNHARD NAGEL AND RENATE NIESEL | State Institute of Early Childhood Education and Research, Germany

The aims of the study are: How do parents experience their transition to being a mother or father of a school child? What kind of participation in cooperation of nursery school and school facilitates a successful transition? Are there differences according to diversity of parents? The underlying family development transition model (Griebel & Niesel, 2011) implies transitions in early childhood from family to crèche, to nursery school and to formal educational institutions likewise. The model includes parents from the beginning and thus evolves a culture of cooperation with parents that will be nodal at the point of transition to school. In that cooperation, experienced support (Perkonigg, 1993) by parents is considered. 721 parents of first-born and second children in Germany, 275 of which had a migration history, were interviewed predominantly by telephone in German, Russian, or Turkish by trained pedagogues. Audio data were transcribed and analyzed quantitatively and qualitatively. Parents advocate their children's right to education according to the UN Convention on the Rights of the Child. The main findings shed light on thoughts and expectations of parents in transition, what kind of transitional activities and what features of these activities are especially supportive for parents and how parents prepare themselves and their family for the involved changes in life. These findings reflect the diverse needs of parents with e.g. socio-culturally diverse backgrounds. Findings will inform different administrative levels and professional as well as parent organizations, may serve as relevant practice examples for staff in nursery schools and schools and may be included in teacher training.

**Keywords:** transition; parents; diversity

## *Parental involvement: Parents and the transition process from pre-school to primary school*

GUNTHER GRASSHOFF AND HEINER ULLRICH | Johannes Gutenberg-University Mainz,  
Faculty of Educational Sciences, Germany

In transition from pre-school to primary school, the importance of involving parents is increasingly stressed. Aim of the research is the case-reconstructive heuristics of supportive and inhibiting practices of transition management regarding the participation of parents. Recent empirical research examines the impact of professional planning and support programmes on children's early adjustment to school. It shows that the approaches to involve parents in the transition process made by pre-school institutions and primary schools do impact the children's school careers. Parental involvement is considered to be an important strategy to support parents in this process. This research project combines different empirical methods: Six different teams of nurseries and primary schools will be observed using an ethnographical approach that focuses on transition management practices. In each team parents will be questioned twice in semi-structured interviews. The results of observations and interviews will be set into relation. In what concerns ethical considerations, parents participate in co-operation on behalf of their children's rights. Results show that parental involvement as such was not a guarantee for a successful transition process and that different parents react differently to transition programmes. Certain practices were experienced by parents as hindering to a successful transition. Specifically parents with immigration background or from socially disadvantaged groups were less likely to benefit from the transition programmes. The main aim now is to examine current challenges and to ask how transition programmes can be readjusted and developed further so that they meet the needs of the above mentioned group of parents and tackle social inequality in education.

**Keywords:** transition; parental involvement; social inequality

### C29 TRANSITIONS IN EARLY CHILDHOOD 2

Individual Paper

**CHAIR:** JAN WHITE | Early Childhood Consultant, England

## *What happens when preschool and school educators talk to each other during children's transitions to school: Content and outcomes of transition communication*

KATHRYN HOPPS | Charles Sturt University, Australia

The research aims to investigate preschool-school communication as children transition to school: what educators communicate about and how successful this communication is for children, families and educators. Ecological systems theory (Bronfenbrenner, 1979) situates the connections between children's preschool and school settings as important for children's transitions. Inter-setting communication is one of these connections. From communication theory, climate (Adler, Rosenfeld & Proctor, 2010) and satisfaction (Downs & Adrian, 2004) are important relational outcomes of communication. The research employed a communication audit (Hargie & Tourish 2009) and case study approach. Communication audits focus on individual perceptions of communication and employ a range of data collection techniques to generate information about the nature of communication in a range of organisational and interpersonal contexts. Multiple techniques were used to gather data about the content and outcomes of preschool and school teacher communication. This paper reports

on data generated from a communication audit survey, recordings of communicative interactions, document collection, individual and focus group interviews and communication diary logs. The main ethical considerations in this study were informed consent and confidentiality. Informed consent was gained from all participants. All persons, services/schools and communities have been de-identified through the use of pseudonyms. Preschool and school educators communicate about children's needs and readiness for school, to organise transition activities, promote schools and send consistent messages to parents. Outcomes of communication include positive and adverse impacts on relationships between school and preschool educators, influencing practice in the other setting and impacts on children's transitions to school. The results of this study disrupt policy and practice assumptions that having communication between preschool and school educators results in positive outcomes for all stakeholders in transition. The impact of communication between educators is widespread, multifaceted and long lasting.

**Keywords:** transition; communication; early childhood educators

### *Ready for school: An examination of German early childhood educators' belief systems*

MANJA PLEHN | Institute for Education in Childhood and Adolescence, University Koblenz-Landau, Germany

The research presented here examines the perspectives of preschool teachers on school readiness in Germany. In recent years, the theoretical conception of school readiness has moved from a child-focused perspective to an understanding of it as a relative concept which is socially and culturally constructed within particular communities. Readiness is today defined as multifaceted and shaped by its local context. In addition to this theoretical shift, a number of empirical studies underscore the importance of school-entry math, reading and attention skills for later scholastic success. The theoretical background of the study is the German and English discussion of the construct of school readiness (e.g. Graue, 2006). To reconstruct the teachers' conceptions of school readiness, the methodological approach of implicit theories (Groeben, Wahl, Schlee & Scheele, 1988) was used. Against the backdrop of an "implicit theories" research paradigm, a content analysis was performed on the results of 20 semi-structured interviews conducted with preschool teachers. Concerning ethical considerations, in practice, German schools defer enrollment by one year for about 7 percent of all children. That means, about 48.000 children (by the year 2009) are not seen to be ready for school. Researchers have therefore stressed the importance of examining more closely the subjective beliefs about readiness held by school principals and preschool-teachers. The interviews with the early childhood teachers took place on a voluntary and confidential basis. All personal data or attributions of the participants are kept anonymous. The main findings of the research are presented with respect to a general definition of school readiness, the role of family and school, the main readiness criteria, and hypotheses about the development of school readiness. Overall, a large difference between the theoretical discourse and the concepts of the practitioners was clear. The findings presented here, point both to the need of continuing education activities for preschool teachers and an exchange of school readiness between preschool teachers and primary school teachers.

**Keywords:** preschool teacher; school readiness; implicit theories

## *School readiness: The voice of the child*

COLETTE GRAY | Stranmillis University College, The Queen's University of Belfast, Northern Ireland

The present study seeks to extend the literature on school readiness by exploring the factors that facilitate school readiness in young children living in rural Ireland. In particular, the study aims to explore children's views on school readiness. The bioecological systems theory (Bronfenbrenner, 1979, 2005) provides the overarching conceptual framework and the social constructivist model the research lens. Originally developed as the ecological model, Bronfenbrenner modified his theory to acknowledge the symbiotic and reciprocal relationship that exists between the child and their environment. This approach is strengthened by the social constructivist theory which places importance on the individual's ability to construct meaning from their social interactions and institutions. The study adopts an interpretivist ontology (Price 1994), in which reality is understood from the perspectives and experiences of the research participants (in this case children). The methods selected reflect our philosophy that engaging children in research provides a deeper understanding of how they experience school, particularly as they compare their prior-to-school experiences with their current experiences. Consent was sought from teachers, parents and children prior to undertaking the study. Although the children anticipated differences between preschool and school, the majority found it difficult to adapt to having fewer toys and play opportunities and to the formal curriculum which characterises teaching and learning in infant classes. The findings reveal a tension between policy and practice in the republic of Ireland. The proposals outlined in the Aistear framework and Síolta document have yet to influence pedagogy which remains didactic and formal.

**Keywords:** school readiness; voice of the child; transitions

### C30 ANDRAGOGY, PRAXEOLOGY AND PRACTICE: ROLES AND RELATIONSHIPS IN ADULT LEARNING AND THE OUTCOMES FOR PRACTICE

Self-organised symposium

CHAIR: KATE HAYWARD | Pen Green Research, Development and Training Base, England

The Pen Green Centre for Children and Families in England has provided integrated child care with education, family support and health services since 1983. The Centre has developed its andragogical approach to adult learning and is deeply interested in critiquing the effectiveness of this method. The Pen Green Praxeology Project 2011-12 focused on practitioners studying on the advanced qualification courses provided at the Centre's Research, Development and Training Base. Unique combinations of roles and relationships for learners at Pen Green are the norm and encompass learners, tutors, supervisors, mentors and managers. The key research questions were, 'Do these roles and relationships blend and promote learning and changed practice?' or 'Do these roles and relationships blur and become detrimental for learning, growth and change?' Underpinning questions were 'What has changed for those involved?', 'Has it affected their practice?' and, most importantly, 'Have any differences been made for children, parents and families.'

## *How does the experience of studying impact on practice in an integrated nursery school and children's centre? Two case studies*

KATE HAYWARD (1) AND ANNETTE CUMMINGS (2) | (1) Pen Green Research, Development and Training Base, England, (2) Pen Green Centre for Children and Families, England

The research aims to explore the impact on the practice of individual students following their engagement in a period of study for their professional development. The theoretical framework underpinning this research is autoethnographic, encompassing reflexive co-constructed narratives, self-stories and auto-observation (Ellis and Bochner, 2000) along with Mezirow's notion of 'perspective transformation'. Working within an interpretive paradigm, two learners from the same organisation were case studied. One study explored the impact on a Masters course student through her reflective accounts and focus group discussions between the student and her tutor and supervisor. The other featured three practitioners attending an 'Emotional Roots of Learning' study group and the corresponding impact on their practice. An ethical contract was negotiated and signed by all participants. The ethics of drawing on personal reflections of, and discussions between, learners, line-managers, supervisors, mentors and tutors was carefully considered. Students reported post-study changes in their practice, which were both immediate and sustained. Impacts were internal (e.g. change in use of language and frame for thinking) and external (e.g. how they related to children, parents and colleagues). Changes were acknowledged in diverse ways and to different degrees by supervisors and tutors acting variably to support the process of learning and organisational change. The experiences discussed in this paper represent considerable investment in professional development within one organisation. Changes and developments described show that returns on such an investment can be both surprising and subtle and may depend on the amount of support students receive both during and following a period of study.

**Keywords:** parental involvement; outcomes; evaluation measure

## *Personal and professional development: What are the motivational factors involved in decisions to undertake higher level study and what inspires some participants to focus on and/or include the personal in their studies?*

CATH ARNOLD, ANDREA LAYZELL (1), KATHERINE CLARKE (2), JACKIE LUTHER (3) AND LINDSEY PORTSMOUTH (4) | (1) Pen Green Research, Development and Training Base, England, (2) Pen Green Centre for Children and Families, England, (3) London Borough of Enfield, England, (4) SENCO for FIG Play Group

The research aims the examination of the personal and professional influence on practitioners engaging in professional development at Pen Green, encompassing Foundation Degree, BA and MA level study. Considering whether those influences, combined with the participants' studies, have significant effects on practice. The approach used in the Pen Green Praxeology Project is designed to support professional and personal development (Whittaker, 2008) The theoretical framework underpinning this research is autoethnographic encompassing reflexive co-constructed narratives, self-stories and auto-observation (Ellis and Bochner, 2000) along with Mezirow's notion of 'perspective transformation' (1981). This Project is located in an interpretive paradigm; methods used included life-story interviews, semi-structured interviews, critical incident analysis, reflections on assignment feedback and course application documents. An ethical contract was negotiated and signed by all participants. The ethics of drawing on personal reflections of, and discussions between, learners, line-managers,

supervisors, mentors and tutors was carefully considered. Participants reported that their life experiences and circumstances had a significant influence on their professional development choices, sometimes only becoming aware of just how significant in the retelling of their story. Participants report a range of motivating factors that inspired them to study initially, they also report a gradual growth in confidence and understanding of their chosen field. Accepting that professional and personal learning are inexorably interwoven, awareness of this may contribute to students being supported to best effect to follow their drivers, extend their understanding of theory and deliver reflective practice that serves the needs of both children and families well.

**Keywords:** co-constructed; participatory; meaning-making

*Professional development, self-image and practice: Does higher level study bring about authentic inner transformation and the development of confidence to challenge and then lead and embed sustained changes in practice?*

EDDIE MCKINNON, FELICITY NORTON (1), JOANNE BENFORD, TERRIE LAMBERT AND CHARRAINE STAPLETON (2) | (1) Pen Green Research Development and Training Base, England, (2) Pen Green Centre for Children and Families, England

This research paper examines the inner changes experienced by practitioners engaging in professional development at Pen Green, encompassing Foundation Degree, BA, MA and PhD level study, within a set of relationships including learners, line-managers, supervisors, mentors and tutors and the implications for their practice. The approach used in the Pen Green Praxeology Project is designed to support professional and personal development (Whittaker, 2008) The theoretical framework underpinning this research is autoethnographic encompassing reflexive co-constructed narratives, self-stories and auto-observation (Ellis and Bochner, 2000) along with Mezirow's notion of 'perspective transformation' (1981). This Project is located in an interpretive paradigm; method and techniques used included life-story interviews (Atkinson, 1998) semi-structured interviews, critical incident analysis, reflections on assignment feedback and course application documents. An ethical contract was negotiated and signed by all participants. The ethics of drawing on personal reflections and discussions between learners, line-managers, supervisors, mentors and tutors was carefully considered. Participants reported that this form of professional development brought about important inner changes with outcomes for their own practice and with some implications for the practice of their colleagues. Changes were acknowledged in diverse ways and to different degrees by supervisors and tutors acting variably to support the process of learning and organisational change. High quality professional development engenders significant inner transformations for learners when it takes place within a network of open and supportive relationships. While full 'metamorphosis' may not occur, practitioners may experience significant positive changes in their self-confidence, self-efficacy, agency, awareness and ability to challenge and change practice.

**Keywords:** inner transformation; external outcomes; leading practice

D1 CHILDREN'S PERSPECTIVES ON PLAY 2

Individual Paper

CHAIR: JACKIE MUSGRAVE | University of Worcester, England

*Images of childhood*

BERENICE NYLAND | RMIT University, Australia

The aim is to juxtapose images of infancy, as represented through research and social and cultural mediums in order to discuss implications for the group care setting. Example observations of an infant are described and interpreted using a socio/cultural frame that emphasises the importance of language and communication as a major cultural artefact (Johansson, 2011; Trevarthen, 1998; Vygotsky, 1962). It is through interactions with more able members of the culture, the physical environment and social practice that the infant learns to negotiate relationships and gains an understanding of a cultural view of infancy. The image of infancy, framed by personal history, cultural mediation and social relationships will have an intergenerational influence. The research was a longitudinal study of a preverbal child and the child's communicative competence within the childcare context. The language focus in the research was on the voluntary actions of shared referencing and intentional action. Observations of children's interactions were recorded and interpreted in relation to the child's opportunity to act upon and create their own understanding of the context. Social images of infants were viewed through examples from literature, children's books, film, newspapers and television. The findings of the study have been related to cultural images of infants to explain some of the interactions that occurred in the childcare context that were observed and recorded during the research. Implications in regards policy support for infant care and education programs are addressed in the discussion. Ethics approval was given by the RMIT University Ethics Committee. Ethical considerations involved parent and staff consent for observations, permission from the management committee of the early childhood centre to conduct the research and the infants were observed and their preferences taken into account if they did not wish to be observed and recorded on the day. The participants and the centre are not identified. Social images of infants through the media studied suggested some problematic cultural views of babies and the observations found the child had little agency within the setting but was highly competent as a preverbal communicator. These findings have policy implications for the design of childcare centres, the training of staff and community attitudes and support for childcare services.

**Keywords:** infants; childcare; images

*Don't pick the baby up, she will become spoilt*

JACKIE MUSGRAVE | University of Worcester, England

The aims of the research are: to explore why some students believe that picking babies up will "spoil" them and to investigate what child care students know about meeting the emotional needs and development of babies in day care settings. The study is a practitioner-based enquiry aiming to have a transformative effect on teaching practice in order to improve students understanding of meeting babies emotional needs in day care settings. A qualitative, small scale research study, there were 22 student participants. In what concerns ethical considerations, anonymity and confidentiality



issues relating to practice reported by students in settings relationship between students and teacher students may have been concerned that their knowledge was being assessed rather than their beliefs being researched. Three students believe that picking up babies will “spoil” them; six did not know the depth of attachment with babies that some students experience working in day care settings for 2 days a week student placement can be a source of anxiety some students reported example of inappropriate involvement with parents students find babies a challenge the importance of the key person approach the awarding body syllabus does not reflect current UK policy in relation to the key person approach. Review of policy for supporting students and preparing them for placement in day care settings increased awareness of students’ attachment to babies in day care and a need was identified to help them manage their feelings and protect babies the need for simulated teaching prior to students’ practical placement a need for urgent updating of awarding body’s syllabus to include the key person approach recommended.

**Keywords:** babies; students; emotional development

### *Pre-service teachers’ beliefs about early childhood environmental education: A questionnaire development*

ZISAN GUNER, REFIKA OLGAN AND JALE CAKIROGLU | Middle East Technical University, Turkey

The study aimed to develop a valid and reliable instrument for measuring pre-service early childhood teachers’ beliefs about integration of environmental education (EE) into early childhood education (ECE). With this purpose, we adopted Palmer’s model of EE (Palmer, 1998) relying on three inter-related approaches education about, in and for the environment. In the study, purposeful sampling method was used and data were collected from 332 voluntary pre-service early childhood teachers (including 199 juniors, 133 seniors). During this process, essential permissions were taken from the universities. Furthermore, it was stated that the participants could give up at any time during data collection. They weren’t required to provide any information which could reveal their identity. Beliefs about Integration of Environmental Education into Early Childhood Education (BIECE) Questionnaire was developed for this study is formed of two sections. The first includes demographic information (e.g, gender) and the second involves 18 Likert Type (where 1 corresponds to strongly disagree and 5 corresponds to strongly agree) items. The reliability coefficient of the instrument was calculated as .91 and explanatory factor analyses revealed three factors: Contributions of integration of EE into ECE for children’s development and learning (6 items,  $\alpha = .871$ ), contributions of integration of EE into ECE for children’s gaining environmental knowledge, skills, attitudes and behaviors (7 items,  $\alpha = .922$ ) and requirements for learning environment for the integration of EE into ECE (5 items,  $\alpha = .745$ ). If this scale is adopted (e.g, by revising some of the items), it can also be used with in-service early childhood teachers to explore their beliefs about early childhood EE. Furthermore, the results obtained via this instrument would suggest worthwhile implications for teacher educators, education policy makers and curriculum developers.

**Keywords:** belief; pre-service teachers; early childhood environmental education

CHAIR: MARITTA HÄNNIKÄINEN | University of Jyväskylä, Finland

*Creativity in the early childhood education. A European perspective and the Portuguese situation*

PAULO VARELA (1) AND MANUEL COSTA (2) | (1) School of Education, University of Minho, Portugal, (2) School of Sciences, University of Minho, Portugal

Science and Mathematics play a role of the utmost importance in our modern societies. The complexity of today's society requires a great ability to think creatively and innovatively to meet the rapidly evolving development challenges. Bringing creativity to school practice and to the teaching and learning of science and mathematics in preschool and first years of primary school is the focus of the European FP7 project 'Creative Little Scientists'. The project enrolls researchers from nine European countries (Belgium, Finland, France, Germany, Greece, Malta, Portugal, Romania, and the UK) representing a wide spectrum of educational, economic, social and cultural contexts. The 'Creative Little Scientists' project constitutes a timely contribution to a better understanding, at the European level, of the potential available on the common ground that science and mathematics education in preschool and early primary school can share with creativity. The project will provide a clear picture of current practices, define challenges and propose guidelines, curricula and exemplary materials for relevant teacher training in the various European contexts. The first phase of the research, which aims to map and comparatively assess existing approaches in pre-school and first years of compulsory school science and mathematics uses a wide questionnaire survey aiming to gain insights into the conditions pertaining in real school life. The second phase of the research, which aims to provide a deeper analysis of the implications of the mapped and compared approaches for the development of creativity and the emergence of appropriate learning outcomes in science and mathematics, is accomplished through in-depth field work involving the use of questionnaires, interviews, focus groups, and observations with teachers and children. The Creative Little Scientists consortium members have committed to carry out the project in accordance with Data Protection Regulations and to comply with Directive 95/46/EC to ensure correct handling of data and privacy. Concerning observational studies: although specific parental consent may not be required, parents will be informed and head of school authorisation will be obtained. This communication will present the 'Creative Little Scientists' project, its set of basic definitions, and some first results of a survey on teachers' conceptualisations of science, mathematics and creativity in early years education in Portugal. The consortium aims to propose concrete guidelines (curriculum design principles, curricula and exemplary materials) for relevant European initial teacher training and continuous professional development programmes. "The project makes sure to disseminate its findings and outcomes to all stakeholders at the European level, including policy makers. These policy makers will, on this basis, be able to take the initiatives that can help science and mathematics learning of young children become more informed and shaped by what we know about creativity in education, in the short to medium term future of Europe's educational systems.

**Keywords:** creativity; science and mathematics education; preschool and early primary education

## *An action-research project design for promoting the professional development of kindergarten teacher through dramatic activity*

MANUEL NEIVA, MARIA AMÉLIA LOPES AND MARIA DE FÁTIMA RIBEIRO PEREIRA |

Faculty of Psychology and Education Science, University of Porto, Portugal

This research aims to identify, understand and systematize processes of inter-and intra-structuring of the dramatic skills development in/of the kindergarten teacher; and contribute to the socio-professional development in the context of childhood education and beyond, as a factor that favors the articulation and transformation processes of research, action and training. We believe that teachers mobilizes in its action scientific, educational and cultural knowledge, and, in light of a constructivist conception (Dewey, 1963), they are mediators and responsible for the individuals learning's. With the emergence of the concept of multimodal supervision in Portugal, in the 1980s (Alarcão & Roldão, 2008), becomes clear the analysis field potentiality of the complexity and systematicity of the pedagogical act. The supervision with the kindergarten teacher can improve their performance and their acts with intentionality. In this sequence, Freitas (2011) emphasizes the play as a condition for specific knowledge and the professional development of early childhood educators; due his structural and emancipatory factor, shared between adults and children, the training time should enable “a vertical reflections on this subject “(p. 12). With/For this theoretical and contextual framework, we designed a qualitative investigation approach through a collaborative, emancipatory (critical), action-research methodology, where the researcher plays the role of moderator of the process, participating and being co-responsible for the desired transformation. Therefore, the methodological dispositive for creation and data collection will be based in: the observation (participated observation; investigator dairy); the conversation and experimental practices (focus group discussion; formation group); and in the document analysis (professional and formation narratives; audiovisuals recordings). This type of praxeological research requires some values and ethical considerations. Therefore, the researcher will be aware of these principles: informed consent (individual and institutional approval); autonomy (e.g. for decline); the planning research should be participative and look for the beneficence and justice; respect, responsibility and scientificity on the course of the project (e.g. in the analysis of the experiences; confidentiality). The product of this study will provide detailed information about the actor's beliefs, developments and performances and promote in themselves some changes. This information should be useful in informing professional development planners about how to create the situations for effective research/professional development.

**Keywords:** professional development; action-research; dramatic skills

## *Applicability of a Danish Early Literacy Programme based on dialogical reading – A qualitative study*

LINE ENGEL CLASEN AND KRISTINE JENSEN DE LÓPEZ | Institute of Communication & Psychology, Aalborg University, Denmark

Language acquisition is pivotal to the well-being and early literacy of preschool children. Therefore it is of the utmost importance to stimulate children's communicative development at an early age. Hence, it is essential that teachers and pedagogues in kindergartens posses adequate pedagogical tools that enhance communicative development. In Danish kindergartens the main focus is free play, but since 2007 a language-screening Act has prescribed kindergartens to carry out screening of children's language abilities at the age of three. Despite this focus, Denmark lacks literacy programmes. In 2011 a group of national researchers set out to develop the first literacy programme, which is based on a

socio-cultural approach to early literacy involving dialogical reading. Theoretical references include Arnold, Lonigan, Whitehurst & Epstein (1994) and Bruner (1974). The program was introduced and piloted in nine Danish kindergartens. We apply a multi-method approach in order to investigate the effects and applicability of the programme. For this presentation we focus on the qualitative part of the study, which consists of interviews with 18 pedagogues that piloted the programme. All participants gave consent to participate. The findings show the pedagogues find the programme well structured, educational and easy to integrate into existing practice. They find it boosts children's communicative abilities as well as their social development, and promotes social inclusion. It seems a useful tool when carrying out obligatory evaluations of the child's school readiness and for intervening with children with language impairment. The study has implications for the education of kindergarten pedagogics and for policy makers when making governmental decisions about how to support kindergarten children's social development and early literacy.

**Keywords:** qualitative experiences implementing of a Danish Early Literacy programme; language acquisition; dialogical reading; social inclusion

## D3 EARLY EDUCATION IN MATHEMATICS AND SCIENCE 2

Individual Paper

CHAIR: JOSEPHINE BLEACH | National College of Ireland, Ireland

### *National Early Years Access Initiative: Dublin Docklands Numeracy Project*

JOSEPHINE BLEACH | National College of Ireland, Ireland

The Docklands Early Numeracy Project is one of 11 innovative demonstration projects, which aim to influence early years mainstream practice, provision and policy in Ireland. Its focus is on improving the numeracy outcomes for children aged 0-6. The models of best practice developed through this project will be used to address the systemic issues in early numeracy in Ireland. Acknowledging the multiple factors that impact on children's learning, the programme adheres to the ecological approach of Vygotsky (1978) and Bronfenbrenner (1979). Research findings internationally highlight the importance of early numeracy as an indicator of future academic success (Northwestern University 2007; National Academy of Science 2009) with parental confidence in supporting their children's numeracy development a significant factor (Eivers et al 2010). A community action research approach (Senge and Scharmer 2001), which focused on changing practice, understanding practice and the conditions of practice (Kemmis 2009), was used. The National College of Ireland's Code of Conduct for Researchers was observed. Good practice in relation to action research was followed with ethical considerations addressed throughout the project. Consent was sought from all participants and their rights to confidentiality and anonymity was respected at all times. Feedback was very positive with participants commenting on the impact of the programme on children's learning, in particular their understanding of mathematical concepts and language. The social, collaborative and dialogic approach (Wong 2009) used harnessed the creativity, enthusiasm and commitment of participants and made the sharing of knowledge and practice easier. This project demonstrates that improving numeracy outcomes for children is most successful when cross sectoral learning communities are fully involved in the creation of safe, yet challenging, opportunities for purposeful numeracy interactions.

**Keywords:** early numeracy; action research; multi-professional collaboration

## *Pre-school educators and families working together to develop confidence and competence in young children's mathematics*

BOB PERRY AND SUE DOCKETT | Charles Sturt University, Australia

Let's Count is an innovative early mathematics program designed by an Australian non-government organisation to assist adult family members help children aged 3-5 years and their families notice, explore and discuss powerful mathematical ideas in ways that develop positive dispositions to mathematics learning. This paper reports on an evaluation of the program as it was implemented in five low socioeconomic sites in Australia. Let's Count is based on current research in: 1. the role of families in young children's learning; 2. play and investigation in young children's mathematics learning; and 3. young children's learning of mathematics. The evaluation relies on a strength-based approach in gathering data from both early childhood educators and parents. Surveys of early childhood educators and interviews with both educators and parents over a period of 6 months were used. Ethical approval was given by the university. Specific consideration was given to confidentiality, particularly in terms of commentary by educators on parents, other family members and community. Let's Count has provided participants with many opportunities to enhance the mathematical outcomes of children and their families and build positive dispositions and increased confidence towards mathematics. Let's Count has made a positive difference in educator's provision for children's mathematics education and engagement with families. Educator and family members' perceptions of mathematics moved from a focus on numbers (particularly counting), to one of mathematics consisting of many powerful ideas. Let's Count will be scaled up over the next 3 years to approximately 30 communities. Evaluation findings will be used.

**Keywords:** early childhood educators; family; mathematics

## *Understand mathematical problems in kindergarten*

CLÁUDIA SOARES AND LINA FONSECA | School of Education of Polytechnic Institute of Viana do Castelo, Portugal

The research aims to study how children solve mathematical problems, namely the way children interpret given problem and explore how to reach resolution. It is intended to answer the following questions: How do children perceive the problem? What difficulties do arise from this interpretation? What strategies used to solve problems? Solving problems is central to mathematics. The mathematics' history shows that this science has developed due to problem solving. If problem solving is central in mathematics also must be in their teaching and learning. The official curriculum documents in Portugal for pre-school education and basic education (1st to 9th grade) highlight this centrality (ME 1997, ME-DGIDC, 2007). So it is important to provide kindergarten children with experiences in mathematical problem solving. One obstacle to solve problems is the understanding of the statement. With children who are in the beginning of learning to read or not yet acquired the capacity to read this feature assumes major importance, since problem solving could help children to develop mathematical reasoning and the ability to communicate (Rubenstein & Bright, 2004). We chose to carry out a qualitative study who took the design of case study, with one group of ten children with five years. For data collection were used problem solving tasks, participant observation, records of children and individual interviews at the end of each task. The access to the preschool classes where the research was developed was negotiated between teachers and parents. Written informed consent of parents was previously obtained for collecting data. Confidentiality and preservation of anonymity of children was guaranteed. The main results show that the use of images helps to improve understanding of the problem and difficulties in understanding prevent children to obtain adequate solutions to

the proposed problem. The results of this study show the need and advantage of using images to support data and conditions of a math problem. Doing so, the teacher may help children to understand and recall information needed to solve the problem.

**Keywords:** problem solving; mathematics; to understand

## D4 EARLY EDUCATION FOR DIVERSITY – INTERCULTURALISM AND MULTILINGUALISM 1

Individual Paper

**CHAIR:** WILFRIED GRIEBEL | State Institute of Early Childhood Research, Germany

### *Transition and multilingualism – Strategies to meet educational challenges in multilingual societies*

WILFRIED GRIEBEL, CHRISTA KIEFERLE (1) AND ANJA SEIFERT (2) | (1) State Institute of Early Childhood Research, Germany, (2) Ludwigsburg University of Education, Germany

The EU-Comenius project TRAM (2010 – 2012) aims at a curriculum for specialized teacher training that empowers teachers to work efficiently with children from diverse linguistic and cultural backgrounds in transition to institutions of formal education. Theoretical strands stem from research on the acquisition of plurilingualism and on transitions. Partners from Germany, Latvia, Netherlands, Romania and Sweden represent different academic disciplines: linguists, psychologists, pedagogues, and humanists co-worked on the curriculum. Following co-constructive principles (Carroll, LaPoint & Tyler, 2001), they negotiated contents, methods, terminology and norms of their relative disciplines to formulate a 7-module curriculum for a common target group. Structured questionnaires and semi-structured personal interviews by skilled scientists were used. The partners agreed on the necessity of better chances for all children with migration background or minority status in EU countries for effective participation in the national educational systems from beginning on, and especially in transitions between family and institutions. They discussed this objective to be in line with the ethical background of the UN convention of children's rights. In the survey of teachers and plurilingual parents and children that was carried out to prepare the development of the curriculum we can assure that the respondents participated on the basis of voluntariness, confidentiality, anonymity, with possibility to withdraw and not to complete particular items. Content of the curriculum encompasses the modules Diversity, Multilingualism and Language Acquisition, Handling Plurilingualism in Kindergarten and Primary Schools, Transition to School, Parent Participation and Educational Partnership with Multilingual Parents, Transition between Pedagogic Institutions, Pedagogic Professionalism of Dealing with Multilingual Children. The contents of TRAM should be part of regular teacher training. The requirement of the EU-commission, that each child should speak at least three languages, is implied.

**Keywords:** diversity; multilingualism; transition



## *The development of interculturalism/multiculturalism in early childhood teacher education in Sweden – A critical discussion*

LENA RUBINSTEIN REICH | Faculty of Learning and Society, Malmö University, Sweden

Concepts like interculturalism/multiculturalism have been issues in Swedish Early Childhood Teacher Education over the past 35 years. The aim of this paper is to critically discuss the development and use of these concepts and identify some key factors of importance in understanding how these concepts have developed and obstacles in their implementation. The theoretical framework is informed by critical interculturalism/multiculturalism (Larkin, 1995). Discourse analysis and the term “floating signifier” are used as analytical tools. The paper draws its argumentation mainly on content analysis of documents, research and on empirical data from own studies. Overall the Swedish Ethical Guidelines for Educational Research have been taken into account. However, given the reliance on publicly available research and policy documents, there are no particular ethical issues to adhere to other than a rigorous and careful selection of sources. The concepts interculturalism/multiculturalism within Early Childhood Teacher Education seem to include all kinds of areas: internationalisation, teaching Swedish as a second language, being able to prepare children to live in a diverse world etc. One main issue to be discussed is the problem of using these diffuse concepts. The definitions are blurred and thus inadequate to serve as organising principles for implementation. Another issue relates to the problem of the idea that interculturalism/multiculturalism ought to be infused into all parts of teacher education. There are several implications for policy and practice, one being to refrain from using blurred concepts/terms like interculturalism/multiculturalism in curricula in teacher education.

**Keywords:** teacher education; interculturalism; multiculturalism

## *Cultural awareness as knowledge and/or skill*

BIRTES SIMONSEN (1) AND EVA MAAGERØ (2) | (1) University of Agder, Norway, (2) Vestfold University College, Norway

Research aims: Will the new curriculum reform (2013 - Educating teachers for kindergartens) prepare the student teachers to meet multiculturalism in a professional way? What kind of tools will be used by the educators? Theoretically the study is based in classical and new texts framing the concept of “the other”, for example Edvard Said’s “Orientalism”. Exploring the concept of practical syntheses as a basis for using experiences from worklife as basis for theoretical understanding. The use of concepts like “integration” and “inclusion” may be used to describe successful accept of majority culture and invisibilisation of minority cultures. How can the text in the new curriculum be read and understood. Which are the educators choices of theory to give the student teachers deeper understanding. Concerning ethical consideration, there will be no grassroot testing. The frame is text analysis and interviews with educators. Findings show that learning of cultural perspectives seems to need permanent “negotiations” and need for both theoretical and practical experiences. The new curriculum shall be implemented in 2013. Findings from these analyses will be included in the discussion with educators both at the university and in the kindergarten practice.

**Keywords:** curriculum text; cultural competencies; practical synthesis

**D5 LIVED SPACES FOR INFANTS AND TODDLERS IN EARLY CHILDHOOD SETTINGS.  
SOCIAL SPACES: THE LIVED SPACE OF INFANTS AND TODDLERS SOCIAL NETWORKS**

Self-organised symposium

**CHAIR:** FRANCES PRESS | Charles Sturt University, Australia

This is the third of three symposia that draw together research from Australia, England, Finland, New Zealand and Sweden to explore the ‘lived spaces’ of infant and toddler care and education. Through this suite of nine papers, we present our diverse methodologies and interests in exploring the infant and toddler experience and how this is manifest in, and mediated by the many ‘spaces’ of the care and education environment. These spaces may be, for instance, relational, interactional, transitional, pedagogical, social, physical or temporal. In drawing together this research we highlight the diverse ways of understanding infants lived experience, and consider the implications of these understandings for the relationships, pedagogy, practices and policies generated and implemented within infant and toddler education and care.

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SYMPOSIA

***Lived spaces in a toddler group: An application of Lefebvre’s spatial triad***

**NIINA RUTANEN** | University of Tampere, Finland

The aim of this paper is to illustrate how French philosopher and sociologist Henri Lefebvre’s (1991, 2004) ideas on the production of social space can be useful in thinking about the institutional practices and children’s everyday life in early childhood education and care settings. The theoretical and conceptual framework is based on the application of space/place as concepts to early childhood education and, particularly, on the application of Henri Lefebvre’s spatial triad of conceived, perceived and lived space. This paper draws on an empirical case study on toddlers and toddler group care in a Finnish daycare centre. Selected video-recorded episodes are discussed as ‘snapshots’ to illustrate the production of social space in ‘free-play’ situations among two to three-year-olds with particular interest to discuss the lived spaces of the toddlers. Body is seen as a primary research object, being at the centre of the analysis of the production of social space. Informed consent has been obtained from children’s parents and the centre. The participants’ names and the centre are kept anonymous. The daycare centre is an institution that is part of network of forces and relations of production. To address a toddler group from this point of view, the actions become visible as deeply institutionally engrained, within the network of powers. The focus moves from a pre-defined institutional context to how this institutional space is socially produced in these everyday interactions. Reflectivity about the processes of production (of the social space) are important in considering the development of practices.

**Keywords:** space/place; toddlers; daycare centre

## *Acting with others in mind: How infants and toddlers express, interpret and exchange of perspectives during social interactions with peers and teachers*

SHEILA DEGOTARDI | Macquarie University, Australia

This research aimed to explore notions of relatedness and relationships between infants, toddlers and their teachers. In particular, how infants' perspectives – their intentions, understandings and opinions – became the focus of negotiation during shared encounters with others. While traditional concepts of 'perspective' conceptualise individuals' inner lives as private and introspective, I argue that by virtue of membership of a social group, perspectives are regularly public and shared - occurring between individuals rather than within them - and are thus situated in the metaphorical space that is located within the individual's relatedness to others (Mead, 1934; Rochat, 2009). This space is interactive and interpretive, where shared meaning is established through joint processes of expressing and interpreting perspectives. I draw on data generated in two participant-observational studies of infants' and toddlers' interpersonal relatedness in early childhood settings to illustrate the elements and dynamics of this intersubjective space. The two studies spanned 3 months and 6 weeks respectively and employed video-recorded, photographed and field note observations as well as teacher and parent interviews to capture and develop a multi-perspectival understanding of infants' relationships. The study therefore paid close attention to the meanings and perspectives of major stakeholders in infant-toddler programs. Data is presented to illustrate how children's metacommunicative gestures and knowledge of communal games combined with their teachers' interpretive stance to bring about cooperative experiences. This data is discussed in relation to the facilitation of 'togetherness' (DeHaan & Singer, 2001), collaborative learning (Nelson, 2007) and communities of practice (Wenger, 1998).

**Keywords:** infant-toddler relationships; intersubjectivity; participatory learning and pedagogy

## *The lived space of infants and toddlers social networks. Spending time with others: Initial findings from the time use diary for infant-toddler childcare*

LINDA HARRISON | Charles Sturt University, Australia

Time use diary (TUD) methodology was adapted for the Infant Lives in Childcare (ILC) project to explore the question 'what is life like for babies and toddlers in childcare?'. Time Use Diaries are a standard method in the social sciences to describe a person's use of time continuously over a 24-hour day divided into equal intervals. Adults self-report their activities, but records for children are completed concurrently or retrospectively by the parent. Theoretical references include: Baxter & Smith (2009); Brown, Broom, Nicholson & Bittman (2010). Drawing on TUD formats developed for the Longitudinal Study of Australian Children, the TUD for Infant-Toddler Childcare captures three broad dimensions: 'what the child is doing', 'where the child is', 'who the child is with'. A time interval of 5-minutes was used and data were collected by trained observers, from when the child arrived to when s/he left. Permissions were sought from child care management, educators, and parents. This paper presents data for 14 children attending family day care and 14 in centre-based care. The analysis of TUD records will generate two summary scores: (1) the total amount of time children spend with educators and children, and the activities and spaces associated with social time; (2) the pattern of social encounters and activities over the course of the childcare day. Implications for practice will be drawn from a comparison of the social experiences of children receiving home-based and centre-based childcare.

**Keywords:** time use diary; infant; social encounters

CHAIR: JANET MURRAY | University of Worcester, England

### *Leading with reflective integrity*

JANET MURRAY | University of Worcester, England

This paper argues for acknowledging feelings and emotions as part of critical enquiry in the reflective process in order to address contradictions and tensions in everyday practice. This is particularly apt for early childhood where the affective dimension is strongly characteristic in the passionate care and motivating drive to contribute to children's well-being (Moyle 2001, Osgood 2010, McDowall Clark & Murray 2012). Reflection has a reputation 'for distilling rational knowledge from the mess of human experience' (Jordi 2011:182) yet this desire for rationality can underplay the complexity of human experience and the way in which thought and feeling integrate. Similarly, integrity is generally considered to be concerned with the 'rightness' of a moral principle or behaviour consistent with a moral code. As such it can be authoritative, fixed and inflexible which does not support practitioners to deal with conflicting values and priorities (Edgar and Pattison 2011). An interpretive methodology is adopted (Creswell 2009) using two scenarios from participant observational data in the working life of a children's centre as examples of dilemmas in everyday practice. Permission and feedback was sought from participants in keeping with ethical guidelines (BERA 2004). We have coined the term 'reflective integrity' to denote the reflective social competence which is exhibited in these scenarios and is characteristic of early childhood practice, in particular leadership practice. Reflective integrity can become a way of working and learning collectively in a leadership process, regardless of roles or position.

**Keywords:** reflection; integrity; leadership

### *Action research on Korean early childhood preservice teachers' perceived causes and strategies to address challenging behaviors*

DAE-HYUN JUNG AND KAY HEO | Department of Early Childhood Education, CHongshin University, Republic of Korea

This paper aimed to describe Korean preservice early childhood teachers' perceptions of and strategies to deal with challenging behaviors. Challenging behavior appears to be a concern of early childhood educators internationally. Teachers report challenging behavior to be a significant issue in early childhood classrooms. For teacher education, especially preservice training is emphasized because of its impacts on future teaching practices. Understanding how preservice teachers perceive challenging behavior and the strategies they use to address challenging behavior is an important step in the development of effective interventions. Action research method was used to describe overall research questions. Online system was developed in order to provide systematic and directive ongoing feedbacks and supports for participants who were in practicum. Additionally 6 times of offline coaching programs were provided. The impact of the project was evaluated through participant observation, pictures and videos, journals, students' feedbacks and transcriptions of semi-structured interview with the researchers. Subjects' participation was voluntary. Data were coded and labeled

with identification numbers. Standard practices for maintaining confidentiality were employed. The results show that participants perceived differently on “what is challenging behaviors?” depending on their variables. The results also provide that intensive coaching program and ongoing online support system were effective in raising skills and competences of preservice early childhood teachers on dealing with challenging behaviors. Cultural and ecological factors of participants would influence on perceptions of and the strategy usages for challenging behaviors. Specific program components will be discussed along with limitations and strengths of the study.

**Keywords:** preservice early childhood teacher education; challenging behaviors; action research

### *Exploring teacher perspectives of their capacity to teach towards social competences in young children*

LESLEY JONES | Australian Catholic University, Australia

This PhD research project examines teacher perspectives of their capacity and efficacy to deliver against the imperatives for social competences of young children as broadly explicated within the Australian Early Years Learning Framework. The project explores both personal and organisational influences that support/undermine teacher capacity in this area. The juxtaposition between these two broad areas highlight the interplay between structure and agency. The qualitative research project will utilise a theoretical framework of both Structural Functionalism and Symbolic Interactionism. The research design incorporates a multi case study methodology to gather data from three cases that reflect the broader early childhood services typical of Australia. The cases include: a) Long Day Care centres b) Family Day Care providers c) Session Kindergarten programs Organizational structure and staff qualification requirements offer a point of difference between cases. Participants gave informed consent to participate in semi structured interviews, focus groups sessions and in situ observation and meets ethical considerations for a low risk project. Early findings include: a) the role of pre service education and post qualification professional development on capacity b) correlations between teacher values and pedagogical practice c) the impact of sectoral change on capacity. As a multi case study the findings are specifically relevant to the defined cases. However the cases have been selected as they are representative of Australian early childhood services for children aged birth to five. As such there may be potential to generalise the findings, to some degree, to the larger early childhood educational environment.

**Keywords:** efficacy; professional practice; social competence

## D7 EARLY CHILDHOOD PEDAGOGICAL APPROACHES

Individual Paper

**CHAIR:** STIG BROSTRÖM | Aarhus University, Denmark

### *Typical pedagogical approaches for 6-year-olds math learning*

TEIJA HOLST | University of Turku, Finland

The aim of the study is to investigate how teacher-, shared interaction and learner oriented classroom interaction dimensions appear in the typical implemented math lessons during one week. This study reports how multiple theoretical aspects of teacher-learner classroom interaction styles (based Pollard 1997; Berk & Winsler, 1997) appear in the typical math lessons of formal learning environments for six-year-old learners in European samples. It takes a closer look at possible quite common types of

classroom interaction dimensions. This research is an international, comparative, cross-sectional case study, which investigates features of process-oriented routes learners use for learning. The analysis is based on video-observations of all math lessons during one study week in each pre- and primary school sample (total 880 min of MPEG) minute-for-minute and analyzed as a mode of all the math lessons during one study week of each sample. The focus of this study is on group level classroom interaction research, based on a socio-cultural perspective. The participants are samples of learners from kindergarten (sample F1e) and first grade of primary school (sample F1k) from Finland, second grade of infant school (sample UKk) from England and preschool in primary school (sample SEk) from Sweden. All the participant pupils', teachers' and schools' confidentiality and preservation of anonymity has been protected. I asked for the schools' & parents' permission for this research in advance and for children before the data collection. Minute for minute analyzed all classroom interaction referred to teacher oriented (44%), shared interaction (17,2%), learner oriented (32,5%) dimensions and only 6% off- task behavior during math lessons in all these samples. The variation of typical math lessons will be presented in the individual paper presentation. The implications for practice and policy is that we can be aware of the different teaching-learning interaction practices. Also maybe we can plan the best practices for the intended, implemented and achieved/attained teaching and learning results for all the pupils in Europe.

**Keywords:** teacher orientation; shared interaction; learner orientation

### *Pedagogical approaches for children's participation*

KRISTIN KARLSDOTTIR | School of Education, University of Iceland, Iceland

The aim of this study was to identify children's strength and their learning disposition as they participate in two different early years' contexts within the Icelandic culture. One preschool is working in the spirit of Reggio Emilia and the other is an Icelandic preschool curriculum, Hjalli. The theoretical underpinning of the research seeks support from Socio-cultural theories: Wells and Claxton's Socio-cultural approach to learning, Rogoff's account of participation in a social cultural milieu and at last Bruner's influential theories of learning. In the two preschools ethnographic data were generated in a period of 6 months, together with the preschool teachers and the group of children. The analysis used leaning stories, described and developed by Carr and her team in New Zealand, to explore children's opportunities to participate in the practice of two differently planned preschools. The ethical considerations are related to the personal and situational knowledge the researcher holds about the individual children and the group of children, when participating in an early years setting. The ethical challenges further involve honestly discussing each preschools strength and the possible pitfalls these practices might meet and at the same time to honour and respect the confidentiality to the participants. The results show that individual children's participation in a group offers them opportunities to participate, interact, and tackle difficulties; as a result they make meaning through their own learning methods. The different pedagogical approaches include certain similarities but each of the two curricula contains potential strengths and pitfalls. Hopefully this study will bring a new meaning and understanding of the lives of children in preschool and provide support in developing a 21st century practice.

**Keywords:** participation; children's strengths; learning disposition

## *Web searching in early childhood: Preschool teachers' perspectives*

SANDRA GRANT, SUSAN DANBY, KAREN THORPE, JULIE HANSEN, AMANDA SPINK, FILZAH ZAHILAH MOHAMED ZAKI (1) AND CHRISTINA DAVIDSON (2) | (1) Queensland University of Technology, Australia, (2) Charles Sturt University, Australia

Preschool education policy documents identify learning through Web use as essential for attaining knowledge, educational success and social equity. Evidence shows children as young as three, even emerging readers, are engaging in complex strategies of Web searching. However, little is known about what young children actually do with Web searching, and what young children do on the Internet. This paper reports on the preliminary findings of an Australian Research Council funded study that investigates the extent of young children's Web searching as part of their everyday home and school experiences. A large-scale survey of 131 early childhood teachers in Queensland, Australia was undertaken to understand the extent to which classrooms and teachers have computer access, how teachers view learning through technology and their online technological experiences and engagement. Creche and Kindergarten teachers were invited to participate in a large online survey, using the program KeySurvey. To ensure confidentiality, surveys are stored securely, and each survey has been given an ID number. The demographic details will be held separately to the survey data. The theoretical framework used for this project is ethnomethodology, which investigates everyday interactions to show how members of society, including children and teachers, make sense of their social worlds (Garfinkel, 1967). This framework can be used to explore how people are engaged in specific work and learning, and the details of how they go about it (Danby, 2002). Video coding, and conversation analysis and membership categorisation will be used to identify the categories that people invoke in their descriptions and interactions in relation to Web searching and to "make sense of people and events" through their interactions (Silverman, 1998, p. 88). In this session we discuss preliminary findings from this survey. We examine the nature and extent of child-focused web-based activities in early childhood centres, and key factors which influence the uptake of internet technologies in the classroom, including resourcing, teachers' attitudes towards web-based technologies in the classroom, and teachers' confidence and technological proficiency. Findings from the survey will inform the next stage of the research, including the selection of preschool and childcare classrooms for the video recording of children's interactions with digital technologies that access the web, and with other members of the classroom, including peers and adults.

**Keywords:** technology; web searching; teacher

### D8 FAMILIES INVOLVEMENT 3

Individual Paper

**CHAIR:** JOHN BENNETT | Early Years Consultant, France

## *Love hurts: 'expressions of emotion' as a thematic meaning - making lens, to interpret the decision -making process and childcare choices of six mothers when their babies were under twelve months of age*

JOOLS PAGE | University of Sheffield, England

The aim in this paper is to present a discussion of 'expressions of emotion' which emerged as a thematic meaning-making lens in a life historical study. This interpretive enquiry provided each of the six participant mothers with an opportunity to narrate their life stories. The women used expres-

sions of emotion, to illustrate the emphasis they each placed on the important aspects of their lives in relation to their childcare choices for their babies and was a distinctive feature of the study. Deep level interviews were used to examine the challenges and dilemmas six mothers faced as they made the decision to return to work or not when their babies were under twelve months of age. Drawing out their expressions of emotion proved to be an ethical dilemma in relation to subjectivity and bias. Nevertheless, it helped to bring further meaning to the complexity of the decision-making process undertaken by the mothers in this study. Institutional ethical approval was granted and informed consent gained from all participants. All identifying information about participants and others who may have been referred to within the interviews has been removed and names altered to protect their identity. Fuelled by contradictory political messages sensationalised by the media concerning the features of and role of a 'good' mother, the findings suggest there is a need to raise the debate and discuss in-depth the emotional impact of these complex issues on mothers in relation to their decision to return to work after the birth of their baby. The significance mothers place on the triangular attachment relationship between the infant, the professional caregiver and the mother should not be underestimated. The study outcomes imply a topic worthy of sensitive dialogue between professional caregivers and new mothers.

**Keywords:** mothers; babies; love

### *Transdisciplinary Play-Based Assessment as a holistic method to assess child development: An analysis of families' satisfaction*

MANUELA SANCHES FERREIRA, MIGUEL AUGUSTO SANTOS (1), PEDRO LOPES-DOS-SANTOS (2), SUSANA MARTINS, SÍLVIA ALVES, MÓNICA SILVEIRA MAIA (1) AND TONI LINDER (3) | (1) Escola Superior de Educação do Politécnico do Porto, Portugal, (2) Faculdade de Psicologia e Ciências de Educação da Universidade do Porto, Portugal, (3) Morgridge College of Education, University of Denver, United States

This research intended to analyse the satisfaction of parents with a particular methodology to assess child development, the TPBA - Transdisciplinary Play-Based Assessment (Linder, 1993). Based on the available knowledge about childhood development and assessment, it assumes that the development of the child results from the interrelations between internal and external factors and that Play is the typical and natural activity where development is manifest. According to this principle, the child is assessed, in a natural setting, by a transdisciplinary team that includes parents and any other specialists that the situation might require, which simultaneously look at what the child is already doing and what he or she is able to do with support. Participation of the parents is fundamental to this process because they are the ones that better know the child and have the most relevant information across the child's life contexts. The Unit of Support of the Inclusive School applies this assessment methodology since 2003 and has been collecting anonymous satisfaction questionnaires from families' that have had children assessed there. The questionnaires include several dimensions, as wellbeing in the process, degree of implication in the assessment, satisfaction with the reports, and the utility of the recommendations to their life. The questionnaires were distributed to all the parents who had children assessed according to TPBA method, accompanied by a stamped envelope without any identification of the respondents to be returned by post. They were informed that the answers would be used to study the perceived quality of the services provided and that their participation was optional. This presentation analyses the results obtained from 81 families and we concluded that parents felt comfortable with this method of assessment and actively involved in the process and that they consider the recommendations useful and able to improve the quality of their daily routines.

**Keywords:** parents; child development; transdisciplinary assessment

## *Screening of child development in Portugal using Ages & Stages Questionnaires PT*

PATRÍCIA GRAÇA (1) (2), SALETE TEIXEIRA (1), SÓNIA LOPES (1), ANA MARIA SERRANO (1) | (1) Universidade do Minho, Portugal (2) ISAVE - Instituto Superior de Saúde do Alto Ave, Portugal

The aim of this research is to provide an instrument for screening and monitoring child development of the portuguese population. All the instruments that are used in Portugal are only translated and not adapted to the portuguese population, so this will provide indicators of the norm for the portuguese children's development. It will be the first instrument adapted to the portuguese population and it will answer to the recommendations of screening contained in the Early Intervention legislation PL 281/2009, in order to assure early identification of children with special needs and consequently an intervention as earlier as possible. Translation and validation into the Portuguese population of the ASQ-3 will provide the necessary conditions for the effective screening of child development in Portugal. Learning and development during childhood have a major impact on subsequent development. We now know that investment in child development during the first years of life represents a significant return for the individual and also to the community. Early identification of infants at risk of development is therefore an worldwide objective. The paradigm shift of Early Intervention for a family-centered approach has significant implications in the context of practices and their applicability, requiring not only the abandonment of traditional roles played by professionals but also the adoption and learning of new values and new skills in supporting families, which are translated and implemented at all stages of the process. It is now recognized that parents have an essential contribution in the detection of early and subtle signs of developmental disorders before they become visible to the professionals. Ethical considerations included preservation of child's and their families anonymity, and informed consent. Analysis and presentation of data of a sample of about 2000 cases of children between 0-66 months of age. The first Ages & Stages Questionnaires cutoff results for the portuguese population. Today, it is recommended periodic developmental screening and surveillance of all children using formal instruments with favorable psychometric properties, of rapid administration and that can be filled by parents /caregivers. The screening and surveillance system Ages and Stages Questionnaires 3th Edition was designed to respond to proposals of research, ie involving parents/caregivers actively in the identification process.

**Keywords:** screening; ASQ-PT; parent involvement



CHAIR: WENDY LEE | Educational Leadership Project (Ltd), New Zealand

***Not just taking care of children: How early childhood education teachers promoting participation, dialogue and secure peace in their community***

CHIH-HSIU OU, Minghsin University of Science and Technology, Taiwan

This study aimed to understand how non-profit community-approach educare centers to promote participation and dialogue, counter inequality, and secure peace in the community, by ways of public-private-partnership. The theoretical framework is Bronfenbrenner's ecology of human development, which emphasis the interaction among people and community. This study uses document analysis method, interview survey and questionnaire survey to investigate the different kinds of involvements among daycares and the people in their community. These non-profit community-approach daycare centers are established to pursue sustainable societies which are considered just and inclusive, respect for difference, equality and fairness. By providing educare service for children from variety of ethnical, cultural or economic background which are quite different experiences compared with the experiences in the profit daycare centers, these community-approach educare teachers and caregivers develop varies kinds of activities to promote participation and dialogue, and then discover the value of caring, sharing, respect and equality of this professional. By promoting participation and dialogue, teachers in the community-approach daycares involve variety of families, professions, individuals to concern with social, cultural and political issues in the field of early childhood education and care. In this way, gradually, different stakeholders share the same goals, become partners and work together for the better early childhood education and care.

**Keywords:** daycare centers; non-profit; community-approach

***Sex education in early childhood: A study to investigate parents' and teachers' attitude towards its importance and potential introduction within educational systems in the kingdom of Saudi Arabia***

AMAL BANUNNAH | University of Hull, England and Umm Al-Qura University, Kingdom Of Saudi Arabia

This paper explores parents' and teachers' attitude towards the possible provision of sex education in the early years curriculum in two big cities in Kingdom of Saudi Arabia, Riyadh and Jeddah. Different governments and school authorities, and different individuals, seem to have varying perceptions of the aims and purpose of sex education during childhood. The dominant theme seems to be that better sex education should reduce the incidence of teenage and unwanted pregnancies (Allred et al, 2003). Dilworth (2009) discusses family life educators as aiming to improve overall wellbeing through addressing sexuality and family life. In the KSA, sex education would be more likely delivered as part of family life education, emphasizing the religious dimensions of these roles and the religious law that underpins all aspects of society (Doumato, 2003; Al-Ahdab, 2007). Mixed methods were used to collect and analyse data: interviews with specialists and teachers and questionnaires for parents in both cities, Riyadh and Jeddah. Quantitative data were analysed by SPSS program. For the

interviews, grounded theory was used for thematic analysis. Approval was obtained from the University of Hull Ethics Committee. The full written permission was obtained from the Ministry of Education in the KSA prior to the start of the study to approach educational organisations. Islam encourages people to learn about sex education, which is very important for children, parents and teachers. There was strong agreement in Riyadh and Jeddah that this topic should be provided for children in the educational system of KSA to protect children. Early years education should apply sex education in the curriculum and provide training courses in this topic for parents and teachers to help children. **Keywords:** sex education; young children; saudi early childhood education

### *Parent Child Home Programme's family involvement, Dublin*

BETH FAGAN | National College of Ireland, Ireland

The Parent Child Home Programme (PCHP) is a preschool programme designed to ensure that children are ready to learn when they go to school. Evaluation and assessment to ensure that the programme is delivered to the required standard is essential to ensure that the promise of the programme is delivered. PCHP strengthens family interactions, extends children's learning, and ensures parental involvement in their child learning, which stays with the parent and child all through the educational system (DeVito et al, 1984). PCHP has been cited in the top tier of 'Most Effective Early Intervention Programs, by Graham Allen, MP (2011). Research by the Children's Research Centre, Trinity College, has shown that families' experience of PCHP has been largely positive, and the benefits to the family extended beyond the programme child (March 2012). Continual assessment of the programme content and delivery is integral to the approach of PCHP. Evaluations of the programme from both parents and professionals are done on a continual basis. The National College of Ireland's Code of Conduct for Researchers was observed. Good practice was followed with ethical considerations addressed throughout the project. Consent was sought from all participants and their rights to confidentiality and anonymity respected. Feedback from parents in the programme has been very positive. Families have a new understanding of the importance of reading and playing with their children. Parents feel that they are learning as much, maybe more, than the children. Families whose children participate in the programme send their children to school ready to learn (Levenstein, 1970). Over 20 years of rigorous research has demonstrated the programme's success in the United States. PCHP can deliver the same for Ireland.

**Keywords:** parental involvement; early education; family interactions

## D10 DOES GENDER OF ECE WORKERS MAKE A DIFFERENCE?

Self-organised symposium

**CHAIR:** Tim Rohrmann | Catholic High School for Applied Sciences, Germany

"Children need men!" This statement has become popular in the last years, concerning family affairs as well as public education of children. Despite the rise of societal awareness of fathers' and men's impact on boys and girls, there is still a great need for empirical investigation about gender related influences on children's development, especially when it comes to Early Childhood Education. Unfortunately, the percentage of male workers in ECE remains very low in most countries (Oberhuemer & Schreyer, 2010; Peeters, 2007, Rohrmann, 2010). Until now the popular hypothesis that male teachers make a difference for children awaits its empirical confirmation. There is a growing body of research on men/gender in ECE (Cameron, 2006; Rohrmann, 2012), mostly based on questionnaires and/or interviews with male and (less often) female workers. But only recently observational methods have been used for the analysis of gender differences in interactions of practitioners and children. In

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this symposium, results of three ongoing research projects are presented. The German Tandem study uses an interesting experimental setting for assessing behavioral differences between male and female professionals. A study from Netherlands focuses on attachment quality in relations of male and female professionals and infants. The Austrian research project W-INN developed a multi-method design, including projective tests to gain access to children's inner worlds. The presentations shed light on aspects of diversity which have long been neglected in ECE research. Results lead to important implications for practice as well as policy regarding a better gender balance in Early Childhood Education.

### ***Does gender make a difference? First results of the German tandem-study about pedagogical activity of female and male ECE workers***

HOLGER BRANDES, MARKUS ANDRAE AND WENKE ROESELER | University of Applied Sciences for Social Work, Education and Care (EHS), Germany

The ongoing Dresden Tandem Study (2010-2013), supported by the German Ministry of Family Affairs, Senior Citizens, Women and Youth, assesses and compares pedagogic behavior of men and women working as Early Childhood Education professionals (Andrae, 2011; Brandes, 2011). Gender is a somehow hidden factor in the daily routine that works mostly subtle. For that reason empirical verification of its functioning and effects is not an easy task. The study is based in attachment theory (Kindler, Grossmann & Zimmermann 2002; Ahnert, Pinguart & Lamb, 2006), research about father's roles, (Day & Lamb, 2004; Tamis-LeMonda, 2004), research about male workers in ECE (Cameron, 2006; Owen, 2003), research about qualitative standards in ECE (Sylva et al. 2004). Theoretical references include: Andrae (2011); Brandes (2011); Brandes, Andrae & Roeseler (2012). A specific experimental setting was designed for the purpose of the research. 20 male and 20 female teachers took part in a standardized play situation with a child from their group. The play sequences were recorded on video and rated by trained raters with a specifically developed rating method. Comparisons are carried out on several dimensions of pedagogic behavior, e.g. quality of attachment and sensitive challenge, dialogic quality of communication between child and professional, etc. The involved children, the children's parents and the ECE-workers were asked if they wanted to participate and gave their agreement to be filmed. The anonymity of all participants (ECE-workers and children) and the use of the videos only for research purposes are preserved. The videographs of the Tandem Study are a resource for a qualitative analysis in this context as well. They reveal which issues and materials were preferred by women and men. Situations can be identified in which a gender background becomes visible and in which male and female professionals unconsciously act as a role model. In the presentation, first results of the rating will be discussed in matters of generalization. Beyond that we will show examples taken from the subsequent qualitative analysis. Results highlight the impact of gender on pedagogic behavior and the importance of male early childhood professionals for the development of gender identity of girls and boys.

**Keywords:** gender; adult-child-relation; attachment theory

### ***Men in childcare and attachment of 3 year old boys and girls***

MARLEEN VAN POLANEN, RUBEN FUKKINK AND LOUIS TAVECCHIO | University of Amsterdam/Estro, Netherlands

In Dutch ECE institutions, only 1% of staff working with 0-4-year olds are men. Recent research has shown that girls on average have better attachment relationships with their professional caregiver



ers than boys, even if caregivers claimed to have a close relationship with boys (Ahnert, Pinquart & Lamb, 2006; De Schipper, Tavecchio & Van Ijzendoorn, 2008). It should be noticed that all caregivers in these studies were female. It is assumed that the way women give care fits girls' behavior better than it fits boys' behavior, and that women recognize and appreciate girls' behavior more. Regarding the highly skewed ratio of male and female childcare staff, the results of these studies are reasons for concern. Research is needed to show whether the presence of male childcare professionals in itself positively affects the attachment of boys as well as girls, and whether this is related to their own gender identity. In an ongoing study, professional caregiver-child relationship quality in 60 ECE groups (30 with a male caregiver and 30 groups with only female caregivers; 1 boy and 1 girl in each group) was measured using the attachment Q-sort in the age of 36 months. A follow up will be conducted at the age of 46 months. Moderator variables are gender identity of caregivers and child temperament, measured with ECBQ. Ethical considerations include questions of gender equality as well as concerns regarding close relations of male workers with children. Results of the first measurements will be presented and discussed.

**Keywords:** gender; male workers; attachment theory

### *Similarities and differences in interactions of male and female ECE workers with children*

JOHANNES HUBER AND BERND TRAXL | University of Innsbruck, Austria

Despite the rise of societal awareness of fathers' and men's impact on boys and girls, there is need for empirical investigation about gender-related influences on children's development. The research project W-INN (Wirkungsstudie Innsbruck), a study on the effect of male workers on development and behavior of children in ECE centers, continues research on men and gender relations in ECEC in Austria (Aigner & Rohrmann 2012, Rohrmann 2009). Theoretically based on fathers', early pedagogical and psychoanalytic research findings (Aigner 2001, Huber 2010), several research questions are focused: What similarities and/or differences can be found in interactions with children depending on childcare staff composition (mixed gender vs. female)? What are childrens' (re-)actions in these groups/towards staff? Are there possible "compensatory effects" of male childcarers for children who don't have much contact with fathers and/or men in general? The main sample consists of 15 boys and 15 girls, aged 4 to 6 years, from 10 different Austrian kindergarten groups. A multi-method research design was developed, including videographic observations of daily interactions in kindergarten groups, questionnaire survey of childcare staff, and parents, as well as projective tests (MacArthur Story Stem Battery) to gain access into childrens' inner worlds. Additionally more than 170 parents took part in a survey using the same questionnaire on behavior assessment of their children. All participants agreed voluntarily to take part in the study. All questionnaires were anonymous. No personal names of participants of the videographic observations were registered. The project aims at confirming research questions as well as finding possible new hypotheses about men's influence on children. Preliminary results will be presented, and implications for practice and policy will be discussed. The study aims at finding initial empirical confirmation about men-related influences on children's development in Early Childhood Education – a statement that is often agreed to by practitioners and/or politicians, sometimes lacking of systematic foundation.

**Keywords:** gender; male workers; adult-child-relation

## D11 IMPROVING LEADERSHIP AND PRACTICE THROUGH GRADUATE LEADERSHIP AND EARLY YEARS PROFESSIONAL STATUS IN ENGLAND: DEVELOPING NOTIONS OF QUALITY IN THE EARLY YEARS

Self-organised symposium

**CHAIR:** MARTIN NEEDHAM | University of Wolverhampton, England

Since 2006, the UK government has provided funding to professionalise and transform the early years workforce in England, notably by increasing the number of graduate practitioners. The Graduate Leader Fund (GLF) and its antecedent the Transformation Fund were designed to support all settings to employ a graduate or Early Years Professional (EYP) by 2015, with the overall aim of improving the quality of provision in all early years settings and raise the profile and status of those working with young children and their families. Early Years Professional Status (EYPS) is awarded to individuals who demonstrate they meet a set of national, graduate-level EYPS Standards when working with children from birth to five. This symposium reports some of the findings from two studies investigating the impact of the transformation of the early years workforce in England: the longitudinal study of the role and impact of Early Years Professionals undertaken by Centre for Developmental and Applied Research in Education.

### *Early years professionals' perceptions of their roles and impact in improving practice: Outcomes from second national survey of EYPs*

MARTIN NEEDHAM, MICHAEL JOPLING AND MARK HADFIELD | University of Wolverhampton, England

The longitudinal study of EYPS investigated EYPs' roles, leadership and impact on the settings in which they work. This paper reports on the national survey component whose objectives were to identify the background, experience and career trajectories of EYPs and their views on their ability to carry out their role. It also provided an overview of professional development activities, and an assessment of the impact of EYPS on their professional identity and the difficulties in achieving change in settings. The study's constructions of quality and impact in relation to EYPS draw on earlier studies in the area (Sylva et al, 2010, Pascal & Bertram, 2002) to explore how EYPs' agency and leadership can enhance quality in settings. The questionnaire survey was undertaken in October and November 2011 and was completed by 2,051 EYPs. Data was analysed using the longitudinal study's constructions of quality and impact informed by Sylva et al. (2010), Pascal & Bertram (2002). Ethical approval and monitoring was overseen by the university, a project reference group and a national advisory group. The participation of practitioners in the online survey was entirely voluntary and participants' details, anonymity and confidentiality were assured and maintained throughout. While the survey identified many shared characteristics of EYPs, it also revealed important variations in the range of individuals who have gained EYPS. Thus, the paper presents findings from the survey in relation to: EYPs' roles, characteristics and future career plans; the impact of EYPS on their skills, professional status, self-esteem and confidence. The paper informs the development of training programmes for those working with children aged 0-5 in England which currently under review (Nutbrown, 2012).

**Keywords:** leadership; status; identity



## *Raising quality through graduate leadership: Impact, levers and barriers*

SANDRA MATHERS, ARJETTE KAREMAKER (1), HELEN RANNS AND JENNY GRAHAM (2) |  
(1) University of Oxford, England, (2) National Centre for Social Research, England

The evaluation of the Graduate Leader Fund was a large-scale national study which assessed the impact of Early Years Professional Status on the quality of early years provision. The study was underpinned by research showing the benefits of early years education are only realised if provision is of high quality (Sylva et al, 2008), and built on other national evaluations carried out by the authors and colleagues (e.g. Mathers & Sylva, 2007). Quality assessments were completed in 238 settings at two time-points, in order to compare the improvements in quality made by centres that employed an Early Years Professional (EYP) with centres that did not. Qualitative case studies were undertaken in 12 centres to explore the nature of improvements made, and identify the facilitators and barriers to quality improvement. This paper focuses on the qualitative findings. The study followed the ethical guidelines laid down by BERA, and was overseen by a national advisory group. Centres which gained an EYP made significant improvements in quality compared with those which did not. The qualitative findings identify a number of areas in which EYPs reported bringing about improvements, and suggest that the success of the EYP role relies on three interrelated components: the EYP's leadership and skills; their position within the centre; and the extent to which their role is defined and agreed. The evaluation has had significant impact nationally since its publication in July 2011. It has implications for the support and professional development of graduate leaders working in the early years.

**Keywords:** leadership; quality

## *Early years professionals leading quality: Case studies of practice*

TIM WALLER (1), MARK HADFIELD, MICHAEL JOPLING, MARTIN NEEDHAM, LIZ COLEYSBAY AND MAHMOUD EMIRA (2) | (1) Anglia Ruskin University, England, (2) University of Wolverhampton, England

The longitudinal study of Early Years Professional Status (EYPS) investigated EYPs' roles, leadership and impact on the settings in which they work. The case study element reported in this paper focused on the extent to which EYPS has contributed to EYPs' authority and ability to improve key aspects of quality in settings. The paper analyses EYPs' attempts to develop quality by examining their change activity (Engeström, et al, 1999) in order to identify elements of both structure and individual agency in leadership that impact upon quality. The study drew on the EPPE and REPEY studies (Sylva et al, 2010) and the Effective Early Learning Project (Pascal & Bertram, 2002), seeking to gather data from interviews and observational rating scales targeting interactions and environmental indicators. This paper reports on aspects of the findings from a sub-sample of 30 in-depth case studies of settings with EYPs. The study adhered to BERA guidelines was monitored by university, local and national steering committees. Informed written consent was obtained from all of the practitioners and in reports each case study has been anonymised and validated by the participating settings to verify and approve the accounts. Observations of practice involved abstract numerical evaluations of practice in the environment, no details of children were collected and parents were informed of the details of the study. This paper will illustrate how gaining EYPS has affected many EYPs' sense of professional identity and agency and how EYPs have developed collective notions of quality. The presentation will also look at how some EYPs sought to structure children's learning environments, using observational and interview data to explore the impact of these initiatives. The paper will conclude by identifying some of the levers for change available to EYPs and early years leaders, as well as some of the barriers that they encounter.

**Keywords:** leadership; quality; change

CHAIR: WENDY MESSENGER | Institute of Education, University of Worcester, England

*The emergent curriculum encountered by teachers' reflective thinking*

SHUNAH CHUNG (1) AND HEEYEON KIM (2) | (1) Sookmyung Women's University, Republic Of Korea, (2) Sejong University, Republic Of Korea

This study explores how teachers' reflective thinking plays a role in constructing emergent curriculum. This study is an action research which intends to reform ideas and practices of Korean National education and care. Researchers participating in this project are inspired by Reggio-Emilia Approach and claim to stand for postmodernism, post-structurism, and critical theory in order to challenge the taken-for-granted ideas of early childhood education. The theoretical framework is founded by Derrida's idea of deconstruction. The idea of deconstruction refers to critical reflection in order to disrupt, destabilize, and undermine the taken for granted opinions, values, ordinary teaching practices. The idea was used as theoretical framework as well as research method. For deconstructing the taken-for-granted ideas and practices, the tool of critical reflection was taken in teachers' meeting. The meeting was conducted every week from September 2011 to February 2012 and each was video-taped. In the meeting, teachers were asked to share their practices based on their documentation on children and reflect why they are interested in children's particular interests, dialogues, actions and what they wanted to do with children, and so on. By doing critical reflection, teachers confronted the anxiety and fear in constructing their own curriculum based on their reflection on daily practices. Teachers encountered the freedom, agency, creation, respect throughout the reflection which are central in constructing emergent curriculum. This research implies the significance of teachers' critical reflection in understanding and developing emergent curriculum.

**Keywords:** emergent curriculum; teacher reflection; deconstruction

*Butterflies and borlububos – Hope to work from the perspective of children's literature appreciation of dialectic between identity and otherness*

MARIA JOÃO COELHO | ISCE Felgueiras, Portugal

Our project aims to articulate epistemological, hermeneutical and pedagogical theories to discuss and creatively transform their practices. Using the methodologies of project and action research, our main purpose is to propose models of educational intervention that may encourage the acquisition and development of skills in the areas of the subjective, objective and social being (Habermas, 2003). The representations suggested by the characters of children's literature explored in some books of the Plano Nacional de Leitura promote the expansion of the imaginary based on an holistic development of students of Pre-School and 1st Cycle of Basic Education. Social representations are built and developed from a multidimensional concept that allows questioning, simultaneously, the knowledge and the interaction between man and environment. The representations suggested by the characters of children's literature explored in some books of the Plano Nacional de Leitura promote the expansion of the imaginary based on an holistic development of students of Pre-School and 1st Cycle of Basic Education. Literature is thus understood as a place both of affection and values pointing the way to an educational process based on meaningful learning. Using the methodologies of project and action

research, our main purpose is to propose models of educational intervention that may encourage the acquisition and development of skills in the areas of the subjective, objective and social being (Habermas, 2003). All research is based on a protocol of informed consent and preserves the identity of those involved. In what concerns main findings, the project is still ongoing. Concerning implications: an educational process based on meaningful learning.

**Keywords:** social representations; action research; educational practices

### *Diverse settings, same aspirations for children and families*

KAREN CAMPBELL, GAYNOR CORRICK AND JO MCLELLAN | University of Worcester, England

The research aim was to explore using ethical commitments, diverse settings striving to deliver quality practice providing enabling environments for children and families. Research followed a range of methods to inform practitioners of the primary constituents of quality practice measures. Methods include a Corrick grid, self evaluation regulatory framework and a statutory, advisory publications for lone practitioners. Research and reflection provided information to produce a journal of individual and enabling environments that were used to compare and contrast good practice. Theoretical references included Office for Standards in Education (2009) and Sylva, Mehuish, Sammons, Siraj-Blatchford and Taggart (2004). Praxiological methodology largely enquiry based involving, qualitative and quantitative interpretation allowing reflection on personal perspectives of quality practice. Research data provided information to us personally as practitioners in our settings. Audits were employed to inform us what was and is important to maintain quality. Ethical guidelines with regard to personal communication, consent and assent were considered and followed; permissions were gained from participants in all settings. Insider research perspectives and subsequent influence of data has been addressed. Practitioner education plays an integral role of quality provision through influencing individual confidence, dispositions and ability to reflect on practice to make changes where appropriate. A bottom-up, praxiological approach in which practitioner education, theoretical knowledge and personal perspective promotes quality practice, rather than through legislation and inspection. Implications for Practice and/or Policy regardless of setting type, the main components of quality practice are the same. Aspirations to deliver a supporting, enabling and engaging curriculum for children is supported by high quality practitioner education. Individual perspectives, theoretical confidence and belief that individuals make a difference, together changing landscapes.

**Keywords:** diversity; quality; education



**CHAIR:** ELLEN BEATE HANSEN SANDSETER | Queen Maud University College of Early Childhood Education, Norway

### *Everyday uncertainties: Risk perceptions and children's outdoor free play*

ANITA NELSON NIEHUES, ANITA BUNDY (1), ALEX BROOM (2) AND PAUL TRANTER (3) | (1) University of Sydney, Australia, (2) University of Queensland, Australia, (3) University of New South Wales, Australian Defence Force Academy, Australia

This paper reports the results of risk reframing, an intervention to offer adults a context to build new and complex perceptions of risk in children's outdoor free play. The aim was to support the sustainability of a child-centred playground intervention. Theoretical approaches to children's well-being were used to frame data analysis and included Seligman's flourishing, Fredrickson's broaden and build theory of positive emotions and Deci and Ryan's self-determination theory. Socio-cultural risk discourses from Beck, Douglas, Tulloch and Lupton added to the theoretical framework. Qualitative data were collected during 10 risk reframing sessions conducted with educators and parents; data included audio-recordings of sessions, participant evaluations, and transcriptions of 13 semi-structured individual interviews. Data were subjected to constant comparative analysis and themes identified according to Charmaz's approach to social analysis. Ethics approval was obtained from the university and the school system within which the research was conducted. Teachers and parents signed informed consent for participation in risk reframing sessions including audiotaping of the sessions and individual interviews. Confidentiality was maintained by storing data in locked filing cabinets within the project offices, the use of password protected electronic data storage for audiorecordings and interview transcriptions, and the use of participant pseudonyms. Findings show that educators and parents desire health, happiness, and resilience for children; recognise risk as uncertainty in everyday life; and are prepared to tolerate scrapes, even occasional broken bones, for children to access outdoor free play. They experienced "Aha!" moments when they discovered that they may unintentionally create barriers to risk-taking opportunities that would enable children to experience these qualities of life. Adults benefit from opportunities to share risk perceptions and discuss the costs and benefits for offering outdoor free play to children to achieve common goals of health, happiness, and resilience.

**Keywords:** play; risk reframing; parents

### *Risky play: Perceptions of a group of early childhood teachers in Portugal*

MARIA GABRIELA PORTUGAL BENTO AND ANA CRISTINA ALMEIDA | Faculdade de Psicologia e Ciências da Educação da Universidade de Coimbra, Portugal

In this study we aim to understand how Portuguese early childhood teachers perceive and act toward risky play. Risky play can be considered an important factor of development, to the extent that it offers various opportunities for knowledge and exploration of individual skills. Currently, the experiences of risk and adventure in childhood are diminishing and the daily lives of children are filled with structured activities, occurring in closed spaces, far from Nature. The adults that surround children have a significant influence on the type of experiences they met. They can be promoters or inhibitors of activities that involve the exploration of outdoors spaces, offering (or not) opportunities to experi

ence challenges, adventures and to deal with risks. In this sense, adults that recognize risk taking as an important dimension for a healthy development will be more open to experiences of this kind, managing with less anxiety situations that involve risk. Inspired on Sandseter's risk categories (2007) we organized a semi-structured interview based on eighteen pictures representing the risky play categories. Information concerning early childhood teachers was maintained confidential and interview's data were only used for the purpose of the investigation. By means of a qualitative analysis using WebQDA software, we analyze the opinions of early childhood teachers finding witch situations involve more risk, how they manage them and how they understand the impact of risky play in children development. The results of the study are important for future initial and in service training of early childhood teachers.

**Keywords:** risky play; perceptions; early childhood teachers

### *Children's meaning making of nature in an outdoor-oriented and democratic Swedish preschool practice*

SUSANNE KLAAR AND JOHAN ÖHMAN | University of Skövde / Örebro University, Sweden

The purpose of this study is to empirically investigate what consequences these approaches have for preschool children's meaning making of nature, when studied in children's spontaneous outdoor activities. Previous research has shown that the Swedish preschool educational tradition emphasises both outdoor-oriented and democratic approaches. The outdoor-oriented approach is characterised by promoting individual development and well-being, generating care for nature and creating knowledge about nature. The democratic approach is characterised by autonomy, solidarity and socialisation to institutional norms. The methodology is based on John Dewey's pragmatism with a specific focus on transaction, habits and customs. A transactional analysis method has been developed, illuminating relations between (1) the Swedish preschool's educational tradition in terms of national customs, and (2) the local customs expressed in practice. Preschool children's (age 1-3) outdoor nature experiences have been video recorded and transcribed, which requires ethical considerations regarding informed consent. The families and the preschool teachers have signed a document agreeing to participate in the study, and the children's willingness to take part was considered during video recording. Consequences for children's meaning making of nature are shown as possibilities for experience-based inquiry based on children's own choices and also for enjoying and feeling good in nature. The results show fewer possibilities for structural scientific concept learning. The results can be seen as a contribution to the early childhood educational discussion about how to arrange learning situations of natural phenomena and processes in preschools and at the same time maintain their democratic/outdoor-oriented characteristics.

**Keywords:** outdoor; democracy; preschool culture

## D14 CHILDREN AND PRACTITIONERS' USE OF OUTDOOR SPACES

Self-organised Symposium

**CHAIR:** TIM WALLER | Anglia Ruskin University, England

This symposium is organized by the Outdoor Play and Learning SIG. The focus of the symposium is on how both children and practitioners engage with outdoor environments and the relationships between place, space and children's worlds. The first paper from England examines factors that contribute to children's empowerment in a social group through child-initiated play. The second paper

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from Iceland gives an illustration of how preschool and primary school teachers used the outdoor environment in an action research project on living beings. The final paper investigates children's use and experience of different outdoor environments in school and leisure time in Norway.

### *Children's empowerment in play: Factors that contribute to children's empowerment in social group, child initiated play*

NATALIE CANNING | The Open University, England

The study aims to examine factors which contribute to children's empowerment in social group, child initiated play. The research is underpinned by sociocultural theory and a postmodern perspective. Sociocultural theory is founded on the works of Vygotsky who considered that social interaction between two or more people motivates learning and development. A postmodern perspective argues that society is socially constructed by the ideas which are generated through cultural trends. An ethnographic methodology is used in two stages: • Stage 1: Non participant video observations of social group, child initiated play • Stage 2: Semi structured interviews with the children who appeared in the video footage, using the video as a prompt to encourage them to talk about their play experience. The interviews with children are a creative way to capture their opinions about their play experiences giving a greater insight into the themes identified through the video observations and to offset bias and subjectivity in the interpretation of footage in relation to empowerment. Ethical dilemmas are inevitably raised when children are participants in research. The British Educational Research Association (BERA) revised guidelines (2011) were adhered to in relation to researching children's perspectives. Parents were given the opportunity to 'opt out' of the research after receiving an information leaflet outlining the planned video recording. Children's assent was assessed at an initial 'circle time' where children could explore the video recording equipment. All names in the research have been changed to protect children and practitioner identity. Permission has been sought for video footage to be shown at conference presentations. Children experienced moments of empowerment in play situations as a result of social experiences. They demonstrated empowerment or disempowerment through their actions and reactions in different situations such as taking risks and using materials in different and creative ways. The research asks early years practitioners to examine their practice and environment to support children's empowerment in everyday practice.

**Keywords:** children's play; empowerment; power relationships

### *Teachers' use of the outdoor environment in teaching about living beings in early childhood education*

KRISTÍN NORÐDAHL | University of Iceland, Iceland

The aim of the study is to illustrate how preschool and primary school teachers used the outdoor environment in an action research project on living beings. The theoretical framework of the study is Vygotsky's socio-cultural theory, emphasizing that learning is a social process in which children participate from an early age (Vygotsky, 1978) and that they both influence and are influenced by their social and physical environment (Rogoff, 2003). Three teachers from one preschool and two teachers from one primary school participated in the study as well as ten five year old preschool children and twenty, six year old, primary school children. The teachers were interviewed at the beginning of the project as well as during the end where the focus was on their use of the outdoor environment. Participant observations were conducted when the teachers were using the outdoor environment in

their teaching. Regular meetings were held with the teachers and minutes from these were also used as data. The teachers gave their consent and the children were asked if they wanted to participate in the study and if their picture could be taken. To protect children and teachers pseudonym are used. The analysis of the data is in progress but the preliminary analysis indicates that the teachers used the outdoor environment as a source of experience of living beings but mostly as a ground for discussion with children. Implications from the research will be discussed in the paper, following analysis of the data.

**Keywords:** young children; science education; teacher's use of outdoor environment.

### *“We play outdoors” – Children’s world of outdoor play*

MERETE LUND FASTING | Faculty of Health and Sport Sciences, University of Agder, Norway

The aim of this study was to try to understand the children’s world of outdoor play. The presentation will focus on how children use their body in self-induced play located in different outdoor environments in school and leisure time. This work is based on a phenomenological hermeneutical approach with a focus on lived experience and the perception of phenomena. The scientific approach is based on theories of Norberg-Schulz, Gadamer (2004) and Merleau-Pontey (1994, 2004), enabling a discussion of play as a living phenomenon with an approach of wonder and curiosity. I have been in a bodily dialogue with the children in their playgrounds. I have observed ten children’s play (five girls and five boys), I have played with the children, we have talked about their play and we have taken pictures of their play and places. The present study was notified to the NSD (Norwegian social data services). Ethics also includes taking children’s experiences seriously. I send a letter to the parents and the children where I asked them to consent me using pictures of their child (them) in the PhD and in conferences. I don’t use the children’s real name. The central elements of children’s play are movement, fantasy, imitation and experimentation. The play is sometimes immersive and self-forgetful. The children primarily choose to play in natural areas, including cliffs, trees and forests. The children love their play, and are closely related to their play areas. Knowledge about children’s play outdoors is important for stimulating further outdoor activity in natural surroundings. Since outdoor play seems to invite children to play bodily, creatively and in mutual interaction with others and the environment, it is important take care of natural surroundings in neighborhoods and school yards.

**Keywords:** outdoor play; creativity; physical play

## D15 EARLY CHILDHOOD PEDAGOGY – LEARNING WITH NATURE

Individual Paper

**CHAIR:** KAY MARGETTS | University of Melbourne, Australia

### *Different ways of handling learning objects in science when pre-school children and their teachers are visiting nature*

LAILA GUSTAVSSON | Kristianstad University, Sweden

The aim of this study is to contribute to knowledge about pre-school teachers’ qualitative different ways of handling a learning object in science when children 4-5 years old are visiting nature. Learning is here seen as a change in the learners’ possibility to experience the world in a certain way and it takes place everywhere. It can be both planned and unplanned. The framework used, variation theory, states for learning to occur, critical aspects of the learning object have to be simultaneously discerned

and focused on. The learning object is seen as a capability and it can be defined by its critical features. When playing and interacting with others, a space of variation is constituted that decides what is possible to learn concerning a delimited learning object. When teachers make differences in the children's earlier experiences visible it may contribute to, critical aspects that the learner has not been previously able to discern becomes visible. The data is collected by video observations (20hours). A group of children and their teachers were videotaped during their stay in nature (a total of 9 days). The research builds on ordinary preschool activities and is not an experiment designed by the researcher. A qualitative analysis seeks to discern how teachers can maintain children's interest of the phenomena and contribute to develop the children's knowledge. All parents were informed and had to give their written permission for the children to take part in the research. Every time when starting the video recording the children were asked if it was OK to observe them and they were informed it was freely for them to stop the recording whenever they wanted. The teachers were informed they also had permission to stop the observation whenever they wanted. All participants were guaranteed preservation of anonymity. Three qualitatively different ways of dealing with a learning object is found. In the presentation possible reasons for the teachers' different ways of handling the learning object will be discussed. Implication for practice is to show the teacher's role in children's learning of science. The curriculum points out science learning as an important question for pre-school teacher to handle, but teachers often lack a strategy for this mission.

**Keywords:** learning object; pre-school children; variation theory

### *Out of classrooms and learning from nature*

LEE-FENG HUANG | Department of Early Childhood Education/Pingtung University of Education, Taiwan

Green space becomes scarce because of urbanization. Consequently, children do not have sufficient opportunities to explore the natural environment. Their knowledge on nature usually comes from books or television programs. The purpose of this study is to investigate how young children are benefited from encountering the nature environments. Preschoolers are primarily taught in classrooms in Taiwan. Therefore, children lack opportunities to explore the world they live and become less motivated to learn and explore. Nature changes constantly during seasons, which provide rich learning environments. This study will investigate whether children become more active to explore and develop a stronger motivation to learn when they are in a nature environment. Basing on Kolb's experiential learning theory children learn from real experience and through the sharing and cooperation each other, and the nature environment provides all of these for young children. This study used qualitative methods to collect research materials. The research participants were 11 5-6 year-old children and their teacher. Children entered a forest park near the kindergarten once a week. No activities were premeditated by the teacher and children were allowed to explore freely. This study observed children's learning activity and interviewed their teacher. This study obtained the parents' and teacher's permission before it began. This study found that young children's learning behaviors in comparison with those in the classrooms were as follows: 1. Young children were willing to share findings with their peers. 2. Young children behaved cooperatively. 3 Young children showed strong motivation to explore. 4 Young children actively participated group discussions. Based on these findings, this study recommends that teachers should provide regularly activities for young children to explore nature freely. Teachers should give supports only when needed.

**Keywords:** nature; learning behavior; inquiry learning

## *Teachers opinions of the possibilities to use outdoor learning in Valga county (Estonia) preschool childcare institutions*

LEHTE TUULING AND TIIA OUN | Rakvere College, Tallinn University, Estonia

The study aimed to research: Kindergarten teachers awareness of the methodical opportunities of outdoor learning and the factors that affect the readiness to implement outdoor learning; Frequency of outdoor learning, ways to use the outdoor environment and how outdoor learning supports schooling and education activities in achieving its goals. Many researchers including Szczpanski, Dahlgren, Hammermann and Bilton have written about and studied the importance of outdoor learning and playing. Knowledge of nature creates love of nature and the pleasure derived from nature can help people overcome difficulties in life, being in nature also increases health. Experiences in the surrounding natural environment play an important part in supporting a child's development, through them a child can obtain knowledge much faster and more effectively than they would using just pictures and words. We worked out the strategy of empirical research based on Piaget and Vygotsky socio-constructivist theory of development. The research was carried out with quantitative research methods. The methods of collecting data were the traditional questionnaires. Using a questioner we found out how pre-school teachers rate the importance of nature in a child's development and how they use outdoor learning and playing in their work with children. We questioned kindergarten teachers in 11 Kindergartens in Valga County. We used Valgamaa because on the one hand it has beautiful nature and on the other it is far from institutions offering teacher trainings. The environment for outdoor learning is excellent but opportunities for the teachers to learn are small. We came to an agreement with the kindergartens directors and all the teachers participating in the study. The anonymity of the participants is kept by using a general analysis of the data. The main findings were: 1. Teachers are aware of outdoor learning methodology and more than half of the teachers have knowingly used outdoor learning in their work. 2. Planned outdoor learning activities are not done regularly but rather according to need. 3. Kindergarten teachers appreciate the outdoors learning support to achieve learning outcomes. The teachers who participated in the study think that lack of awareness is the problem in implementing outdoor learning methodology. Consequently, more attention should be paid to teacher training.

**Keywords:** outdoor learning; learning outcomes; kindergarten teachers awareness

### D16 EARLY CHILDHOOD PEDAGOGY 4

Individual Paper

**CHAIR:** IRENE FIGUEIREDO | Polytechnic Institute of Oporto - School of Education, Portugal and Childhood Association

## *Prioritizing breadth and depth: Multi-modal provision for literacy in the early years*

KATHY RING | York St John University, England

This paper draws upon data collected within a longitudinal research project 'Supporting a Playful Approach to Drawing' (2004-2010). The project aimed to support early years practitioners in developing greater understanding of young children's use of drawing as a tool for thinking and learning, and recognizing the significance of the routines and rituals of their particular setting in enabling or hindering this. The project takes a cultural-historical approach to children as learners, understanding draw-

ing to be part of young children's multi-modal approach to meaning making. It builds upon previous research (Ring, 2003), reporting misconceptions about drawing which limited its role as a mediator between play and writing within a continuum of symbol systems. Three cohorts of twenty practitioners took part in an interweaving of training, debate and analysis focusing upon data collected as a first phase of action research within their educational setting. A second longer phase of in-depth study took place with a smaller number of practitioners. Visual methods were fore-grounded and imagery alongside narrative provided rich, context-related data for joint-analysis. Ethical priorities included working with participants to understand and engage with their uncertainties. Through analysis of children's drawing behaviours, as they moved across self-initiated 3D and 2D text making, the highly motivated, literate nature of young children's representations of their world are highlighted. This paper supports growing understanding of the breadth and depth of young children's text making practices and capabilities and has implications for what it means to be literate and support literacy in the early years.

**Keywords:** drawing; multi-modal literacy; practitioner role

### *The effects of physical activities through Korean traditional children's songs on young children's peer competence and emotional intelligence*

HYE JEONG CHO AND NAM IM KIM | Chongshin University, Republic of Korea

This study is designed to explore the educational value within traditional Korean children's songs, organize 'physical activities through 'traditional children's songs' and look at the effects of young children's 'peer competence' and 'emotional intelligence' by applying these activities to real classroom situations. To measure young children's peer competence, the 'Peer Competence Scale' was used, which was made by Ju Hee Park and Eun Hae Lee (2001). To measure young children's emotional intelligence, the Bar-On and Parker(2000)'s 'Emotional Quotient Inventory(EQI)' was used, which was modified by Young Seok Lee, Jung Hwa Lee and Mi Kyeong Kim (2001) to be valid in Korea circumstances. The subjects of this study were 60 five-year-old young children in J kindergarten and H kindergarten in Seoul City. The Experimental group did physical activities through traditional children's songs 1 or 3 times for 17 weeks, for a total of 30 times, and the comparison group took part in general physical activities according to the life theme for same period. This paper sought the consent of parents in advance. This study shows that 'physical activities through traditional children's songs' have a positive effect on improving young children's 'peer competence' and 'emotional intelligence'. It implies that 'physical activities through 'traditional children' s songs' are effective way, as an educational approach, in improving peer relationship of young children and developing emotional intelligence. It implies that 'physical activities through 'traditional children' s songs' are effective way, as an educational approach, in improving peer relationship of only child or children with multicultural family in Korea.

**Keywords:** physical activities; korean traditional children's songs; children's peer competence and emotional intelligence

## *First sensations and sound creations, the development of song and of language*

CHANTAL GROSLÉZIAT | Association Musique en Herbe, France

Our research consists of trying to better understand how children relate to sound, to the voices surrounding them. Using recordings of children's voices (from a few months to six years of age) we will demonstrate the multi-sensory dimension of their first discoveries. We will investigate the links between their sound and verbal explorations, their ability to invest in singing games and first stories proposed by adults and their creative ability. Studies of psychology and linguistics (Françoise Dolto, Daniel Stern, Bénédicte de Boisson-Bardies), philosophy, (Gilles Deleuze, Michel Serres, François Julien) and musicology (Pierre Schaeffer, Murray Schafer). Works by Chantal Grosliéziat: In the collection 'Les Mille et un bébés' chez Erès: Abécédaire musical, 2010, 160 p. Bébés chasseurs de sons, 1999, 160 p. Les bébés et la musique, premières sensations et créations sonores, 1998, 112 p. The recordings are made during musical play sessions held in nurseries. Recordings of children's voices are analysed for their musical and verbal interest (melody, rhythm, sound quality of words used, inventiveness). The recordings take place in different contexts: at various times of the day; the children's ages range from a few months to five years; they are either on their own, in a group or relating to an adult; they are either at home or in a community group outside the home (day care, play group etc.). The recordings are then used to facilitate exchanges with parents about the importance of encouraging their baby's babbling and vocal turn-taking play. The children's parents sign a permission form for their child to be recorded and for the recording to be used in a professional setting. Strict anonymity is respected. Listening to these recordings helps to reinforce the first bonds between parents and their children. These projects promote cultural transmission in the family and exchanges with others (between children, between children and parents and between parents and childcare professionals). Since 2000 Musique en Herbe projects are financed to go into nursery schools in the area to collect nursery rhymes and children's songs from around the world, thus encouraging children in their musical expression and improving relations between families and schools.

**Keywords:** music; creation; language

### D17 EARLY CHILDHOOD PEDAGOGY – ADULTS' ROLE

Individual Paper

**CHAIR:** LIZ BROOKER | Institute of Education, University of London, England

## *Getting the balance right: The role of the adult in supporting children's early learning*

MARY WILD (1) AND MARIA EVANGELOU (2) | (1) Oxford Brookes University, England, (2) University of Oxford, England

The paper explores the characteristics of 'effective' pedagogy in supporting children's learning, highlighting the multiplicity of approaches that practitioners may adopt when interacting with very young children. It is based on a developmental literature review synthesising developmental research findings post 2000. The Literature Review adopted an interactionist perspective that conceives of development as located within nested social contexts (Bronfenbrenner, 1979) and Vygotsky's (1978) socio-constructivist account of learning. The paper will draw on evidence collated as part of a developmental literature review commissioned to inform a Review of the Early Years Foundation Stage in

England. The present paper will focus on findings in respect of children aged birth to three. It foregrounds the review evidence that identifies the best supportive contexts for children's early learning and development, with a focus on interaction and relationships. The study followed the ethical guidelines of the British Educational Research Association. Clear protocols for gathering, reporting and referencing of primary sources were delineated. It will be argued that the key to successful learning and care is being aware and responsive to the child's needs, both immediate and extended. The paper will present evidence on the different models of adult-child interaction within early years settings, e.g. explanation, extension, modelling, scaffolding, consolidation and targeted feedback. The paper will suggest that no one approach is more successful but rather it is knowing when to draw on different approaches, or on occasion not to interact at all, that denotes effective practice.

**Keywords:** early learning; role of adult; pedagogy

### *Effects of a video-based interactive advice on the communications behaviour of professionals working with under three years old children*

CHRISTA KIEFERLE (1) AND IRENE GOLTSCHE (2) | (1) State Institute of Early Childhood Research, Germany, (2) Diakonisches Werk Rosenheim, Germany

Positive teacher-child interactions are one of the most important characteristics of high quality work with under threes. To improve the quality of teacher-child interaction an already existing video-interaction diagnostics instrument, which solely targeted at the basic aspects of the communication between adult and child, was enhanced and a new evaluation assessment for the coaches was developed. The aim of this study is to present data from the evaluation of a video facilitated interaction diagnosis and the impact of the video-based interactive advice on the communications behaviour of professionals. The theoretical framework refers to the attachment theory of Bowlby and the work of Ainsworth. 30 Professionals were video recorded during different settings in child-care centres. The recordings were analysed by using a survey. After the diagnostic analysis, the professionals received an individual coaching. Following, their interaction behaviour was recorded and evaluated again. The respondents were guaranteed non-maleficence, confidentiality, anonymity, with possibility to withdraw and not to complete particular items. All professionals showed a high need of guidance. The gaps regarding professional communicative skills were found on the linguistic and body language level. The data show a short term effect of the video-based interactive advice on the communications behaviour of the professionals. Video Interaction diagnosis and advice on communication behaviour should be part of regular teacher training.

**Keywords:** under threes; teacher-child interaction; video-based interactive advice

### *Mothers' social networks and their connections to the children's socio-emotional competence*

PÄIVI PIHLAJA, MARITA NEITOLA, ANU WARINOWSKI AND TEIJA HOLST  
University of Turku, Finland

Aims is to explore how parents' own social networks are related to toddlers' socioemotional competence and difficulties. Theoretical framework combines mothers' and toddlers' social network, competence and friendship. The concept of social competence offers a well-established offset to explore the antecedents of the children's social and emotional development (Ladd, 2005.) Recent studies compromise that both families and peers play important roles in children's social develop

ment, and suggest that the family and the peer have both unique and common effects on child's social development (Maccoby, 2006; Mounts & Steinberg, 1995). Parents' parenting styles and childrearing practices influence the quality of children's social relationships and social competence. Moreover, there is empirical evidence that parents' own experiences of their peers and friends, memories of their social interaction in childhood and current social relationships have influence on their children's social competence (Grimes & al., 2004). We use quantitative methodology to find connections between mothers and children's social competence and friendships. In this study we used BITSEA to assess children's socioemotional competence and difficulties. Mothers social competence and friendship we examined by a questionnaire. The data contains of 1015 children and their families. The Ethics Committee of the South-Western Finland Health Care District has approved the study. Participants or parents of young children have given their informed consent in written. Data is available in this spring and the analyzing has started. These results enlightens how the children's home environment is linked to early socio-emotional development and influence the children's social competence in future.  
**Keywords:** socioemotional competence; mothers; children

### D18 EARLY CHILDHOOD PEDAGOGY – CHILDREN'S WELL-BEING 3

Individual Paper

**CHAIR:** LIZ DUNPHY | St Patrick's College, Dublin City University, Ireland

#### *Becoming more than one: A relational pedagogy for self and other*

IRIS DUHN | Monash University, Australia

The presentation extends on findings from a 2-year project on infant and toddler pedagogy in New Zealand, completed in 2011 (Dalli et al). The specific aim is to open up possibilities for thinking infant and toddler pedagogy through a relational lens by exploring the ethical nature of education as encounter between self and other in one of the participating centres. The analysis of this section of the study is informed by critical perspectives and philosophy, with a focus on ethical encounters (Todd, 2001& 2007; Arendt, 1958) and its relevance to early years' pedagogy. It's a qualitative study, with methods that included videoing, collecting documentation (including learning stories) and interview data. The study was reviewed and approved by the Victoria University of Wellington College of Education Ethics Committee. A pedagogy that considers infants and toddlers as powerful communicators in their communities, and as initiators of encounters and narratives, is supported by a philosophy that is cognizant of the relational and ethical nature of education. Teachers commitment to building and nurturing reciprocal relationships that existed within, and extend beyond the centre community, was an essential aspect of a specialised infant and toddler pedagogy in this centre. Paying close attention to the strategies that infants and toddlers use to build relationships and to be members of a community of learners opens up possibilities for teachers and policy-makers to re-think how they understand the very young child as learner.

**Keywords:** ethical encounters; relationships; philosophy

#### *Early years pedagogy and education in Saudi Arabia*

LUBNA ALSHANQITI AND IOANNA PALAIOLOGOU | The Hull University, England

This study aims to explore teacher's perspectives of the pedagogical approaches in ECE in Saudi Arabia. Key issues such as the curriculum content, pedagogy and participants are discussed. The

content of the curriculum is perceived to be continual, united and interactive. Key elements needs to be included: knowledge, skills, communicative abilities, physical, intellectual and moral-religious aspects. Approaches to pedagogy considered include the didactic approach and the social constructionist approach including scaffolding to bridge the zone of proximal development. In early years settings play might be seen as the most appropriate method of educating young children. Advocates of participation agree that curriculum is more effective when account is taken of young children's and their families' voices. This study employs a qualitative approach, starting with secondary data followed by interviews. Semi-structured interviews will be conducted with 12-18 participants, 2 to 3 in each nursery. A stratified random sampling technique will be obtained to select from 10 international settings, 10 local settings and 10 government local settings in Saudi. The research is approved by the University of Hull Ethics Committee. The researcher will maintain anonymity of interviewees to avoid risks to the participants. Besides, consent from participants, principals and teachers, will be provided. Main findings: • Curricula differ between different types of early years settings. • Emphasis on play as a way of delivering the curriculum. • Emphasis on the areas of learning and development. • The curriculum is influenced by religious and social factors. The curriculum cannot be seen in isolation, from environmental factors implementation is affected by factors such as culture and religion. **Keywords:** curriculum; pedagogy; participation

### *Effect on early childhood education and care in Ethiopia and Zambia*

ANNE TRINE KJORHOLT | Norwegian Centre for Child Research, Norwegian University of Science and Technology, Norway

The aim of this paper is to present perspectives on research related to the effects of ECCD programs, run by Save the Children, Norway, in Zambia and Ethiopia. The research explores how the various programs are practiced and experienced by various stakeholders. Among the research questions are: To what extent do the ECCD programs apply a 'culture-sensitive' and community based approach connecting the content and practices in ECCD programs to local cultural knowledge and practices, and dialogue with families in the communities? How do parents and grandparents experience the effect of the programs on children's education, health, and well-being? A critical review of a global right based approach, including thinking and conceptualization of the child, development and education that are embedded in the programs are crucial to investigate long term effects on children, their families and communities. Key concepts are 'local knowledge and 'community based development'. Mixed methods were used: surveys to policymakers, participant observations in ECCD settings, qualitative interviews with teachers/staff, and policy makers. Narrative interviews with parents and grandparents will be included to get knowledge about 'traditional' local practices related to child rearing practices, care and learning in early childhood in the past and present as perceived by parents and grandparents. Ethical issues will be emphasised in all phases of the research process related to the ethical guidelines from the Norwegian Research Council and national and local needs and practices regarding ethics in Zambia and Ethiopia. Main findings show the need for emphasis on culture sensitive approach.

**Keywords:** early childhood education and development; culture sensitive approach

**CHAIR:** INGRID PRAMLING SAMUELSSON | Department of Education, Communication and Learning, Gothenburg University, Sweden

### *Children's social interactions and emotions in mixed-age play contexts*

SO-YOUNG SUNG | Keimyung University, South Korea

Mixed-age play groups also provide distinctive and dynamic contexts for social interactions and emotions. The purpose of this study is to explore Korean children's experience related to social interactions and emotions in mixed-age play contexts from a case study and rethink the value of mixed-age play group. Peer interactions and relations are an important criterion of school adjustment and social competence. Parker et al. (1995) mentioned children's emotional competence plays a critical role of peer acceptance or rejection. How well a child is socialized in the various layers of cultural contexts (peer culture) may describe the degree of child's peer acceptance. I conducted classroom observation and interviews. 10 children who are enrolled in a full-day daycare and the teacher were participated in this study. I wrote field note, took pictures, and interviewed the teacher. I carefully maintained the confidentiality with artifacts. Peer review and member checking were used for triangulation purposes. The result found that children's interactions included various strategies and skills in order to reject or accept peers during play. The strategies, skills and their emotional conduct convey cultural values. Those who have more cultural knowledge of social interactions and modulation skills develop better peer relations. Also, children internalize how to exercise power as they reproduce culture of adults. This study would help teachers understand children's power relations and emotional aspects in the mixed-age group. It is necessary to understand the realistic and unique context that mixed-age groups have (gender ratio, culture of the classroom, children's ages etc.).

**Keywords:** mixed-age play; social interaction; emotion

### *Exploring modes and themes in the symbolic play of two year olds*

FRAN PAFFARD | University of Cumbria, United Kingdom

I seek to explore emergent patterns in the symbolic play of children between the ages of eighteen months and three years old in an inner-city children's centre. This builds on my earlier study critiquing Wolf and Gardner's (1978) categorization of children as either patterners or dramatists. I draw on Werner and Kaplan's (1973) definitions of symbol use, and explore views on narrative and paradigmatic thought (Bruner 1986, Kyriacou et al 2009). I investigate alternative perspectives on symbolic representation (Kress's 2003) and consider emotional aspects of children's development (Saami 2001). I take a grounded theory approach, collecting data (video, interviews, photos and transcripts) and examining emerging themes over time. I gained written permission from all parents and practitioners engaged in the research and ensured confidentiality for all participants. Early findings confirm the complexity of identifying specific styles in children's symbolic development. The role of language emerges as significant but so too does relationship building. Styles of narrative and patterning play are still evident but these are interwoven with other modes of representation. An unforeseen emergent theme is the motivational force behind children's different representations, and this theme will become a focus for the next phase of observations and research. This study proposes that a richer view of children's symbolic development could enhance the current UK focus on early learning. It is argued that early educators and parents support for the wide range of children's early symbolic repre-

sentations is critical to their learning and development.

Keywords: symbol; play

### *Expressions of spirituality by two and three year old children in an English day nursery: Imagining and connecting play as spaces for mediating the spiritual*

GILL GOODLIFF | The Open University, England

A spiritual dimension to young children's lives is acknowledged in the principles of the Early Years Foundation Stage (EYFS) framework (DCSF, 2008). Based on a research study investigating how young children, aged two and three years, express spirituality, the aims of the study are to explore how the children co-construct meanings about the spiritual through their relationships and everyday activities. The study takes a socio-cultural (Vygotsky, 1978) perspective of the child that recognises children's agency (Dahlberg et al, 1999) in contributing to meaning making through the process of active participation. Located within an interpretive paradigm, case study research using an ethnographic approach was undertaken. Qualitative, multi-layered data was collected over a period of three months in a secular day care setting for 2-4 year olds in England. A hermeneutic approach underpins the analysis and interpretation of the data. The research was approved by university ethics committee and designed to conform to the British Education Research Association (BERA) ethical guidelines (2004, 2011) including: informed participant consent, protecting participants from harm, obtaining assent and ongoing consent from the children and identifying gatekeepers. The findings reveal how in their imaginative and connecting play, most often recognised in the early years curriculum as part of emotional and creative development, young children show a capacity for expressing meaning-making and negotiating identity, key dimensions of the spiritual in childhood. This study offers potential to practitioners to recognise and reflect on young children's capacity for expressing the spiritual and what the phenomena of spirituality looks like.

Keywords: spirituality; identity; imaginative/creative play



## D20 POLICIES FOR EARLY CHILDHOOD EDUCATION – NEOLIBERAL POLICIES

Individual Paper

CHAIR: MATHIAS URBAN | Cass School of Education and Communities  
University of East London, England

### *Corporate minds - internalised compliance? Privatisation of early childhood education and its implications for the profession*

MATHIAS URBAN | Cass School of Education and Communities, University of East London, England

This paper draws on an international study of the impacts of 'privatisation of early childhood education' (PECE). In many countries, private ECE provision is a means to achieving ambitious policy goals, e.g. the first EFA goal. Globally, privatisation of education is a powerful trend, promoted by international organisations, e.g. World Bank. A robust body of work critically examines these trends for education in general. Less attention has been paid to early childhood education, and, in particular to the implications for the early childhood profession. The study is framed by a Foucauldian concept of governmentality, critical theory of neoliberalism, a critical epistemology of situated and

spatialised knowledge, and a critical ecology of the early childhood profession: Burchell, Gordon & Miller (1991); Clarke (2008); Foucault & Senellart (2008); Miller, Dalli & Urban (Eds.) (2011); Ong (2007); Turnbull (2000). ECE conducted a survey of 20 ECEC experts in different regions (Latin America, Africa, Europe), and 3 in-depth country case studies. Participants' responses are seen as 'informed interpretation' of policies and practices, and analysed as phenomenographic data. This is supported by a critical literature review. The study interprets practitioners' responses in the light of a critical analysis of neo-liberal policies. This requires careful consideration of participants' contexts in addition to usual ethical protocols. ECEC practitioners and providers are not simply recipients of privatisation. There are elements of 'pre-emptive compliance', resulting in neo-liberal mindsets at individual and organisational level even in public ECEC systems. Findings suggest there is no simple 'public vs private' controversy. Advocates for public ECEC unconsciously contribute to promoting privatisation agendas. Advocacy strategies may have to be revised.

**Keywords:** privatisation; professionalism; neoliberalism

## *Politics, policies and professionalisation for staff working with children from birth to three in England*

PAMELA CALDER | London South Bank University, United Kingdom

Successive governments have only recently begun to consider the arguments for graduate professionals to work with children under the age of three. The 'Early Years Professional' was introduced by the previous government in 2007 as a new status and role. The current coalition government has set up a review to look at early education and childcare qualifications chaired by Professor Nutbrown whose interim report asks the question "Is there a strong case for introducing an early years initial teacher education route," (leading to Qualified Teacher Status, which covers ages 0-7) "and how might the practical obstacles be addressed?." This paper will explore the context of this question and look at the dilemmas involved. The theoretical framework draws on feminist theory and in particular socialist feminist analysis as interrogated by Nancy Fraser (2009) and Foucauldian ideas as used by Stephen Ball (2011, 2007) in his recent examinations of neo-liberalism in education. The paper uses an ethnographic methodological approach, taking a case study approach to the study of policies for under threes in England. It uses mixed methods, combining: participant observation, in particular the authors involvement and membership in early years networking and campaigning groups, parliamentary all party grouping, conferences, and seminars, and documentary evidence, to inform a conceptual analysis. The paper both explores the macro level and the rapidly changing material context in which new practices and policies are being suggested and introduced as well as looking at the arguments and debates in relation developments of professionalism in relation to the under threes, in particular, the Early Years Professional and the early years Teacher. Whatever the outcome of the Nutbrown Review, the terms of reference of the review -has already constrained certain solutions, -making the purpose espoused -'To build a stronger foundation years experience for all children by creating a high qualified early learning workforce of skilled, knowledgeable professional practitioners who are child and family centred as well as confident and ready to work with families.' - unlikely to be realised without a radical rethinking and restructuring of the neoliberal political and economic context in which current policies are being developed and implemented. The paper will challenge the feasibility of having a professional and well paid career structure for working with children under three without state acceptance and support.

**Keywords:** professionalisation; early childhood education and care educators; qualifications

FRIDAY

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SYMPOSIUM

## *The Icelandic preschool system and the influences of neoliberalism*

KRISTÍN DÝRFJÖRÐ | University of Akureyri, Iceland

The aim of the article is to explore and make visible the influence of neo-liberalism on the Icelandic preschool system. Among influential forces in Icelandic society is the Iceland Chamber of Commerce. For the last decades neo-liberalism has been growing as a political ideology, globally as well as nationally. It has become the ruling and at the same time hidden hegemony of many societies. A frame that Hursh (2005) put forward to compare the influence of neoliberalism in the American and England's school system is used to analyze the key documents. The frame points toward certain key concepts to look for as part of public discourse on schools. One concept is for example school choices. In the paper a special attention is given to the concept and to its connection to McDonaldization (Ritzer, 2003) of preschool education in Iceland. The main conclusions are that neo-liberal influences have become rather obvious on the preschool's public structure. The neo-liberal ideology has been a constructive force as is apparent in the new act of law on preschools from 2008 and how it has been implemented. At last there are strong indicators that in the private sector McDonaldization is already a reality.

**Keywords:** neoliberalism; policy



### D21 PEDAGOGIAS NA EDUCAÇÃO DE INFÂNCIA 1

Individual Paper

**CHAIR:** DEOLINDA RIBEIRO | Polytechnic Institute of Oporto - School of Education, Portugal

## *Requisitos para desenvolvimento de projeto de brinquedos pré-escolares a partir da visão de especialistas*

CINDY RENATE P. X. MEDEIROS (1) AND VERA LÚCIA DUARTE DO VALLE PEREIRA (2) |

(1) UTFPR, Brasil, (2) UFSC, Brasil

O setor econômico a ser investigado é o de brinquedos para pré-escolares para crianças de 3 a 6 anos incompletos. Buscou-se encontrar informações qualitativas para formar uma base de conhecimentos sobre o universo infantil e seus requisitos biopsicossociais, assim como, requisitos técnicos para o desenvolvimento de projeto de brinquedos pré-escolares para designers, engenheiros de produção e ergonomistas. Os resultados permitiram a discussão para a definição de brinquedos melhor qualificados para a utilização na educação infantil. O enquadramento teórico inclui: brincar, brinquedo, normas para projeto de brinquedos, desenvolvimento da criança pré-escolar. Utilizou-se entrevista e/ou questionário com especialistas em mercado e/ou pesquisa do brinquedo que dominassem aspectos fundamentais sobre o design de brinquedos pré-escolares e que fossem preocupados com a formação biopsicossocial, criativa e intelectual das crianças alvo. O roteiro utilizado nas entrevistas/questionários aplicado aos especialistas é composto por 22 perguntas, que abordam aspectos que colaboraram para a estruturação dos Requisitos técnicos e biopsicossociais para desenvolvimento de brinquedos pré-escolares (RtbDPBP). Organização e análise dos dados utilizando Análise de Conteúdo, com o intuito de encontrar relações confiáveis dos dados a respeito do contexto da pesquisa e seu objetivo geral. Elegeu-se o ATLAS/ti 5.0, como suporte para a interpretação de dados das entrevistas transcritas. A pesquisa foi aprovada na banca de qualificação, do PPGEF, da Universidade Federal de Santa Catarina (UFSC) - Brasil, e pelo Comitê de Ética e Pesquisa em Seres Humanos (CEPSH), da UFSC. A pesquisa não teve envolvimento direto de crianças/pais, pois as informações foram captadas de especialistas na área de projeto/mercado de brinquedo ou pesquisa, com o consentimento de divul

gação das informações, respeitando o anonimato dos mesmos. A partir das considerações feitas pelos especialistas, somadas a fundamentação teórica, foi possível identificar os requisitos necessários para desenvolvimento de projeto e seleção de brinquedos pré-escolares.

**Keywords:** requisitos técnicos; requisitos biopsicossociais; brinquedo pré-escolar

### *Um olhar para os discursos do cotidiano na educação infantil: Breves considerações*

ANALUCIA VIEIRA | Escola de Educação Básica da Universidade Federal de Uberlândia/MG, Brasil

No ano de 2008, realizando meu pós-doutorado em dois jardins-de-infância em Portugal, investiguei os discursos das professoras, das auxiliares e das crianças que aconteciam no cotidiano infantil. O objetivo de investigar os discursos nesse contexto foi de perceber e conhecer quais concepções estavam presentes nas vozes das professoras, auxiliares e crianças e de fazer uma reflexão sobre as sutilezas desses discursos. Autores como Hohmann e Weikart (2003), Oliveira-Formosinho (2007), defendem que uma abordagem construtivista deva ocorrer numa aprendizagem pela ação entre os adultos e as crianças. Assim, uma vez acreditando que nas relações entre crianças-crianças e crianças-adultos existe um discurso que mobiliza e transforma a ação pedagógica, deparei-me com um discurso polarizado, que diz respeito às dualidades desses discursos, como: o certo e o errado, o falar e o calar, o aprender e o brincar, o começo e o fim, o bonito e o feio. Após a identificação dos discursos polarizados, no contexto desses jardins-de-infância realizamos um trabalho de reflexão – ação, na vertente teórica de Zeichner (1981), com as professoras e auxiliares. Na tentativa de resguardar as identidades das crianças e dos adultos, e também de respeitar suas vozes e seus direitos de co-autores garantimos que elas próprias escolhessem seus nomes fictícios para este trabalho. Concluímos que a análise do discurso polarizado traz consciência para os sujeitos envolvidos, criando espaço para a transformação das relações na prática pedagógica. Afinal, se queremos realmente construir uma educação de respeito, de voz, de participação com as crianças pequenas, é importante termos a consciência da relevância que é saber ouvi-las e fazer dessa escuta uma partilha de poder. Partilha essa que tem sentido quando nós, os adultos, construímos um discurso de tolerância, respeito e inclusão.

**Keywords:** educação infantil; discursos; formação docente

### *Práticas de controle no espaço da creche: O que de fato elas controlam?*

HELOISA JOSIELE SANTOS CARREIRO | Universidade Federal Fluminense, Brasil and

Universidade do Porto, Portugal

A proposta deste trabalho é apresentar algumas práticas pedagógicas ligadas a regulação e controle dos corpos que as educadoras desenvolvem de forma direta ou indireta com crianças em idade entre 3 e 5 anos, a fim de promover aprendizagens ligadas à convivência em grupo e às leis de uma dada cultura. Meu objetivo é buscar identificar e dialogar com as intenções e contradições práticas e epistêmicas das ações. Foucault (1975) sobre as relações de poder; os estudos do cotidiano de Certeau (1994) e no entendimento da criança como ator social de Corsaro (2011). Utilizei-me de entrevista com as crianças algumas de temáticas específicas e registros de eventos cotidianos feitos por mim e/ou pelas educadoras, onde a fala das crianças nos convidavam a alguma reflexão ou estranhamento. Foram ainda produzidos desenhos e fotos pelas crianças com propostas específicas feitas por mim ou abordagens de livre escolha delas, onde em rodinha nos dispúnhamos a conversar sobre estes. Este material faz parte do diário de campo produzido entre setembro-2009 a dezembro-2011. O texto aqui apresentado é recorte deste material. Para construção deste caminho ético, adultos e crianças de-

vem aprender a se respeitar como sujeitos atuantes na creche, a fim de repensar as interpretações que histórica e socialmente foram concedidas aos seus papéis. Os sujeitos desta pesquisa se desafiaram a construir novas relações culturais, procurando reconhecer as assimetrias culturais dentre as duas gerações, não como um limite, mas como possibilidade de diálogo. As implicações do estudo reflectem uma reorganização da Prática Pedagógica em diálogo com os saberes infantis.

**Keywords:** educação infantil; educação dos corpos; cotidiano escolar

## D22 REFLECTION AND THE CO-CONSTRUCTION OF NEW PEDAGOGICAL KNOWLEDGE IN THE TRAINING PROGRAM OF THE NEW EARLY CHILDHOOD PROFESSIONAL IN FLANDERS

Self-organised symposium

**CHAIR:** GEERT DE RAEDEMAEKER | Erasmushogeschool Brussel, Belgium

The new Bachelor's degree in Early Childhood Education in Flanders is aimed at supporting the professionalisation of various sectors focused on young children and their families. We emphasize reflection as a tool to achieve the training competence: "The bachelor constructs new pedagogical knowledge. He integrates that knowledge into the policy of the facility. In cooperation with other professionals, he collects, analyses and interprets relevant complex situations of the professional practice. He uses results of research and takes initiative and responsibility to innovate the pedagogical practice." The participating university colleges will clarify how they tackle this method. A first contribution presents the methodology of 'analyse de pratiques', which has been imported from France and was tailored to the own context. A second contribution demonstrates how working with a portfolio can enhance reflection and the third contribution focuses on non-verbal modes of expression as tools for reflection.

### *Portfolio in the bachelor early childhood education: Non-verbal modes of expression as tools for reflection and growth*

GEERT DE RAEDEMAEKER | Erasmushogeschool Brussel, Belgium

The portfolios serve as representations of the students learning process. They provide a vivid visual representation of themselves and their learning. The aim is to facilitate the reflection by using creative languages. We extended the concept of portfolio using assumptions of the philosophy of 'hundred languages of childhood' (Edwards, C., Gandini, L. & Forman, G. (2005). *De honderd talen van kinderen de Reggio Emilia-benadering bij de educatie van jonge kinderen*. Amsterdam, SWP) and findings in the professional literature (Orlanda, H. (2000). *What's in a Line? Exploration of a research and reflection tool*. *Teachers and Teaching: Theory and Practice*, Volume 6, 2, p 197-213). Visual examples supporting the individual learning process are often more powerful to introduce reflection than a written paragraph. The use of non-verbal modes of expression-in particular photos, drawings and plastic art objects- elicit the personal reflection of students. After each reflection students are asked to write a small paragraph and integrate it in their portfolio. The contents are individually determined and vary significantly. The use of intermediary objects makes it possible to reflect on complex, dynamic and personally 'charged' experiences. The materials used in the portfolio are strictly for educational purpose. Parents (and children if intellectually and emotionally mature) were informed on the purpose of the materials (a picture, a video, other images, audio and/or text) and agreed with the terms in spoken and/or written contract. The anonymity of the participants is

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assured. Used in this way the portfolio provides a unique profile of the individual student. The self-selected elements of reflection offer a holistic view on the unique student. The self-control of form and content motivates the student to show a more complete picture of themselves. Because of the positive results, these non-verbal modes of expression will be further implemented in the new bachelor program.

**Keywords:** reflection; portfolio; non-verbal modes of expression

## *WANDA....Valuing and analyzing practice together*

KATLEEN GOVAERT AND NELE VAN HULLE | Artevelde University College, Belgium

Artevelde University College leads the WANDAProject (ESF) in collaboration with VBJK, Research and Resource Centre for ECEC. The project develops a reflective methodology to increase the competences of (future) professionals in ECEC. Goal is to create new understandings that ultimately lead to change in professional practice. Therefore inspiration is found in ‘analyse de pratiques’(1), a methodology used in ECEC in France and also in the ‘appreciative inquiry’ approach (2). (1) Favre, D. (2004). Quelques réflexions de formateur sur l’analyse des pratiques professionnelles en secteur petite enfance. In D. Fablet, Professionnel(le)s de la petite enfance et analyse de pratiques (pp. 39-66). Parijs:L’Harmattan. (2) Tjepkema,S. & Verheijen, L. (red.) (2009). Van kiem tot kracht. Een waaraderend perspectief voor persoonlijke ontwikkeling en organisatieverandering. Houten: Springer. 20 various organizations experiment with ‘analyse de pratiques’ in the WANDA-project. Based on a real life situation students or professionals critically analyze their working experience from various angles. Mutual trust, confidentiality and safety within the group of students about the information and reflections concerning parents and children they share, are guaranteed. Coordinators in ECEC witness a remarkable change in their practice with children and families. They remain more calm in difficult situations, are less judging towards parents, colleagues and children and show more self-awareness in their communication and practice. This method of ‘analyse de pratiques’ is integrated in the course unit ‘Research and innovation’ in small groups of students. In the next few years, this method will be even further refined and integrated in this course unit of the bachelor program.

**Keywords:** reflection; appreciative inquiry; analysing practice

## *Working with a portfolio in the new bachelor’s degree in early childhood education*

LIESBETH JANSSENS | Karel De Grote Hogeschool, Belgium

Diane Hart (1) defines a portfolio as “a container that holds evidence of an individual’s skills, ideas, interests, and accomplishments.” The ultimate aim in the use of portfolios is to develop independent, self-directed professionals. (1) Hart, D. (1994). Authentic Assessment: A Handbook for Educators. Menlo Park, CA; Addison-Wesley Pub. Co. Long-term portfolios can provide a more accurate picture of students’ specific achievements and progress and the areas of needed attention. For this reason the training chooses to work with a long-term portfolio. During the three years of education, the students work on their digital portfolio. A portfolio contains all of the materials with which the student is currently engaged. A portfolio in the training consists of different maps. Besides the compulsory components students have freedom in selecting items to include in their portfolios to show their abilities and interests. The students’ reflection on which items are worth including has a great value. Every teacher learns a great deal about a student’s abilities and interests by examining his or her portfolio on a regular basis and has regularly scheduled conferences of about 30 minutes with the student about the

portfolio four times a year. In this way the teacher becomes a consultant to the student, and functions as a coach. Reflection is an integral part of a number of compulsory assignments, such as reports of group discussions, in looking back on internship experiences, in looking back on goals, in the preparation of agendas for individual meetings,...

**Keywords:** reflection; portfolio; teacher trainer as coach

## D23 EARLY YEARS TEACHERS CONCEPTIONS

Individual Paper

**CHAIR:** LUDO HEYLEN | Katholieke Universiteit, Belgium

### *Finnish pre-school teachers' conceptions and experiences of the basic issues in their professional work*

ANNELI NIIKKO (1) AND RIITTA KORHONEN (2) | (1) School of Applied Educational, Science and Teacher Education, University of Eastern Finland, Finland, (2) Department of Teacher Education, in Rauma, University of Turku, Finland

In this study it is studied the Finnish pre-school teachers' conceptions of goals and principles, tasks and problems that the pre-school teachers encounter in their own activity in the pre-school. Also it is studied whether it is any differences between the conceptions of the pre-school teachers when the one group of the pre-school teachers lives and works in Western Finland and another group in Eastern Finland. Theoretically the study is based on philosophy of education, the national curriculum guidelines and teachers' professional activity in socio-cultural context. Especially we will use the viewpoint of the educational consciousness. Educational consciousness refers to the conceptions which the pre-school teachers have at a given moment. Educational consciousness can be divided e.g. into the conceptions of educational goals, value of aims; views of the educational significance of the interaction for human growth (Hirsijärvi 1980, 1997; Karjalainen & Siljander 1997; Nummenmaa, Karila, Joensuu & Rönholm 2007). In this qualitative small-case study methodology consists of phenomenographical thinking when the conceptions are thought to reflect the pre-school teachers' experiences in the educational reality of the pre-school. Data have been collected with open ended questions from 40 voluntary pre-school teachers (20 from Western Finland, 20 from in Eastern Finland). As the analysis method it is used the content analysis when the main consideration is directed to the contents of the pre-school teachers' conceptions and experiences. The ethical aspects have been taken into account according to ethical principles. Subjects have been anonymous and their views, opinions and experiences have been respected throughout the research process (McNamee & Bridges 2004). The analysis of the findings is in the process but we assume that the main results are at least related to children's well-being, co-operation with the parents and pre-school teachers' own professional development. Results can be used in the development of teachers' pedagogical work and good practices with children, parents and colleagues. The results can be utilized in the work of pre-schools' curriculum and teacher education. Also the results provide information on how the education carried out in different parts of the country.

**Keywords:** pre-school teacher; conceptions and experiences; teacher profession



## *Projecto Creche: Spaces and times for transformation with collaboration*

SÓNIA CORREIA (1) AND MARLENE MIGUEIS (2) | (1) Escola Superior de Educação e Ciências Sociais de Leiria, Portugal, (2) Universidade de Aveiro, Portugal

With this work we want reflect how a group of professionals in the area of Childhood Education who gather every month and talks and investigates about their educative practices has become a learning community (Formosinho & Machado, 2009; Sargent & Hannum, 2009; Snoek, 2007; Wenger et al., 2002). The idea of an educator being an active part of his self-improvement, based in the systematic wonder of his professional act and his collaboration with others, is a very important quality criteria (Oliveira-Formosinho, 2009). In this way, betting in a teacher's formation that prioritizes reflection, investigation and collaboration becomes essential, because teachers are important agents of change (Canário, 2007). The change processes assume solid implications in the developed work with children because they transform the action taken by the professionals and the context where they are used. Based in a methodology of case study with an ethnographic character, we will try to characterize the formative context of the group, as well as investigating the learning realized as a teacher, particularly those related to day care. Data were collected with the consent of the professionals. The group, denominated Projecto Creche, started in the academic year of 2008/2009, in the School of Education and Social Sciences, by the need of a greater reflection in babyhood. A preliminary analysis of the data seems to indicate changes in the conceptions and practices of the participants, showing a transformation in the professionals. This way, we consider important to understand how a teacher's improvement occurs in this group and what reflections are made by the participants in the project. **Keywords:** childhood education; formation; professional development

## *Educating for entrepreneurship in preschool*

LINA FONSECA, TERESA GONÇALVES, VÂNIA ESTEVES, JOANA SILVA, ANA FILIPA CUNHA, CATY GAIO, ANA CAROLINA PEREIRA AND SOFIA PEREIRA | School of Education, Polytechnic Institute of Viana do Castelo, Portugal

ESE-IPVC, Delta Foundation and Viana do Castelo District Commission (CIM-VC) have teamed up to develop an EE project which covers children from 3 to 12 years of age. Delta's education staff has developed a EE program and a set of materials designed for this specific age range and has implemented them in Delta Education Centre. This EE project consists of two subprojects: i) an intensive project on EE developed in practicum training courses both in preschool and primary schools. Within this subproject pre-service teachers receive training on EE and the EE materials are tested and adapted; ii) an extensive project on EE developed in in-service training for teachers from 20 schools in the district of VC. The School of Education of Viana do Castelo (ESE-IPVC) is developing a Project of Entrepreneurship Education (EE) with teachers. This project aims to introduce EE on teacher training curriculum and to develop EE in preschools and basic schools. To be reflexive about education is a desideratum of the school of the XXI century since mobility, interpretation of information and communication between citizens requires the development of knowledge and skills that allow updating and diversification of knowledge (Report to UNESCO). In the 2005 Green Book, European Union underlines the need to develop entrepreneurship in schools and puts this challenge to schools. In the present communication we report on data collected in projects carried on practicum training courses, using an action-research methodology. Participants were two groups of children from 3 to 5 years. The access to the preschool classes where the EE project was developed was negotiated with teachers within the Practicum training program. Written informed consent of parents was previously obtained for collecting observational data. The results of this study showed the process how preschool children

ideas turned into actions: using the steps of the book “Having ideas to change the world” it was possible to promote the development of soft skills for entrepreneurship in little children.

**Keywords:** education; entrepreneurship; preschool

## D24 TRANSITIONS IN EARLY CHILDHOOD 3

Individual Paper

**CHAIR:** SUE DOCKETT | Charles Sturt University, Australia

### *This is the shift you need to measure’ parents’ self evaluation on being involved in their children’s learning through the Pen Green (PICL) approach*

KATE HAYWARD | Pen Green Research, Development and Training Base and Leadership Centre, England

To develop of a parents’ self evaluation tool to measure outcomes for children and parents following their involvement in the Pen Green ‘Parents Involved in their Children’s Learning’ (PICL) approach. PICL is underpinned by working with parents in a developmental partnership (Easen et al, 1992; Whalley, 2007; Athey, 2007). Parents self-evaluating the outcomes draws on the work of Michael Quinn Patton (2010) emphasising what parents gain from this process (Holman, 1987). This innovative design of an evaluation tool by service users involved a purposive sample of nursery parents who developed the tool using their own language. Parents’ carried out three self-assessed ratings which were analysed to show the range and movement of parents on the self-evaluation scale. The effectiveness of retrospective assessment is explored. An ethical contract was negotiated and signed by all parents and workers co-researching in this collaborative project. It was ensured that parents were able to make their own assessments free from influence by workers or other parents. The effectiveness of the self evaluation tool was validated and its effectiveness was explored. Analysis of outcomes for children in relation to progress made against the developmental matters in the Early Years Foundation Stage (UK Early Years Curriculum) during the same time span also verified the effectiveness of the PICL approach. This way of working makes a difference, improving outcomes for parents and children. This contrasts with ‘evidence based’ approaches focusing on attendance at, and fidelity to, rigid parenting programmes rather than evidence about their outcomes over time.

**Keywords:** parental involvement; outcomes; evaluation measure

### *When I started school... Recalled traditions of transition*

CATHERINE KAPLUN, SUE DOCKETT, BOB PERRY AND TUIJA TURUNEN | Charles Sturt University, Australia

This presentation investigates the recalled memories about traditions related to starting school in Australia between 1929 and 1954. It aims to explore the meanings ascribed to transition experiences and studies what kind of rituals, acknowledgments, celebrations or marks of starting school can be recalled after decades. A ‘rites of passage’ (van Gennep, 1960) framework was used in data analysis paying attention to the liminal phase of starting school with others and emphasizing personal experiences and feelings. Memories about starting school are combinations of a person’s own experiences, stories told in family and community, photos and other artifacts, and the time and place of starting



school and recalling it. The data were collected in autobiographical narrative interviews with 29 people who shared their memories about starting school. Interviews were informal and open-ended discussions guided by participants and the information they remembered and wished to share with the researchers. Venues for the interviews were chosen by participants. Findings show that traditions related to starting school can be recalled decades later. They flavour the time of change and turning point in a person's life course. This study helps to identify features of positive 'rites of passage' in transition to school. Understanding the traditions of starting school in the life course context can help educators and parents to become more aware of the impact of their own experience when working with children. It also helps the educators and parents today to plan and implement starting school experiences which will stay as positive memories in the children's minds.

**Keywords:** transition to school; rites of passage; autobiographical narrative

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### *Rituals of educational support by the use of process-oriented methods of documentation in transition*

MARC SCHULZ, JENNY VELTEN AND PETER CLOOS (1) AND SÖREN THOMS (2) |

(1) Stiftung Universität Hildesheim, Germany, (2) Leibniz Universität Hannover, Netherlands

Regarding the demand for an improved connectivity from kindergarten to primary school, the importance of methods of monitoring and documentation becomes emphasized in Germany. These methods are seen as a possibility to enable a non-labelling and resource-orientated pedagogical support of infantile educational processes. Our main focus will be how these methods create rituals of educational support within transition. The aim of our research is a better understanding of the potentials and the constraints of educational documentation for a non-labelling and resource-orientated pedagogical support of infantile educational processes in terms of an inclusive education. It examines if a network between kindergarten, family and school can be developed productively with the aid of these tools. Within the research project, theories of education, profession and transition are combined. The documentation of the skilled personnel, the conversation within the team and with the parents about the documentation and the discussion together with the kindergarten teachers and the school teachers of the cooperating kindergartens and schools will be collected of 18 children. The material will be analyzed with the aid of content and thematic coding. In particular it is asked how a non-labelling and resource-orientated view upon the children is developed by the use of these methods. We describe rituals of transition by the use of methods of monitoring and its potentials for an adaptive educational support. We want to ask how the observed can be analysed in a ritual theoretic way. In practice the results improve the reflection about the potentials of educational documentation within the transition to school.

**Keywords:** transition; methods of monitoring and documentation; inclusive education

CHAIR: PAMELA CALDER | London South Bank University, United Kingdom

### *Knowing - how to care for babies and young children*

KAREN WICKETT AND JAN GEORGESON | Plymouth University, England

In this paper the qualities, experiences and identities of practitioners who work with babies are explored. As professional development for working with babies is limited (Gooch and Powell 2010) the aim of this exploration to illuminate the influences of practitioners' knowledge and practices. The research took place in the day nurseries of three children's centres in the South West of England. Eraut's typology of informal learning is used to analyse practitioners' narratives. Practitioners were asked to share their narrative of working and being with the youngest children. The narratives were analysed and similar 'plots' and 'themes' (Clandinin and Connelly, 2000) emerged. An ethical consideration was to ensure all participants felt able to share the information he/she wanted and not feel compromised if information was not shared. Often practitioners' own childhood experiences influenced his/her career choices and how he/she cared for babies and young children. During their career narrative there were critical periods and events which were the catalyst for changes in practitioner identity and confidence. Changes in how babies and children were accommodated prompted a shift in practitioners' identity - from baby-room or pre-school practitioners to Early Years practitioners. Much of the practitioners' working knowledge had been influenced by past experiences, some of which was tacit (Eraut). An implication for practice is to create a space where practitioners feel safe to explore this non-formal learning and knowledge. In this social learning situation practitioners would be encouraged to make explicit this knowledge, in order to co-construct new knowledge and develop practices.

**Keywords:** narrative; knowledge; practice

### *Mentoring: A mutual process*

MICHAEL GASPER | Starfish Enterprise, England

This research was carried out in the 6th cohort of the National Professional Qualification in Integrated Centre Leadership (NPQICL) which took place between September 2010 and July 2011. It comprises an exploration of the process and effects of mentoring as experienced by participants on the (NPQICL) and their mentors. The research is essentially qualitative and draws on principles of Action Research, recognising the value of the personal understanding of those engaged in the exploration including the researcher. The research is grounded in the interpretive paradigm as practitioner research conducted by questionnaire and seeks to explore practice to better understand the process and outcomes and inform future development. The research took account of the British Education Research Association code of practice. Participants were invited to respond and had the option of not doing so. Anonymity was offered but the majority chose to provide their names. The shared nature of the process was revealed showing a high level of commonality between the responses. Mutual benefits were clearly identified. There was an opportunity for negative aspects to be identified none were. The research reinforces the importance of trust and the value of active listening and critical incident analysis in deepening reflection. Specifically it reinforces: 1. The mentor role needs to be seen as more closely linked with the tutor role. 2. Mentor training in the theory and practice of mentoring and in current scenarios should be maintained and developed. 3. There is a value in supporting the development of mentoring within Children's Centres.

**Keywords:** personal, social and emotional development; practice based enquiry; mutuality

## *Bridging diverse competencies – A leadership perspective*

ELIN OEDEGAARD | Telemark University College, Norway

In the presentation I will discuss some results from my Ph.d: Newly qualified pedagogical leaders' mastering and appropriation of the cultural tools in kindergarten (Ødegård, 2011). The presentation will highlight some of the problems with leadership in kindergarten in general and discuss some tools for improvements. Socio-cultural theory is framing this research (Bakhtin, 2005; Säljö, 2006; Vygotskij, 1986; Wertsch, 1998). This is a qualitative, explorative and ethnographic inspired research with multiple methods (Creswell, 2007; Merriam, 2009). The main informants are the newly qualified pedagogical leaders, but the heads of the kindergartens and the mentors of the newly qualified have also been important informants. In Norway all research projects are evaluated in NESH (Norwegian ethical research committee). In this project the informants are the staff in kindergartens. Children and parents will not be involved. Confidentiality and preservation of anonymity is a part of the research methods. All the participants have given permission to be a part of the research. Findings show:

- The newly qualified pedagogical leaders master and appropriate the cultural tools of the kindergarten in diverse ways, depending on which individual tools they possess and to which extent they are given possibilities to put them to use.
- The newly qualified pedagogical leaders are challenged on leadership issues in a context with contradictory, indistinct and vague discourses. The results from the Ph.d. may mirror problems and challenges in the context of kindergarten and the context of the pre-school education. Changes and improvements for bettering the quality in kindergarten is a main question, and when expectations to leadership are changing the actors have to deconstruct and reconstruct the leadership discourse in order to improve and not only to changing.

**Keywords:** leadership; competencies; diversity



E1 CHILDREN'S PARTICIPATION 2

Individual Paper

CHAIR: LIZ DUNPHY | St Patrick's College, Dublin City University, Ireland

*Pedagogical action space of ECE: How to get children's perspectives?*

RAIJA RAITTILA | University of Jyväskylä, Finland

This presentation discusses the constructing process of the pedagogical action space of early childhood education (ECE) from the children's point of view. The focus is in considerations of methodological choices in order to achieve children's perspectives. The theoretical backgrounds combine the analysis of space and society, geographical and political sides of spatiality. I use Edward Soja's (1996) theory of Thirdspace which can be called critical cultural studies of spatiality of social life. Social action and affordances used within the action are seen as main construction frame of the pedagogical action space. Hence both children and adults are important co-constructors of the pedagogical space. I suggest that in the good pedagogical action space of ECE is intertwined tension between the space of children's participation with the space of teaching and learning where the pedagogical capabilities of high educated professionals should be utilized (Johansson & Sandberg 2010). I seek the best possible methods to study children's opinions, perspectives and ideas how a good pedagogical action space would be constructed. Earlier studies of children's participation in research (e.g. Einarsdóttir 2007; Conroy & Harcourt 2009) and studies of the learning environments of children (e.g. Layland 2010; Alvestad 2011) are utilized to consider the methodological and ethical issues diversely. Because the study is in the beginning and this presentation concerns about the methodological choices of the research there are no findings yet. This study is a part of a bigger research project with aim to assess the learning environment of Finnish day care.

**Keywords:** pedagogical action space; children's perspectives; research methods

*Children's participation rights in early childhood education and care:  
The case of early literacy*

LIZ DUNPHY | St Patrick's College, Dublin City University, Ireland

The paper aims to explicate the argument that children's perspectives are central to pedagogy. It is based on the premise that educators' knowledge of young children's perspectives on aspects of early learning, and subsequent interpretations of the ways that these perspectives can inform and shape pedagogy, is a key strategy in promoting children's participation rights in early childhood education and care. I draw on notions such as that of guided participation (Rogoff's 1990; 2008) to show how pedagogy is shaped by how we see the social context in learning, and the roles of child and educator. I draw on Bruner's (1999) notion of a pedagogy of mutuality to argue that pedagogy as we now understand it implies that children's participation is central to the task of teaching. This a theoretical paper with a review of literature. The latter part of the paper reviews the (scant) literature about ways in which children's perspectives on various aspects of literacy have been elicited. It also makes the argument that these perspectives can help to shape educators efforts in promoting all children's literacy learning in early childhood (aged 3-8). Rogoff's (1990, 93) assertion that adults 'structure children's involvement in learning situations through joint participation' may have gained currency

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amongst many early educators, however more explicit articulated of the concept of joint participation in relation to specific curriculum aspects is warranted.

**Keywords:** children's perspectives; early literacy; pedagogy

### *Voices from children engaging in risky play*

KWI-OK NAH (1) AND JUNG-IN KWAK (2) | (1) Soonchunhyang University, Republic of Korea,  
(2) Soong Eui Women's College, Republic of Korea

Children naturally seek and conduct exciting forms of play that involve a risk of physical injury. Practitioners have to recognize that risky play is an important part of children's play because it fosters confidence and problem solving skills of children in risky situations, and thereby they have to practice it in their curriculum. Particularly in Korean society, people are concerned about risk; therefore ECEC practitioners have negative attitudes about risky play due to the possibility of injuries. In this study the researcher investigated how children in Korea liked and responded to risky play when they were involved in outdoor activities which might provide risky experiences. Children attending in a Korean kindergarten which emphasizes and practices frequent outdoor play were selected as a sample. Journals written by the researcher, interviews with children, and video-recordings of children's play outdoors were collected and analyzed qualitatively. The researcher responded passively only when children asked to play with her but did not initiate any activities. However, she intervened in conflict situations. The results showed that children seemed to distinguish between the risks in the play and those in real situations. That is, they smiled or laughed while they were engaged in risky play. This study suggests that professionals and practitioners could understand how risky play is recognized by young children in Korean society where cultural background differs from Europe. Korean academics' interests in risky play might arise, and practitioners could have ideas about how to organize outdoor curriculum.

**Keywords:** risky play; outdoor; voices of children

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## E2 CHILDREN'S VOICES – CHILDREN'S EXPRESSIONS

Individual Paper

**CHAIR:** MAELIS KARLSSON LOHMANDER | University of Gothenburg, Sweden

### *Sparkling moments in day care: well being from children's perspective*

LASSE LIPPONEN, KRISTIINA KUMPULAINEN, JAAKKO HILPPÖ AND JONNA JAATINEN |  
University of Helsinki, Finland

Following the idea of seeking the positive in educational practices and children's lives, we highlight and analyze children's sparkling moments. By sparkling moments we refer to experiences that are meaningful points in children's daily life from their perspective. Theoretically and analytically we rely on two approaches, namely sociocultural framework of learning, and Allardt's (1976) concept of well-being. The study took place in a preschool in Tampere (Finland) during spring 2011. Altogether 19 preschool children (6-7 year old), 9 girls and 10 boys, from one public preschool classroom participated in the study. The children participated in a two-week, two-phase progressive enculturation process towards documenting, and reflecting upon their lives and experiences by taking photographs with digital cameras. After each preschool day, the children participated in joint focus group (four to five children per group) discussions with researchers, and shared their photos and collectively

reflected upon them. These joint reflection situations lasted from 25 minutes to an hour, and they were video recorded. Children also selected the two or three pictures they wanted to talk about. The content analyses was informed by Allardt's three categories of well-being: having, loving, and being. During research, children were treated with dignity, and their anonymity was protected. The results showed that sparkling moments were especially related to personally significant artifacts (having), relationships with peers (loving), and possibilities for doing important things (being). Our results bear significance to pedagogical practices, as they highlighting well-being in institutional contexts from the children's perspective.

**Keywords:** children's perspective; participatory pedagogy

## *Children talk about digital technology in some Norwegian kindergartens*

MARGRETHE JERNES | University of Stavanger, Norway

This paper is within the strand "Children perspectives about life (0-6)" and is an individual part of a larger study (Norwegian Research Council financed). The aim of the research is to take hold of children's perspectives on activity where digital technology is part of the context. The study is anchored in socio-cultural perspectives (Vygotsky, 2001; Rommetveit, 1998; 2008) where the inter-subjective action is interpreted within the thinking of peer-culture (Corsaro, 2005). Interaction and play is studied as "self-play as peak experience or microperformance" (Sutton-Smith, 1997/2001). The methodological approach draws on phenomenological and hermeneutic perspectives and the data material is constructed based on 13 semi-structured interviews with 15 children (4 – 6) during the last period of an eight month fieldwork. Questions in research with children are continuously discussed, as how it is possible to understand children's perspectives (Johansson, 2003; Sommer, Pramling Samuelsson, & Hundeide, 2010). Ethical considerations have been taken care of when it comes to the dilemma when children are unable to give a formal declaration of consent themselves. They were informed about this issue verbally and given opportunity to choose to participate in the semi-structured conversations. Their parents have been informed and they have given the formal declaration of consent on behalf of the children. The issue of confidentiality and information about how results are intended to be presented are been informed about to parents and kindergarten staff. Preliminary findings put forward an impression of children's experiences of relations in digital context in kindergarten. Within two dimensions of interaction, togetherness and solitariness, the results are presented as the phenomenon of being with friends, home context and helping, and of being alone, waiting and turn taking. Implications for policy/practice suggest more contact and exchange of views and values with the parents about the children's knowledge and experience with digital technology.

**Keywords:** children's perspective; interaction; digital technology

## *Girls' and boys' attachment quality to caregivers in kindergarten and their cooperation in a learning task*

MICHAEL GLÜER | Universität Bielefeld, Germany

In this study we investigate the sex specific influence of teacher-child relationship quality on girls and boys cooperation in a learning task. We question if girls and boys vary in their cooperation level as function of their attachment quality. Children's cooperation in daily early childhood settings is one of the most important aspects of successful education and learning. Children with higher cooperation

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level show also better school adjustment and school marks (Alexander et al., 1993). In primary relationships (i.e. mother-child) research shows that attachment quality is one major influence on child's willingness to cooperate (Van Bakel & Riksen-Walraven, 2002). Girls and boys do not differ in the attachment quality to their mothers but they do differ in their compliance level. Girls are more often compliant than boys (Kochanska, 1997). So far there are no findings for secondary relationships in early childhood settings. In 75 independent child-caregiver dyads' attachment quality was observed using the Attachment Q-Sort (Waters & Deane, 1985) in the last kindergarten year in Berlin, Germany. Caregiver-child Interaction was observed during a learning task. Caregivers' instructions and children's cooperation were measured. Parents and caregivers were oral and written briefed on the study. All parents filled in a permission-consent form, containing a detailed description of the study. The study received full ethical approval by the German Research Association. Results showed that girls are more often securely attached to their caregivers than boys. Boys showed less cooperative behavior than girls. Whereas girls' cooperation was dependent on their attachment security level, boys did not differ according to their attachment security in their cooperation level. Results are discussed with respect to the question how far sex-differences in attachment quality and cooperation in pre-school impact children's future scholastic careers.

**Keywords:** attachment; cooperation; sex differences

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## E3 CHILDREN'S PERSPECTIVES ABOUT SCHOOL 2

Individual Paper

**CHAIR:** AGNETA JONSSON | School of Education and Environment, Sweden

### *Communication with 1-3 year old children in preschool: The complex matter of dealing with child perspectives and curriculum*

AGNETA JONSSON | School of Education and Environment, Sweden

This presentation aims to share results from a study concerning the preschool teacher as a curriculum-maker to preschool. The research question addressed is "what is characteristic for the curriculum offered, as it appears in one teacher's verbal communication with 1-3 year old children?". The study is carried out in Sweden and the research area is motivated by the need for knowledge about the implications that a goal-oriented preschool curriculum and broad discretion for teachers might imply for activities in preschool. A qualitative case study with a narrative approach has been adopted and follows the Swedish research council guidelines and ethical rules in social science research. Empirical data consists of videotaped observations of communication between a single teacher and a number of children aged between 1 and 3 during one morning in preschool. The results show that the teacher has an idea of bringing up and to conceptualize children's near surroundings. Further on there is an idea of inclusion and to teach children different abilities. The results also show that the teacher frequently uses questions as a means of communication, where a large number of shifts between different children and different issues are particularly characteristic. Although this contributes to a child perspective, it also implies a teacher-centred position and a fragmented way of exercising the discretion vis-à-vis the curriculum. The findings are discussed and related to curriculum theory (Evans, 1982) and to early childhood perspectives (Sommer, Pramling Samuelsson, & Hundeide, 2010). This research is expected to have impact on understandings of how preschool teachers deal with their teaching assignment for the youngest children in preschool.

**Keywords:** preschoolteacher; curriculum; early childhood perspectives

## *England's Early Years Foundation stage: Adequacy, issues and recommendations*

CORAL CAMPBELL | Deakin University, Australia

Early childhood frameworks in England have been in place since 2000 with several modifications, with the most recent being Early Years National Strategies Foundation introduced in 2007-2008. The aim of this study was to investigate the efficacy and acceptance of the Early Years Foundation Stage (EYFS) framework as determined by practitioners and the main stakeholders. Qualitative, interpretive methodologies contingent on highly situated understandings with awareness of documentary thoroughness, procedural methodicality, reflexivity of analysis, descriptive richness, textual elucidation, conceptual power and participant validation. Case studies were developed of four early childhood settings. Since this represented an interpretive study of practitioners' and stakeholders' perceptions that was 'bounded' in both time and space, case study was identified as the most appropriate methodology for its capacity to accommodate the complexity of each situation, as it allows active engagement with the changing dynamics of the settings and its social aspects (Campbell 2000: 80). Stake's assertion (Bryman 2001: 55) that '[t]he utility of case research to practitioners and policy makers is in its extension of experience' was recognized for its validity and compatibility in this project. In-depth interviews (audio-recorded) were conducted with six practitioners and 5 stakeholders from government and educational fields. Researcher notes and document analysis informed the interpretation of the data arising from the interviews. An application using the government National Ethics Application Form was submitted and approved at the home university, Deakin University. Approval in writing was gained from all participants. The main findings pointed to a positive outcome in terms of the implementation of the Framework: coherent documentation; improved quality of EY care; the enhanced professional status of the EY practitioner; pre-school – schools links more cohesive; greater information for parents – validating childcare; partnership with parents has increased; team-work improved with common understandings play-based curriculum accepted ; Early childhood centres more accountable Early childhood practitioners are more reflective about their practice. Areas for improvement as identified by practitioners: transition is one significant area needing improving and this may be one of the targets of future evaluations.

**Keywords:** early years foundation stage; efficacy

## *Quality in practice: Stories from the implementation of Síolta, the National Quality Assurance Programme for Early Childhood Education in Ireland*

MARESA DUGNAN | Early Education Policy Unit, Ireland

This paper reports on the first phase of national implementation of the Síolta Quality Assurance Programme for Early Childhood Education in Ireland. It provides data and practical insight from a national evaluation process in which 135 diverse early childhood education and care settings were supported by expert, trained Mentors to participate in the quality programme. Síolta (Irish for seeds), is premised upon concepts of empowerment, engagement and iterative processes of reflection, articulation and scaffolding. The core objective of the quality assurance programme (QAP) is to establish a quality spiral as the foundation for practice and delivery of early childhood care and education. The evaluation research used multiple methods including survey, focus groups and quantitative data collection to ascertain the impact of participation in the QAP upon multiple stakeholders including mentors, practitioners, and children. This research was conducted in early childhood settings and ethical

considerations regarding confidentiality of participant contributions and respect for the agency of the multiple stakeholders in the research process were addressed. Participation was experienced as having an overwhelmingly positive impact on the quality of provision and practice in participant settings. A range of clear recommendations for future national implementation were generated including the establishment of a national mentoring resource for early childhood education and care. The findings of this research have already impacted on policy formation for the future development of the Early Childhood Care and Education sector in Ireland and a brief overview of some of these key decisions will provide the conclusion to this paper.

**Keywords:** quality; policy; practice

## E4 EARLY EDUCATION IN MATHEMATICS AND SCIENCE 3

Individual Paper

**CHAIR:** GABRIELA PORTUGAL | Departamento de Educação, Universidade de Aveiro, Portugal

### *Under three's mathematical learning*

**KARIN FRANZÉN** | Faculty of Arts and Education, Karlstad University, Sweden

This project highlights toddlers' learning and development in mathematics. The aim is to increase knowledge of how the youngest children in preschool develop math skills. The Swedish curriculum includes even the youngest preschool children 1-3 year olds and most of these children spend a great part of their day in preschool. An interesting question then is; what should mathematics be for these young children? We take inspiration from theories who asserts that children has an inextricably relation to the world and the body are seen as an important part in learning processes (Merleau Ponty, 1962). Even Barad (2007) have inspired with her agential realism theory. The main starting point is that children are "made" to more or less mathematical, depending on how they are treated. Data material should be collected in two preschools consisting observations of toddlers and preschool teachers in the daily practice. The youngest children who have not yet conquered the spoken language fully are especially depending of adults. We will take responsibility of that the studied children will be treated with respect that their identity protects and if they express any discomfort, we will immediately stop the observations. A pilot study indicated that there is a lot of spontaneous mathematics in these young children's play and that the children often use their bodies as a tool for understanding mathematical concepts. This project expected to generate important knowledge on how the youngest preschool children develop mathematical knowledge and results should be of interest both on national and international level.

**Keywords:** toddlers; mathematics; preschool

### *Play and the cultural foundations of mathematics*

**MAULFRY WORTHINGTON AND BERT VAN OERS** | Free University, Amsterdam, Netherlands

The aim of this research is to uncover the emergence of mathematical thought and representations in young children's spontaneous pretend play. This study is based on a Vygotskian cultural-historical perspective and social-semiotic theory, informed by research into 'funds of knowledge' (e.g. Moll et al., 1992). Using longitudinal, ethnographic case studies, data were gathered for doctoral research in an inner-city nursery in the south west of England. Data include written observations and photographs of 7 children aged 3-4 years engaged in role-play, collaborative model making and graphi-

cacy. ATLAS-ti software was used to support data analysis. Ethical considerations underpinning the research are based on BERA's 2011 guidelines. Parents of the case study children were consulted at the onset of the research and asked their permission to observe their child and to collect data, and using everyday language the research was explained to the children and their agreement sought. Parents also all gave signed consent that they would like their child's own first name to be used in any publications relating to the research, whilst confidentiality and anonymity are protected since no surnames are used. The findings revealed that a high proportion of episodes included aspects of mathematics and increased through the year. The children's use of graphicacy to communicate within their role-play also increased throughout the year, with the highest proportion used to communicate mathematical ideas. The study shows how the children's home cultural knowledge underpinned their pretend play and interests and informed their mathematics. The findings show also that where children are immersed in mathematical and graphical-rich environments, blending home and early childhood mathematical cultures becomes a natural feature of their pretend play. The findings will add to our understanding of the significance of social pretend play contexts for mathematics. They point to a need for early childhood settings to develop learning cultures in which children's spontaneous pretend play flourishes as 'authentic activities', with learning environments that support the cultural foundations of mathematical communications.

**Keywords:** pretence; role-play; mathematics; funds of knowledge

## E5 EARLY EDUCATION FOR DIVERSITY – INTERCULTURALISM AND MULTILINGUALISM 2

Individual Paper

CHAIR: GERRY MULHEARN | Department for Education and Child Development, Australia

### *Australian children living in disadvantage: Experiences of the transition to school*

CATHERINE KAPLUN | Charles Sturt University & Chetre, Australia

The study aimed to explore the experiences of families and children living in a disadvantaged community in Australia in their transition to primary school. Bronfenbrenner's ecological framework was applied incorporating a socioconstructivist approach. Other theories discussed include rites of passage theory and the use of priming events. Children's perspectives of transition were obtained through semi-structured interviews, drawings and their narratives. Qualitative data were gathered in individual interviews with children at two time points: prior to the child starting school and after the child had been in the school context for nearly two terms. Ethical considerations included gaining initial consent from parents and children, and ongoing consent throughout the project. Confidentiality and anonymity of participants was maintained by using a coding system for participants and pseudonyms for quoted materials. Children identified positive aspects of school and preferences for particular activities and aspects of school like playing and friends. In contrast, children also identified various negative aspects of school such as their difficulties with school curriculum, homework or problems with other children including friends. Children expressed positive and negative feelings towards their class teacher, linking their feelings for the teacher with discipline techniques used in schools. Children expressed a clear understanding of expectations of acceptable school behaviour, reflected in the importance children placed on following school rules and receiving awards. School curriculum and relationships in the school context were indicated as impacting on children's adjustment and enthusiasm for learning at school.

**Keywords:** transition; children; disadvantage

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## *Searching for multicultural practices in kindergartens in rural areas of Norway*

SIGRUN SAND | Hedmark University College, Norway

The survey aimed at define some marks of multicultural kindergartens in rural areas in Norway. We wanted to creating knowledge about how staff in kindergartens in rural districts work to cater for the learning and participation of children from linguistic and cultural minorities, and some of the conditions they work under. I use socioculturally theoretical perspectives for the analyzies of data. I am critically discussing the concept “multicultural kindergartens” and use the theory and concepts of recognition from Axel Honneth. A survey that was carried out in kindergartens in rural areas in Norway 2009, and where 525 preschool teachers and 288 head teachers of kindergartens were the respondents. The data from this survey provide knowledge of how kindergartens work with a diverse group of children, and thus functions as a ground from which to critically plan future educational policies for the field of early childhood education in a multicultural society. The research project is approved of the Norwegian Data Protection Registrar. The respondents, preschool teachers and head teachers of kindergartens have given informed consent, and also been informed of the confidentiality and preservation of anonymity of participants. In short, the results that is presented in this report show that most preschools in rural areas have a low number of children and parents with minority backgrounds, very few of the professional staff have formal multicultural education, when working with language it is the Norwegian language that seem to be taken up, local/Norwegian culture is dominating when preschool teachers are taking part in meaning making with the children, etc. Lack of competence in kindergarten staff groups about multicultural subjects will have implications for the early childhood teacher education.

**Keywords:** multicultural kindergarten; survey; rural areas

## *The accessibility of sociodramatic play for culturally and linguistically diverse preschoolers*

VICTORIA WHITINGTON AND ELEANOR SCRAFTON | University of South Australia, Australia

Eighteen percent of Australian children possess diverse language heritages (Centre for Community Child Health & Telethon Institute for Child Health Research 2011). In preschool four to five year old culturally and linguistically diverse (CALD) children are acquiring a new language, and also learning the rules, social structures and cultures of their new context. Australian preschool programs have a play-based educational pedagogy led by degree-qualified teachers. Yet entering and engaging in play often poses challenges for young children (Corsaro 2003), and the specific challenges faced by CALD children in this context are not understood (Hruska, 2007). This study aimed to investigate the accessibility of socio-dramatic play for new-entry CALD preschoolers. Sociocultural theory (Vygotsky, 1978) positions play as the leading learning activity of preschool children. A multi-case study purposive design was used with ten children from two preschools. Using a participatory framework, qualitative data sets comprised observations of participants’ play, interviews with preschool teachers and bilingual support workers, and child directed photo elicitation of their preferred play topics, materials, play areas and peers. Appropriate permissions and consent were obtained. Data analysis revealed that accessibility was mediated by the interplay between children’s personality and home context, their language competence or available language support, the quality of relationships and interactions, and the structure of the physical environment and availability of play materials, areas and peers. A major recommendation was that educators foster CALD children’s peer play interactions through developing positive preschool contexts, rich in play materials, and explicitly foregrounding inclusion, and language support.

**Keywords:** culturally and linguistically diverse; accessibility; socio-dramatic play

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## E6 DEVELOPMENT OF CHILDREN'S SELF-REGULATION AND INITIATIVES IN ADULT-CHILD INTERACTION

Self-organised symposium

**CHAIR:** PENTTI HAKKARAINEN | Lithuanian University of Educational Sciences, Lithuania

Lithuanian university of educational sciences has launched a research program studying the relation between adult-child interaction and its impact on the development of children's self-regulation and initiatives. In this paper session we present three background studies investigating characteristics of interaction in a young family with a small child, creative play interaction between a teacher education student and a young boy and cultural-historical approach to the development of self-regulation in social interaction. All the studies are carried out using different data collection methods. Data from young parents was collected using questionnaires first when the child was 1 month old and second time at the age of 9 - 11 months. Data on student - child interaction was gathered videotaping specially organized play situation in children's club. The data of the third study comes from scientific research on the development of children's self-regulation.

### *Cultural-historical approach to the development of self-regulation*

PENTTI HAKKARAINEN | Lithuanian University of Educational Sciences, Lithuania

The aim of the study is to elaborate a comprehensive psychological/educational approach to the development of self-regulation. Vygotskian cultural-historical theory and its elaboration serve as the framework of the study. Methodology of the study is adopted from Vygotsky's "pedology" integrating different models of investigating the same phenomena within different theoretical frameworks. The material collected in children's play will be protected by securing the anonymity of subjects. No material is used without parents' and children's consent. Children's self-regulation is mainly studied as one of individual executive functions in brain research. Paradoxically in empirical study the most salient environment for developing this function has been preschoolers' play. This implies that a broader unit of analysis should be elaborated. Play as children's first independent activity is self-regulated by children. We detected the following levels and aspects of regulative mechanisms in narrative pretend play: 1. The contrast between role performance and hidden rules in play. 2. Play role is contrasted with the child's self picture. 3. Improvisation rule ('yes and'): any role action has to be accepted by other participants before it is finished. 4. Cultural environment invites to adopt ideal forms of behavior, which replace real forms. In role-play heroes represent ideal forms and often a villain is needed to crystallize the real essence of the hero. 5. Play regulation has a dialogical character and cultural content. Findings show that self-regulation in play has a collective character. We need a new approach to study and develop self-regulation.

**Keywords:** self-regulation; theory of development; cultural-historical theory

### *Developing child's self-regulation by expanding object play structure*

MILDA BREDIKYTE | Lithuanian University of Educational Sciences, Lithuania

The study aims at developing play guidance methods; play skills and prepare the child's transition to role-play. Vygotsky's cultural-historical theory forms the framework. We have elaborated an early education interventional study program, which integrates theoretical and research studies with practice in child groups. The study is carried out in play intervention paradigm. A case study of a child-adult play activity is analyzed. In our interventions students observe children's (a child's) activity, plan

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and carry out a play intervention aiming at new psychological tools (new concepts, initiatives, sense making etc.). In this study a boy Ville (2.1.) seemed to be lacking “tools” and the ability to express his wishes and ideas. Marko (teacher education student) observed the boy’s play of colliding with a plastic tractor to different objects and proposed a joint play: Let’s build a tower first and then try to collapse it with the tractor. The child’s identity is hidden. We have parent’s permission for publication of pictures. Main findings: The tower building lasted 33 minutes (15 towers). We observed two more attempts of tower building guided by two grandmothers: In case one the grandmother guided a girl (2.9) commenting her all the time. In case two the grandmother did not let a young boy (2.3) to destroy the tower. In both the building lasted 5 minutes because the object of play was building actions, but in the student intervention the joyful exploration of the concepts of falling, destroying and building and the connections between them. The study enabled to define the main steps of successful adult intervention into child’s play, that can be used to improve student teaching and in early childhood classrooms. A new ECEC master’s degree program is elaborated in the frame of UNESCO (Education for all).

**Keywords:** student’s play skills; play structure; child initiatives

### *Parents’ emotional state and sense of coherence during infant’s first year*

IZABELE GRAUSLIENE | Lithuanian University of Educational Sciences, Lithuania

The aim of the study is to analyze first-time parents’ emotional states, sense of coherence and interaction between the child and parents during the child’s first year. Vygotskian cultural-historical theory is the framework of this study. Early stages of cultural interaction are focused on. In this pilot study questionnaires are used for data collection. A sample of 45 Lithuanian first-time parent families were asked to complete questionnaires two times: first - when the baby was less than 1 month and second - when the baby was 9-11 months old. Research questions addressed parents’ emotional state, sense of coherence, gender specific relations and parent – child coherence. Ethical principles of carrying out human subject research were observed. Participants’ identities are hidden. We have parents’ consent to carry out the study. Parent’s better emotional state predicted stronger sense of coherence of each parent, family sense of coherence and stronger mother/father-infant coherence at 9-11 months. Parent-infant coherence at 1 month predicted parent’s emotional state at 9-11 months if gender is included in the regression model. The results confirmed that there is a mutual relationship between parents’ sense of coherence, family sense of coherence and emotional state, which creates a unified and unique system of the family development. The pilot study guides proceeding to a more elaborated study of the relationship between family interaction and development of the child’s self-regulation before pretend role-play. Interaction of the family unit will be examined videotaping the interactional triangles formed in the family during the early years.

**Keywords:** sense of coherence; emotional state; parenting

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**E7 STUDYING AND RESEARCHING EARLY CHILDHOOD FROM A EUROPEAN PERSPECTIVE: THE EUROPEAN MASTERS OF EARLY CHILDHOOD EDUCATION AND CARE (EMEC), A STUDY PROGRAMME DELIVERED BY SIX EUROPEAN UNIVERSITIES**

Self-organised symposium

**CHAIR:** GESINE NEBE | University of Halle-Wittenberg, Germany

The European Masters in Early Childhood Education and Care (EMEC) has been the first joint Masters- Programme, which - in its pilot phase from 2007-2009 - had been delivered by six participating European Universities. While participating in the programme 30 students successfully gained a deeper understanding of ECEC, reflecting - each from their national cultural perspectives - on similarities and differences in policies and practices, legal frameworks or research. While studying the group of Maltese, German, Danish, Swedish, Norwegian, Scottish, Irish and even Finnish students got engaged in many lively discussions, drawing on a wealth of experiences in ECEC in their national contexts. This symposium will present some insight into graduates' work, namely into three graduates' final theses. The presentations will deal with questions of quality in care for under-threes in Norway, play in a German Kindergarten and children's and adults' perspectives on educational games in Scottish preschools.

*Children's voices on play in a mosaic approach study. A thesis from a European Master Program (EMEC) using participatory research methods*  
CARMEN HUSER | University of Osnabrueck, Germany

The study addresses children's perspectives on play. It aims to provide participatory opportunities for children to review their play. The research question was: How do 4-5 year old children themselves perceive their self-initiated social pretend play with peers in kindergarten? Most of the research on play focuses the developmental functions of play, while few acknowledge children's own play culture. This study recognizes play as a right, as stated in the UNCRC. Children are the "natural users" of play and therefore experts of it. Developmental theorists argued, that play prepared the child for adulthood (Piaget, 1976; Saracho & Spodeck, 1998), or they focused on the social aspects of play (Vygotsky 1976), while Corsaro among others investigated in children's own culture, their play and shared meaning-making (Corsaro 2003; Corsaro 1997; Löfdahl 2005; Riihelä 2002). Within a post-modern perspective, children are holder of rights and experts of their life. A group of ten children in a German kindergarten participated using methods taken from Clark & Moss's Mosaic Approach over a period of ten weeks. Following a fluid, qualitative approach to data, children's play episodes were videotaped and reviewed with them in pair interviews. Participatory techniques such as photographing or drawing facilitated children's reflections in a creative, non-verbal way. Children creatively gave informed consent. During the whole field phase, the children had the right to withdraw. Dilemmas and pitfalls such as gathering data and simultaneously respecting participant's rights are addressed. Each child's data formed a mosaic, while the data of all children became a collective entity creating one mosaic of children's voices on play. Emerging themes were flexible resources, self-control, sharing meanings, joy and friendship. Participatory techniques offer children to reflect on their play. Simultaneously, children consciously take control over their participation in research.

**Keywords:** play; mosaic-approach; EMEC

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## *Using the infant/toddler environment rating scale for examining the quality of care for infants and toddlers in Norwegian day care centers*

ANNE-GRETHER BAUSTAD | Faculty of Professional Studies, University of Nordland, Bodø, Norway

The purpose of the presented study is to explore whether ITERS-R is an appropriate tool to use for examining the quality of care for infants and toddlers in Norwegian day care centers. The study is based on a pedagogical perspective of quality, as described by Sheridan (2001, 2009). This perspective of quality has been chosen because it introduces a complex and nuanced perspective of pedagogical quality as an educational phenomenon. This perspective of quality also corresponds with the ideas of the Norwegian Framework Plan for the Content and Tasks of Day Care Centers (the national curriculum). The methodological framework is grounded within a qualitative research approach and key research methods have been systematically observation in the form of using ITERS-R, individual interviews, focus group interviews, literature reviews and document analyses. Special considerations were made because the research involved young children. Because of the topic investigated I also have to consider what to do if there were negative findings. The overall aim has been to 'do no harm' to any of the participant. Parents were asked for consent on behalf of the children and written consents were collected from the staff. The participants' confidentiality has been well considered in all intervening situations. In connection with the distribution of the research findings, anonymity of the participants is guaranteed. The main findings indicate that ITERS-R can be an appropriate tool to use in examining pedagogical quality in Norwegian day care centers, and especially the concept of process quality. The fit between the values and goals given in the Norwegian Framework Plan and the areas and quality indicators in the ITERS-R is also good; even if there are differences which need to be dealt with. While almost 80 % of the children between the age of one and two attend a Norwegian day care center, it should however be of great interest to all stakeholders that pedagogical quality is on the agenda.

**Keywords:** pedagogical quality; ITERS-R; EMEC

## *Masters Thesis presenting findings from 'Does it do what it says on the box?' An exploration into adult's and children's perception of educational games*

SANDRA TUCKER | Highland & Moray Accredited Training Services, Scotland

The driving questions in this study were: what is the level of use and popularity of educational games? What influence do children have in the selection of educational games at home and in the nursery and to what extent does manufacturers' information influences the purchase of educational games. Using one large local authority nursery as a case study, parents', practitioners' and children's views were sought about how games are selected and played with both at home and in the nursery. An interpretivist paradigm was adopted drawing on parents' and practitioners' questionnaires, focus group discussions, observations in the nursery and collaboration with staff as researchers consulting with children. Within an ethical research protocol, informed consent was gained from practitioners and parents. Parents also consented for their children to be invited to participate and renowned methods of listening and consulting with young children commonly used in the nursery were employed. The research is informed by sociocultural theory and framed within a number of theories concerning children's games-play and learning (Johansson, E. and Pramling-Samuelsson, I. (2006); Sutton-Smith, Brian. (2001), early years professional's epistemological beliefs and pedagogical practice (Oberhue-mer, P. (2005), Osgood, J. (2006)). and parent's game-playing with children (Bjorklund,D.F.,Hubert

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z,M.J.,and Reubens,A.C.(2004); Kliman,2006). The main findings from this research were that both practitioners and parents value educational games however practitioners make distinctions about the educational value of home bought and nursery bought games. Children did not make this distinction however they did appear to be aware of their own shortcomings as game-players and actively sought the companionship of older children, siblings and adults to support their play. These finding have implication for practice where a greater awareness of children's game-playing at home and insight into how children perceive educational games would enhance practitioners understanding of the children and families they work with.

**Keywords:** educational games; perceptions; EMEC

## E8 EARLY CHILDHOOD PEDAGOGY – DEVELOPING SOCIAL COMPETENCES

Individual Paper

**CHAIR:** KAYE COLMER | Macquarie University, Australia

### *The role of the preschool practitioner in the development of children's social competencies*

JENNIFER COLWELL | University of Brighton, England

Children spend more of their time when at preschool interacting with their peers than with practitioners. This research aimed to develop an understanding of the role of the practitioner in supporting children to develop the social competencies needed to benefit from these peer interactions; interactions which have been shown to be valuable sites for social and cognitive development. The research design is underpinned by both socio cognitive and socio cultural theory. The research, framed by a social constructivist paradigm, took place in one case preschool over 14 months. For the duration of the research practitioners were supported to develop a relational pedagogy. The data collected to determine any impact this had included interviews with practitioners, observations of practitioner-child interactions and observations of children's interactions with their peers. The research was designed, reviewed and undertaken with the needs and rights of the children at its core. BERA ethical guidelines were followed and informed consent obtained from all participants and parents/guardians. The results of the research are collated to present a framework which offers a detailed understanding of the fundamental role of the practitioner in the development of children's social competencies. The framework shows how various mediating factors are required for this role to be fulfilled and how practitioner modelling, both explicit and implicit, plays a crucial role in shaping children's interactions with their peers. The conclusion posited is, for children are to be supported to gain the greatest learning potential from their preschool experiences preschool practitioners must develop a relational pedagogy.

**Keywords:** social; relational; pedagogy

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## *The cultural-historical psychology and early childhood education in Brazil: The role-play*

JANAINA CASSIANO SILVA AND ALESSANDRA ARCE HAI | Universidade Federal de São Carlos, PPGC/UFSCar, Brazil

The research aim is to understand and analyze how Cultural-Historical Psychology has been appropriate by early childhood researches during the first decade of this century. The theoretical framework is Cultural-Historical Psychology and theoretical references include: Elkonin (2009) and Vygotski (2006). In order to do that a bibliographical review of official documents of the Ministry of Education and the academic productions (Doctorate thesis) related to early childhood education in this period was made. The category used for analysis is role-play and the purpose was to determine how it was appropriate. Sixteen doctorate thesis were selected, read and analyzed to accomplish the aim of this study. Ethics implied to be careful in the analysis of the doctorate thesis selected in order not to expose the authors of the thesis. The results of this research support the idea that role-play has been studied in Brazil based on Vygotski and Elkonin works mixed with authors like Piaget, Bakhtin, Wallon and others. Although the authors of the thesis advocate in favor of Vygotski and Elkonin theories the presence of these other authors result in an eclectic definition of role-play. One of the more significant findings to embellish from this study is that the play appears as the main activity of the preschool child and defined as a methodological framework. In general, therefore, it seems that role-play studied and defined in these works is a hybrid concept and researches point out that role play is a vital and sometimes a unique activity possible to use to work with children in early childhood education. The study assists in the construction of curricula and public policies for early childhood education in Brazil.

**Keywords:** early childhood education; cultural-historical psychology; human development

## *“Children’s Council”: A civic laboratory to promote decisional processes on educational issues in pre-school*

CAMILLA MONACO | Provincial Federation of Pre-schools of Trento, Italy

The Provincial Federation of Pre-schools of Trento promoted the “Children’s Council” project in order to give voice to 3-6 years old children, concerning some relevant decisions related to their school everyday life. The project is founded on a socio-constructivist approach, according to which knowledge acquisition is a situated phenomenon. Pre-school is as a favored context in order to promote new forms of citizenship. “Children’s Council” is a civic laboratory: within a class, teachers divide children in stable small groups (4-5 children maximum). Each group takes its decision on a common issue and elects a representative child. A further group made up of all representative children negotiates the “final decision” that will remain valid for all the class. The groups’ activities are video or audio recorded and transcribed according to Conversation Analysis (CA) principles. CA examines different aspects of conversation throughout its ongoing turn-taking, allowing the researcher to obtain an accurate description of the local treatment of meanings that participants themselves display, concerning what is occurring in their interactions. Children can experiment and comprehend complexity and pleasure of a democratic participation. Final decisions have to be acted and respected also by adults. Initial results demonstrate the complexity of children’s decisional processes and the richness of their exchanges. For instance, children who discussed about a specific space of their class (e.g. the “little house space” dedicated to symbolic play) showed a wide range of socio-cognitive skills, such as spatial and planning abilities concerning “what” and “where” objects and furniture should be, but also some symbolic and meta-reflexive thoughts related to their school life. In everyday life

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adults often take decisions concerning “children’s well-being”: some of those decisions can be assigned to children’s ability to find out shared agreements.

**Keywords:** small-group activity; taking decisions; democratic participation

## E9 QUALITY EVALUATION IN EARLY CHILDHOOD 2

Individual Paper

**CHAIR:** MARGARET KERNAN | International Child Development Initiatives, Netherlands

### *The ECD-QUAT: A community approach to quality assessment*

RONA JUALLA VAN OUDENHOVEN, NICO VAN OUDENHOVEN AND MARGARET KERNAN | International Child Development Initiatives, Netherlands

The Early Childhood Development Quality Assessment Tool (ECD-QUAT) is a universally applicable and easy-to-use tool designed to assess the quality of services for young boys and girls in any given community, rural or urban, non-formal or formal, industrialised- or non-industrialised country. Its development has been informed by conversations with ECD practitioners, parents, children, staff in development organisations, and policy makers in several countries in all continents. The theoretical, or rather conceptual, framework underlying the ECD QUAT is provided by the UN Convention of the Rights of the Child. Three guiding questions refined the tool: 1. What determines good quality ECD, and what are the critical features? 2. How can these be best grouped in meaningful dimensions? 3. Out of these dimensions, which nine features are most important and specific? The six dimensions are: Child-friendliness; Connectedness; Safety, Health and Protection; Staffing and HR; Sustainability. They are essentially part of a mega-dimension: the UN Convention on the Rights of the Child. The research methods used were, first, a thorough consultation of the literature, second, observations of children’s behaviours in multiple settings, and interaction with both teachers, parents and among each other, and third, focus group meetings with key stake holders. ECD QUAT doesn’t raise any ethical questions; it is advised that the tool is used in an open and transparent manner, ideally with the involvement of all major players. What distinguishes ECD-QUAT from other quality assessment tools is firstly, its simplicity - it is within the reach of community members interested in developing or improving its services for young children; secondly, it is designed to incorporate inputs of all key players in a ECD environment, and thirdly, it brings together many current issues in the ECD debate on evaluation, forcing some degree of commitment from local policy makers and authorities as well as parents and educators. The main finding, or product, is a rough-and-ready-quick-to-administer but highly effective tool to measure the various dimensions that make up the quality of an ECD setting. It is an experimental tool. The presentation will include an overview and guidelines for its use. Participants will be invited to try it out in their contexts and join the ECD-QUAT learning community.

**Keywords:** quality assessment; community involvement; ECD services

### *Does leadership make a difference to the quality of early childhood care and education?*

LOUISE HARD AND FRANCES PRESS | Charles Sturt University, Australia

The studies intend to investigate aspects of quality early education with the aim to inform policy to better support families with young children, especially those facing multiple challenges. Australian early childhood policy is undergoing a period of substantial change. The impetus for policy change

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include: the need to improve the quality of early education; and the need to better support families with young children, especially those facing multiple challenges. Two of the three studies examined Child and Family Integrated Services while the third looked at the processes occurring in high quality early childhood education and care programmes. The presentation draws on the work of Woods, Bennett, Harvey and Wise (2004), and in particular their interpretation of analytical dualism, to explore the structural and agential elements that impact on leadership in ECEC. All studies were qualitative in nature but each varied in their specific design and data collection methods, that included interviews, site visits and focus groups. Ethical approval was sought and achieved for each project. Each of the three projects sought participant permission based on the requirements of the ethical approval guidelines. Findings indicate that purposeful and knowledgeable leadership influences strategic directions and the achievement of goals, aims and visions. For integrated programmes, leadership is pivotal to the establishment of effective professional collaborations and the successful negotiation of profound change. This presentation will explore the multiple elements of leadership emerging from the data as contributing to the quality of programmes. Elements include: leadership exercised in both positional and distributed forms; leadership that is mindful and informed; leadership that fosters effective communication, including the clear articulation of decision-making rationales. Policy development should support the strategic development of leadership skills for early childhood practitioners given the clear relationship to quality outcomes.

**Keywords:** leadership; quality; early childhood

### *The physical environment of early childhood institutions – A review of literature (1990-2010)*

THOMAS MOSER AND HEIDI KRISTIN OLSEN | Vestfold University College, Norway

The aim of the project is to collect and achieve an overview about thematically relevant literature (research based and applied/pedagogical oriented) concerning the physical environment of early childhood education institutions in the period from 1990-2010. Reflecting quality of Early Childhood Education institutions one often distinguishes between structural and process-quality. This study regards the physical environment as one important indicator of the structural quality of ECEC institutions. The term physical environment includes indoor- and outdoor-space, buildings and their technical conditions, installations, design, furniture, materials, toys and teaching aids. A systematic literature review has been conducted. The review covers both research and application-oriented literature from a wide range of disciplines. International academic journal databases and Scandinavian bibliographical databases have been searched. In a first screening phase, based on title and abstract of 806 publications identified, contributions that were not relevant in terms of institution, content or age group were excluded from the further analysis. Thereafter the remaining 464 publications have been analysed and categorized on basis of their purpose and content. No ethical challenges are related to the project. The main categories developed and applied in a first phase of the analysis are: 1. Architectural and technical perspective (91 references) 2. Educational grounded contributions (202 references) 3. Health, safety and environment (53 references) 4. Physical environments and specific learning areas in ECEC (118 references).

We are finalizing the analysis. Main findings and implications of the review will be presented at the conference and will be accessible as an open internet resource.

**Keywords:** physical environment; ECEC institutions; literature review

CHAIR: ANITA BERGE | University of Stavanger, Norway

### *Revealing children's meaning making: an under three's case study*

JOANA SOUSA | Aga Khan Foundation, Childhood Association, Portugal

This study analyses and interprets pedagogical documentation as revelation of children's meaning making, particularly children aged from zero to three. The study reveals its interest for infant and toddler's learning processes – how and what they learn – in order to create environments that guarantee their right to experiential learning (Oliveira-Formosinho, 2010). The study is developed within the participatory pedagogies and presents the classroom Pedagogy-in-Participation approach specific to Childhood Association (Formosinho e Oliveira-Formosinho, 2008). The research is undertaken as a multiple case study, of qualitative nature, revealing its interest for the particularity and complexity (Stake, 1995) of a small group of children's learning processes. The description and interpretation of this multiple case study is sustained on the analysis of documented activities using the Child Engagement Scale (Pascal & Bertram, 2006) focusing on the way infants and toddlers engage in the process of learning. Considering the social nature of the research, ethical issues are taken into account. In this case, the study is compelled to informed parental consent and to protection of anonymity. The study allows the understanding of children as meaning makers since birth. It reveals that children, from birth, explore with intelligent senses, develop languages and sensitive intelligences, giving sense and meaning to life, to the world (Oliveira- Formosinho, 2009). This understanding compels to a reconstruction of the image of the child, particularly the one aged from zero to three. It compels to rethink the policies (public and academic) for under three's education and care.

**Keywords:** participatory pedagogy; meaning making; pedagogical documentation

### *Group size in preschool and children's affordances*

PIA WILLIAMS, SONJA SHERIDAN AND INGRID PRAMLING SAMUELSSON | Department of Education, Communication and Learning, Gothenburg University, Sweden

Over the last decade, group size in preschool has become an important issue for Swedish preschool teachers. In Sweden 87 per cent of children in the ages of 1 and 5 are enrolled in preschool. A key issue related to the education of these children is the impact of group size. This study aims to investigate the impact of group size on the affordances available to children in relation to the intentions instantiated in the curriculum and to children's learning and knowledge formation. The research questions we address is: How do teacher's express views on group sizes in preschool? In relation to the preschool curriculum and depending on group size, what kinds of affordances are available to children? The study takes an interactionistic perspective based on Urie Bronfenbrenner's ecological systems. Methods used are interviews, video observations, interplay between teachers and children, stimulated recall with teachers, and walk-and-talk sessions with the children. Analyses will be conducted drawing on Urie Bronfenbrenner's ecological system theory and development pedagogy to examine similarities, differences and the variation of available affordances. The study follows the Swedish research council guidelines and ethical rules in social science research. Ethical aspects of the research were taken into consideration, including in particular requirements for confidentiality, consent, information and autonomy, along with the emphasis that participation in the study was voluntary (Swedish Research Council, 2002). Special attention has been taken based on the premises that

the study involves children. The study is expected to generate knowledge of the perspectives of teachers and children on the impact of group size in preschool and the affordances available to children in relation to curriculum goals depending on the size of their group.

**Keywords:** preschool; children; group size

### *The use of pedagogic documentation as a form of teacher inquiry in an early childhood teacher preparation programme in the UK*

SUZANNE FLANNERY QUINN AND LUCY PARKER | University of Roehampton, England

This research examines the development and articulation of the pedagogy of early childhood teacher trainees using a grounded theory approach that draws on interviews, documentation panels, and lecture materials related to a module in early childhood initial teacher training in London. This inquiry addresses issues raised by Stephen and other scholars who have identified the problematic nature of articulating pedagogy for early years practitioners (Stephen, 2010). This research draws on the concept of pedagogy as specific practices (Siraj-Blatchford, Sylva, Muttock, Gilden, and Bell, 2002), but also discourses of teaching (as noted by Alexander, 2004), as well as the considered professional choices that teachers make in an effort to help another person learn (see Stephen, 2010). The analytic approach involves principles of grounded theory and thematic analysis, drawing on the ideas of Glaser & Strauss (1967), Glaser (1978, 2005), Corbin & Strauss (2008), and Charmaz (2006), and builds on the primary researcher's previous work on the topic of pedagogic documentation (Flannery Quinn and Schwartz, 2011). The research is based on the analysis of artefacts (documentation panels) that include photographs taken in early childhood settings. Permission has been granted for the use of photography in the settings, and anonymity of all participants (children, settings, and teacher trainees will be preserved). Photographs of the faces of people will not be used in the presentation (even though consent has been given). This project generates grounded theory based on the data; with regard to the development of pedagogy using pedagogic documentation. Implications relate to how teachers of young children and teacher educators can better understand the development and articulation of pedagogy; and the challenges and benefits of using pedagogic documentation techniques (photography, narrative, and metaphor).

**Keywords:** pedagogical documentation; teacher trainees; photography

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## E11 FAMILIES INVOLVEMENT AND COMMUNITY PARTICIPATION

Individual Paper

**CHAIR:** CHRISTINE WOODROW | Centre for Education Research, University of Western Sydney, Australia

### *Family involvement in municipality education plans in early childhood special education*

SANNA UOTINEN AND ANJA RANTALA | Open University of Jyväskylä, Finland

Every municipality in Finland writes down an early childhood education plan guided by the National Curriculum Guidelines on Early Childhood Education and Care in Finland (ECEC). The backbone of national ECEC-plan is educational partnership with families. The aim of this paper is to discuss, how parents are acknowledged in municipality level early childhood education plans. The main interest is

to explore, what is written about parents' involvement concerning early childhood special education. The theoretical frame of this study is based on ecocultural theory, which emphasizes family centeredness. Family centeredness refers to a combination of beliefs, values, and practices for supporting and strengthening family capacity to promote child development and learning (Dunst 2002). The aim is to support the child in his natural environment. This qualitative research is based on documented data (early childhood education plans) collected from municipalities' www-pages year 2011. We have analyzed municipality education plans (n=49) by using content analyze method. We have followed research ethical instructions in our study. Preliminary results indicate that families are in unequal positions in different municipalities concerning family centeredness. In parts of education plans, which are dealing with early childhood special education, parents can be neglected, shortly mentioned or acknowledged in detail. It seems that families are in unequal positions in different municipalities concerning family centeredness. The results will be discussed more closely in the presentation.

**Keywords:** early childhood education plan; family centeredness; natural environment

### *Parent and toddler groups – An innovative approach*

MARION BRENNAN AND ELAINE HYNES | Early Childhood Ireland, Ireland

This small scale study explores how Early Childhood Ireland collaborated with a local statutory agency and community to support families in the setting up of a parent and toddler group. The research seeks to develop a model of support which builds community locally and informs ways of working in partnership within communities (Huxham and Vangen, 2005; Himmelman, 2002). The research draws on existing literature on collaboration and community engagement. Adopting an action research approach (Whitehead and McNiff, 2006), the study focused on processes and challenges in setting up a parent and toddler group in an area of disadvantage in South County Dublin. Drawing on resources of the local agency and the pedagogical expertise of Early Childhood Ireland, the will of the local community provided the synergy for this research. Data were collected through individual and focus group interviews and field notes. Ethical considerations included confidentiality of the researcher and informed consent from parents which was obtained through group and individual discussions. Themes emerging from the research suggest that forging and nurturing relationships at practice and inter-agency levels supports sustained engagement of both organisations and parents, reaping benefits for all stakeholders. Through analysis of the data implications for policy and practice suggest that:

- a collaborative approach impacts positively with lasting benefits
- focusing on strengths of each partner enhances outcomes
- potential for sustainability is increased
- adequate resources and support at policy and practice level are critical
- this model can be replicated in other communities.

**Keywords:** parents; collaboration; community

### *Citizen centred: Rhetoric, policy and practice*

CHRISTINE WOODROW AND DIANNE JACKSON | University of Western Sydney, Australia

This paper presents a theoretical and practice based discussion on integrated early childhood service provision in the context of current Australian public service reform. This reform calls for a reorientation of service provision where users are co-creators, within a framework of citizen centred social policy. In a landscape where there is a strengthening imperative for multidisciplinary practice, there is little exploration of what it means to work in this way within a democratic, participatory framework. This paper presents a theoretical and practice based discussion on integrated early childhood service provision in the context of current Australian public service reform. This reform calls for a reorienta-

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tion of service provision where users are co-creators, within a framework of citizen centred social policy. In a landscape where there is a strengthening imperative for multidisciplinary practice, there is little exploration of what it means to work in this way within a democratic, participatory framework. Paradigm and methods: Citizen centered social policy and public service reform in early childhood. In what concerns ethical considerations, the practice examples used in the paper are drawn from the author's organisation and permission has been given by employees to share this information. The research evidence presented as theoretical context would have been subject to the ethical considerations relevant to the research process at the time. Drawing on practices within Connect Child and Family Services, a not-for-profit organisation west of Sydney, the paper considers what it means to go beyond the rhetoric to achieve authentic child and family collaboration.

**Keywords:** families; citizen centered; co-creation

## E12 FAMILIES INVOLVEMENT - LANGUAGE AND LITERACY

Individual Paper

**CHAIR:** ANDREW HANCOCK | University of Edinburgh, Scotland

### *Families involvement in literacy: An evaluation of an early years writer in residence project in an urban area of socio-economic disadvantage in Scotland*

ANDREW HANCOCK AND MOIRA LESLIE | University of Edinburgh, Scotland

This partnership project (Scottish Book Trust and Home-Start) involved an author working collaboratively with parents to promote book sharing with their children, and creating a picture book for publication. The study aimed to examine the perceptions of the participants during the one-year residency and to investigate the project's impact on the families in terms of their involvement in language and literacy practices. The study is underpinned by literature in the fields of early intervention, home literacy practices and emergent literacy. A range of studies suggest that shared language and literacy practices in the home can contribute positively towards children's later literacy learning. A major theme of early intervention projects worldwide has been the implementation of initiatives aimed at the development of literacy acquisition. This case study draws on qualitative data sets collected during different phases of the project. Questionnaires, semi-structured interviews, and reflective journals were used to gather data from a range of key participants including thirteen parents, their children and key staff. All participants completed written consent forms (approved by University of Edinburgh Ethics Committee) in addition to providing verbal agreements before participating in this research. As agreed with the parents any identifying features were changed and pseudonyms used to protect the families' confidentiality and anonymity. Key findings suggest that new experiences such as regular participation in language games and deconstructing books gave parents insights into sharing texts with their children, ideas for talk around books and increased confidence to try out new literacy practices. Implications will be discussed in terms of interagency collaboration and new approaches that support building the capacity of individuals, families and communities.

**Keywords:** parents; early literacy; partnerships

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*A socio-cultural perspective on child's early language: A family study*  
LJUBICA MARJANOVIČ-UMEK, URŠKA FEKONJA-PEKLAJ, GREGOR SOČAN, SIMONA  
KRANJC (1) AND VERONIKA TAŠNER (2) | (1) Faculty of Arts, University of Ljubljana, Slovenia,  
(2) Faculty of Education, University of Ljubljana, Slovenia

Infanthood, toddlerhood and early childhood represent critical periods for child's language development which can be effected by the characteristics of family environment. The availability of learning materials at home, such as books, parental encouragement of learning through activities, such as joint book reading, and access to stimulating resources outside of the home, such as libraries, play an important role in child's literacy development and language achievements (e.g. Foy & Mann, 2003; Dearing & Taylor, 2007; Stadler & McEvoy, 2003). In this family study we aimed to analyse, from a socio-cultural perspective, the effect of family environment on child's language in the early developmental periods. Our goal was to establish a model, defining the relations between different aspects of family environment, namely between independent variables (the family social, economic and cultural status (ESCS), parental literacy and parental knowledge of child's development), mediating variables (joint reading, formal and informal literacy activities) and child's language competence as a dependent variable. The sample included 90 Slovenian families with children aged from 1 to 6 years, from which we obtained a written consent for the participation in the study. Parents were informed about the process of the research and the possibility to terminate their participation in the study. The obtained data have been analysed in accordance with the ethical principles of psychological researching. Each family was visited by a researcher in order to gain the data on family ESCS, parental literacy and knowledge of child's development, the frequency of formal and informal literacy activities, joint reading and child's language competence. The obtained results showed that the proposed model of relationships between different variables fits the empirical data; family ESCS effects child's language indirectly through joint reading, formal and informal literacy activities. Among mediating variables, joint reading proved to be the strongest predictor of child's language in this age period. The findings are interpreted in the light of the necessity of early intervention, particularly in the form of quality preschool education, to support language development of infants and toddlers deriving from less supportive family environment.

**Keywords:** family study; child's language; early literacy activities

*It all starts in the family! Working with families to support early language development of young English language learner: Findings from the implementation of a culturally appropriate literacy-based family engagement project*

WILMA ROBLES MELENDEZ | Nova Southeastern University, United States

This session presents findings from the implementation of a project aimed at engaging migrant and low-income families of young children in their children's literacy development in Florida (USA). The project emerged from the need to increase literacy learning gains among culturally and linguistically diverse children whose first language was other than English. Considering early literacy skills as foundation for reading success and given the role that families play in their children's language and literacy skills development, the project goals were to empower them in their role as first teachers and to provide experiences to intentionally support their children's literacy learning experiences. Using Vygostky's principles on language as a cultural tool and the concept funds of knowledge (Moll, Amanti & Gonzalez, 2006) as framework, the project was targeted at empowering the families by

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using own culture and experiences as a source for their children's literacy skills development. The implementation consisted of a series of informal culturally-based workshops using the Lee y serás curricular model which provided a bilingual approach. Interviews were conducted of families to identify what they have gained from the workshops. Activities reflected families cultures, experiences and use of first language for workshop delivery. Participants' confidentiality was safeguarded throughout the project implementation. Invitation to participate in the workshop sessions was made available to family members and participants were selected from those that voluntarily agreed to attend the sessions. Names of family members and children were omitted in an effort to safeguard their anonymity. Families gained a sense about their role as their children's first teachers, built knowledge about using own culturally-based resources to support children's literacy skills and need to collaborate with classroom. Implications include the importance of reaffirming culture as a source for literacy development and the need to empower parents as their children's first teachers.

**Keywords:** family engagement; literacy; culturally appropriate

### E13 GENDER EQUITY AND MALE WORKERS IN ECEC INSTITUTIONS

Self-organised symposium

**CHAIR:** TIM ROHRMANN | Catholic High School for Applied Sciences, Berlin, Germany

It is widely accepted that gender is an important aspect of child development. Unfortunately, there is a lack of diversity in the ECEC work force when it comes to gender, especially in institutions for children up to three years old. Work with infants seems to be widely recognized as "women's work". In this symposium, we present research focusing on gender equality and gender balance in the ECEC work force. Tim Rohrmann sheds light on the small proportion of male workers in the work with infants (children up to three). Kari Emilsen analyzes efforts and results of the Norwegian Action plan for gender equality. Finally, David Brody presents results of a cross-cultural qualitative study on life trajectories of male ECE workers. The presentations invite discussion on the role of gender equality in ECEC, and suggest implications for recruitment and retention of men in ECEC settings. Theoretical references include: Cameron (2006); Koordinationsstelle Maenner in KITAS (ed.) (2012); Rohrmann (2010).

#### *Male caretakers working with children under three –research results and open questions*

**TIM ROHRMANN** | Catholic High School for Applied Sciences, Berlin, Germany

Recent years have seen a significant increase of institutional care for children up to three years old in many countries. In this process, gender issues have been neglected (Rohrmann 2010). But, research on fathers' roles, and attachment theory have pointed out the importance of fathers for the development of infants (Kindler & Grossmann 2008; Grossmann et al. 2008). It could be assumed that male caretakers in ECEC can also play an important role for children's development, distinct from the relationships female caretakers and children develop. There is indeed some empirical evidence that female ECE workers tend to develop better relationships with young girls than with boys. But until now, there has been a marked absence of research on the role of men working with infants in organized care. The discussion about gender and the role of men in ECEC derives from various theoretical backgrounds, eg. gender theory (MacNaughton 2000); psychology of gender development (Rohrmann 2008); attachment theory (Grossmann, Grossmann, Kindler & Zimmermann, 2008); discourses on professionalisation (Cameron 2006). The author presents an overview of empirical evidence on

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men working with infants, and results of a re-analysis of data from the research project “elementar” on men in ECE in Austria (Aigner & Rohrmann 2012, Rohrmann 2009), a multi-method study including quantitative and qualitative methods. The elementar study included several questionnaires and interviews with (all together) several hundred participants from the different target groups (pupils, students in vocational training for ECEC, ECEC workers, and parents). All participants agreed to take part in the study. All questionnaires were anonymous; transcriptions of interviews were anonymised and further analysed with content analysis and, partly, with a psychoanalytic approach. Also in what concerns ethical considerations, excluding men from ECEC settings can be interpreted as a form of subtle discrimination and sexism. The results show differences between men working with infants and other male ECE workers, and shed light on the role of a general distrust against male ECE workers especially in the work with infants. The study concludes that there is a need for more research as well as for affirmative action regarding the importance of men not only in ECE in general, but specifically in work with infants.

**Keywords:** gender; male workers; attachment

### *Gender equality in Norwegian ECECs*

KARI EMILSEN | Queen Maud University College of Early Childhood Education, Norway

The author presents research conducted within the framework of the Norwegian Action plan on Gender Equality (2008-2010). The goal of gender equality is enforced through laws, regulations and curricula, including the administrative platforms for learning and teaching in Early and Primary education. Equality in ECE centers involves rights, power, and liberating relationships. Therefore, questions of equality are a question of democracy (Rossholt 2003). Gender equality is equally important for boys and girls, and actions need to include both sexes (Emilsen 2011). But, as studies show, ECE centers (ECECs) give only limited attention to gender equality (KD 2010, Østrem et al. 2009). Several projects in nine ECECs have focused on gender equality. The aim of the projects was to increase awareness of the significance of gender in ECECs and provide gender equal options, attention and care in ECECs. Another goal was the recruitment of more men to ECECs. A variety of methods, approaches and measures were used during the project period to achieve and evaluate the aims of the Action plan. In the mentioned ECECs, a survey was conducted to measure employee’s perceptions of gender equality and diversity. The questionnaire was mainly quantitative, but included several open questions. In what concerns ethical considerations, equality between men and women, boys and girls is a basic value in Norwegian society. Research ethics guidelines, anonymity and confidentiality is maintained in the project. But results show that the employee’s hold divergent perceptions of what equality implies, and that it is difficult to define what gender equality and diversity mean in everyday practice. Implications for the further development of strategies for gender equality in ECECs are discussed.

**Keywords:** gender equality; gender balance; male workers

### *Personal and societal factors in men’s choosing and remaining in an early childhood career: An international perspective*

DAVID BRODY | Efrata College of Education, Jerusalem, Israel

The presented study aims at identifying both personal factors enabling men to challenge cultural norms by choosing to teach young children, and cultural hurdles concomitant with this decision. The research also explores determinates of retention and longevity of men in the ECE workforce. Previ-



ous studies describing men's trajectories in ECE (King, 1998; Watson & Woods, 2011) are largely non-analytical and limited to the American context (Nelson & Sheppard, 2005), focusing on lower elementary grades (Sargeant, 2001) to the exclusion of preschool settings. Gender construction theory (Connell, 1995) sheds light on decisions to enter the field, suggesting that gender identity is not only shaped by employment choices but also determines them. Deterrence from remaining in the field relates to gender role conflict exacerbated by fear of accusations (Sumsion, 1999). Furthermore, pressure to move into administrative and academic positions lures men away from the classroom (Parnell, 2011). This study includes six veteran male early childhood teachers and caregivers from different countries. Qualitative methodologies include classroom observations and narrative interviews. This study was conducted with six adult teachers, whose consent was requested prior to the observation in their classroom and the interviews. I was granted their consent to observe, to record the interview, and the use of the material in my research writing. In some cases I video recorded the teachers interacting with children in the classroom. In those cases written consent was obtained from the parents of all children who were filmed both to make the film and to use the material anonymously in my research writing. Findings show two career choice patterns: self-awareness of a propensity for working with young children, and a midcareer search for personal meaning. Career longevity correlates with familial and societal support, parental approval, job satisfaction, and inertia, which help overcome anxieties arising from gender role conflict. Seen through a cultural lens, the support mechanisms were found to compete with societal norms mitigating against continued employment in the field. Implications for recruitment and retention of men in early childhood settings will be discussed.

**Keywords:** masculinity; career choices; career retention

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## E14 SYSTEMIC APPROACHES TO LEADERSHIP

Self Organised Symposium

**CHAIR:** CAROLINE SHARP | National Foundation for Educational Research, England

Effective leadership in UK children's centres is currently going through a period of rapid change, moving from focusing on individual settings to emphasising working with the broader locality. This symposium focuses on the development of system leadership, a new leadership model for the Early Years workforce in the 21st century. The first paper focuses on NfER's recent research into the nature of highly effective leadership in children's centres, through a research review, data from local authorities, and case studies of 25 children's centre leaders. The second draws on research conducted through the national network of Early Years Teaching Centres, run by Pen Green and funded by the DfE. Interviews with the leaders of outstanding settings will draw out the shifting focus of effective leaders. The third paper is an in-depth organisational study of one exemplary centre over the last decade, characterised by expansion and turbulence.

### *Highly effective leadership of integrated children's centres*

CAROLINE SHARP | National Foundation for Educational Research, England

This research aimed to research the nature of highly effective leadership in English children's centres and the development of system leadership. Grounded theory, early childhood leadership (e.g. Siraj-Blatchford and Manni, 2006; Whalley, 2006) system leadership (Fullan, 2004, Hargreaves 2010). The research used a qualitative/realistic paradigm. Methods were: rapid review of research and policy, request to local authorities for information on organisational changes, case studies of 25 children's centre leaders (158 interviewees) and 4 participatory workshops. Informed consent of all interviewees. Permission was sought for audio recording. Personal information was kept confidential.

Interviewees are identified by pseudonyms in the report. One leader asked to be acknowledged in the report so the team offered this opportunity to all. Leaders are experiencing intensive change, including a new focus on the most needy families, payment by results, reduced funding and new organisational models. The research identified 8 core behaviours of highly effective children's centre leaders and 7 core behaviours of system leaders. Highly effective leaders are change managers. They have a high degree of emotional intelligence and the ability to work in partnership to make a difference for children and families. Highly effective leaders are able to demonstrate an impact on children and families. Need to consider the implications of new organisational models for future leadership. System leadership is a 'leading edge' concept, which is not currently well understood. Training (NPQICL) needs to build capacity to demonstrate effective leadership behaviours. Potential shortage of future leaders needs to be addressed.

**Keywords:** leadership behaviours; integrated settings; leadership development

### *Developing a systemic approach to leadership through “Early Years Teaching Centres”*

MARGY WHALLEY | Pen Green Research, England

To deepen our understanding of systemic leadership through interviews with leaders of outstanding nursery schools/children's centres involved in the Early Years Teaching Centres project (DfE, Pen Green, 2011-13). Research builds on Dr Margy Whalley's 1999 PhD study, 'Women Leaders in Early Childhood Settings: a dialogue in the 1990s', to investigate the characteristics of 6 outstanding nursery schools/children's centres in 2012. The Early Years Teaching Centres project is a two year programme, led by Pen Green and funded by the Department for Education, with the aim of establishing a network of outstanding early education settings providing local, regional and national training. Interviews and focus groups will be carried out with 6 leaders of nursery schools and children's centres, across 16 Local Authorities within seven out of the nine Local Authority regions in the UK. Interviews take place with informed consent. Participants have the right to withdraw at any stage. Many children's centres are moving towards creating formal or informal federations, and finding ways of leading groups of centres across localities. There has been a shift in focus from centre based activity to the broader locality; from providing CPD for their own staff to capacity building for all settings in the private and voluntary sector. The primary focus is shifting from own-setting development to a systemic approach to developing capability and understanding, and supporting the least effective practitioners within the reach area. There is a new focus on improving outcomes for all. This research has national reach through the DfE funded EYTC project.

**Keywords:** system leadership; outcomes; workforce development

### *Leadership dialogues across a decade: Pen Green organisational study*

JOÃO FORMOSINHO (1) AND MARGY WHALLEY (2) | (1) University of Minho and Childhood Association, (2) Pen Green Research, England

This research investigates how leadership teams have developed in one integrated early years centre over a ten-year period, responding initially to New Labour's policy, and now to the new Tory-Liberal Democrat coalition's refocusing of Children's Centre activities. Building on Formosinho's 2003 paper 'Subcultures within Pen Green', this study follows the evolution of Pen Green's organisational and leadership structures from its origin in 1983 through to today. Pen Green has been involved in all New Labour initiatives; as an Early Excellence Centre, Sure Start Centre, Neighbourhood Nursery

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and a Children's Centre. In 2003 and 2012, Joao Formosinho conducted focus groups and interviews with 9-14 leaders, respectively, across the disciplines of education, social work, childcare and health at Pen Green. This research investigates Pen Green's leadership response to major changes in policy. All participation in research is conducted under Pen Green's own ethical code. After Pen Green's progression from a developmental, local, social programme to a more strongly targeted offer, current coalition policy is driving back, at least in its rhetoric, to a more local, co-constructed agenda. Pen Green's leadership focus has been on galvanising local participation in a joint endeavour, maintaining outstanding achievements despite radical changes in the policy landscape. The recession has brought new organisational and societal challenges. As they have rolled out to the government target of 3,500 centres nationally, children's centres have experienced inevitable dilution of their services. Pen Green remains committed to working with and challenging governmental policy decisions, whilst maintaining its commitment to being locally responsive.

**Keywords:** community engagement; community development

## E15 RESEARCH IN EARLY CHILDHOOD PEDAGOGY 3 – RESEARCH WITH YOUNG CHILDREN

Individual Paper

**CHAIR:** CRISTINA PARENTE | Institute of Education - University of Minho, Portugal

### *Early intervention: Case study using the Video Home Training/Video Interaction Method*

FÁTIMA FELICIANO, PAULA SANTOS CARLOS SILVA AND SANDRA AGRA | University of Aveiro, PORTUGAL

We intend to present a case study that illustrates the research project “Promoting Relational Competences in Early Intervention” (EI) through Video Home Training/Video Interaction Guidance Method, being developed in the University of Aveiro, applied to 0-6 children with special needs (SN), funded by FCT (COMPETE: FCOMP-01-0124-FEDER-014395). It aims to promote the development of relational competences on EI professionals and the families they're supporting in the context of the National System for EI (SNIPI). It's based on the assumption that children involved with their primary caregivers in meaningful relationships, contingent to their emotional and cognitive needs, will get better learning opportunities, showing higher levels of growth and development. Portuguese studies refer empowerment in parents with risk children, so as better children' development through intervention that promotes parents-child interaction, as in Feliciano (2002) showing mothers' benefit in depression, self-esteem and perception, and children's' bigger weight increase and maternal feeding; and Coutinho (2004) in which mothers increased maternal competencies perception. The “case” is a 4 years old SN child, with not specified diagnose, although all the efforts the family and the professionals have been developing to obtain it, since he was born. The child and the family have been supported by the local EI team, in the framework of EI model, combined with VHT/VIG method, either at home and in day care, since the child attends it, for the past year. The assessed variables were child's growth and development, and family's depression and competences to identify resources/strengths and needs. The video feedback assures that all participants in the child's live take part in the analysis made. We'll illustrate how the VHT/VIG method can strengthen the EI model, by empowering and enabling professionals and families in the crucial area of building nourishing relationships. The project is recognized and participated by members of SNIPI.

**Keywords:** video home training/video interaction guidance; early intervention; video feedback

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## ***Research project “Promoting Relational Competences in Early Intervention through VHT/VIG Method”: Who are the children involved?***

SANDRA AGRA, FÁTIMA FELICIANO, PAULA SANTOS, CARLOS SILVA, GABRIELA PORTUGAL, LEONOR CARVALHO, ROSA TAVARES, ADELAIDE BICHO, ORLANDA SIMÕES AND CLÁUDIA RODRIGUES | University of Aveiro, Portugal

The project Promoting Relational Competences in Early Intervention (EI) through Video Home Training/Video Interaction Guidance Method, being developed in Aveiro University, applied to 0-6 children with special needs, aims to promote the development of relational competences in EI professionals and the families of special needs' children they're supporting, in a cascade process. It is assumed that the quality of the relationships experienced by the child with the main caregivers has a crucial impact on his/hers development (Nugent, 2005; McWilliam, 2010; Siegel, 1999). Children at risk of developmental delay are exposed to conditions of biological risk (e.g. the mother and child's physical health condition) and/or environmental risk (e.g. attachment issues) and need specialized support (Graminha & Martins, 1997). The Video Home Training / Video Interaction Guidance, whose main object of intervention is the set of relational competences occurring within the dyads family-child, family-professionals, supervisors-home visitors and between home visitors, has been identified as a method of excellence for the analysis and promotion of ongoing transactions in the Early Intervention dynamics (International Initiative, 1992). The intervention group is composed by the professionals, families and children in EI, in the district of Aveiro; the equivalent groups, in the districts of Coimbra and Portalegre, play the group control role. The project is being funded by the Foundation for Science and Technology (COMPETE: FCOMP-01-0124-FEDER-014395 program). The video materials used in training/supervision sessions are registered in the natural contexts where children and families live. The videofeedback assures that all the participants in the video take part in the analysis made, although indirectly. Because children get better learning opportunities, in daily interactions mediated by more competent caregivers, supported by more competent professionals, will show higher levels of growing (weight, height and cephalic perimeter data) and development (Schedule of Growing Skills II indicators). The project has got the approval of the National System for Early Intervention in Childhood, including in the research team and in the intervention group, two members of coordination and supervision, facilitating that the findings will be incorporated in the policies and practice in EI.

**Keywords:** special needs; children development; early intervention

## ***A contextual approach to assess learning dispositions through learning stories: First notes on a research project***

ELENA LUCIANO AND MASSIMO MARCUCCIO | Università degli Studi di Parma - Dipartimento di Scienze della Formazione e del Territorio, Italia

The paper aims at explaining some issues arisen during the designing of an empirical research that explores whether and how the learning environment fosters the children's learning dispositions within Italian ECEC services – particularly infant toddler centers for 3-36 months old children – by means of Margaret Carr's Learning Stories. Within a sociocultural and ecological perspective, the framework of the research entails three main aspects: the cultural specificity of the educational system, the concept of infant toddler center as a complex context where various factors are intertwined and the integration between the principles of validity, reliability and feasibility of the assessment practices. Data were collected on completion of ex ante evaluation of the research design development.

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The research design considers evaluation as an ongoing, transparent, participatory and democratic process. Ethical principles were used in order to meet the needs and the goals of the research as well as to maintain the rights of the research participants. Confidentiality and preservation of anonymity of participants were guaranteed. One of the first issues that was addressed is the cultural impact of the assessment approach which stands at the root of Learning stories. Some Italian educational approaches and services value context evaluation prior to learning assessment; overlap documentation and evaluation of learning processes; moreover, share several, different images of child and children's autonomy in the learning processes. A second problematic research area covers possible integration between the context evaluation processes and the Learning Stories ones. Furthermore, some critical aspects about feasibility of the new learning assessment proposal emerged in close conjunction with some issues about reliability and validity of the Learning stories tool. The issues above could renew pedagogical choices about learning processes, assessment an professional development within ECEC. Keywords: learning assessment; learning stories; ECEC professional development

## E16 CHILDREN'S WELL-BEING, INVOLVEMENT AND PARTICIPATION IN OUTDOOR SPACES

Self-organised symposium

**CHAIR:** ELLEN BEATE HANSEN SANDSETER | Queen Maud University College of Early Childhood Education, Norway

This symposium is one of the selforganized symposia of the SIG Outdoor Play and Learning, and focuses on children's well-being, involment and participation in outdoor spaces. The presentations will cover a cross cultural perspective by including research from the countries Portugal, Australia (Aboriginal) and Norway.

### *Interactions between children and the outdoor spaces in four Portuguese kindergartens during free play*

AIDA FIGUEIREDO | Universidade de Aveiro, Portugal

The aim was to investigate the interactions between children and the environment in outdoor contexts (pre-school) during free play. The following research questions were under study: How are kindergartens' outdoor spaces organized and how do children perceive and use them? Which are the levels of children's emotional well being and involvement? In the Portuguese childhood contexts indoor is the privileged and most frequently used space. Playing activities performed outdoors, endorsing active interaction and exploration of open spaces, are not reinforced. Portuguese's outdoor spaces don't invite to the practices of exploration, challenge, and adventure, extremely important in childhood. The present study builds on an undergoing doctoral research plan, and combines Environmental Psychology, Laevers' Experiential Approach and Gibson's Ecological Approach. We made a selection of sixteen children, 4 in each kindergarten, aged between 4 years and 4 years 12 months. We started a systematic observation of these groups of children from February to May in outdoor spaces. Each group of 4 children was observed for about three weeks, in the morning (9 to 12 a.m.) in free play. During that time we made video records, took photographs and field notes. Well-being and rights of children were assured. Understand the interactions (social, emotional, physical and activities) between children and the environment and evaluate children's well being and involvement. Reflect about practices and resize the outdoor space in childhood contexts.

Keywords: outdoor space; early childhood; innovative practices

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## *Children's participation and well-being in outdoor activities in Norwegian Early Childhood Centres*

ELLEN BEATE HANSEN SANDSETER | Queen Maud University College of Early Childhood Education, Norway

The research project on which this presentation will be based is an ongoing study of Norwegian children's experiences of participation and well-being in Early Childhood Education and Care Institutions. The presentation has a particular focus on participation and well-being in outdoor activities. The project is funded by the Norwegian Ministry of Education and Research, and will be finished in June 2012. The UN Convention on the Rights of the Child (1989), the Norwegian Kindergarten Act (2005) and The Norwegian Framework plan for the Content and Tasks of the Kindergarten (2006/2011) have all a strong focus on children's participation and well-being. However, while these are important issues in the statutory frameworks of Norwegian ECEC, the knowledge about what influences participation and well-being is scarce. The study draws upon former Norwegian and international research on ECEC quality, but has a particular focus on children's own perspectives. Questionnaires with 180 children aged 4-6 were completed by the researcher during a conversation with each child. A qualitative in-depth interview was also conducted with 18 children aged 4-6 years. The study was notified to the ethics board of the Norwegian Social Science Data Services for approval. Both a proxy informed consent from parents (or other legal guardians) and consent from the children were obtained, and the children were informed that they could withdraw from the interviews at any time. Full anonymity was secured by using no names, nor children's or settings', in any of the data records or transcripts. The data will be analyzed during April and May 2012. The main findings are therefore not available at this moment. The results of the study will have implications for the further development of ECEC policy and practice in Norway, and it will also contribute in a broader sense to further knowledge on children's perspectives of ECEC quality.

**Keywords:** well-being; participation; outdoor activities

### E17 OPPORTUNITIES AND AFFORDANCES IN OUTDOOR PLAY AND LEARNING

Self-organised symposium

**CHAIR:** JANE WATERS | Swansea Metropolitan University, Wales

The three papers in this symposium consider children's play and learning in outdoor spaces in three different countries. The papers each adopt a different lens through which this area of interest is viewed; Austin considers the experiences of children engaged in school-based play in the natural environment and Kernan explores the applicability of the concept of affordance at a theoretical and empirical level. Waters and Bateman take episodes of child-adult interaction and explore the role of the environment in the establishment of intersubjectivity between the authors of the talk. The papers are linked by common consideration of the affordances on offer to children in different spaces for play, learning and talk. The four presenters, working in four different countries, bring a rich and diverse experience to the symposium and cross-cultural fertilisation of the ideas generated through discussion promise to be both stimulating and thought-provoking.

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## *Opportunities and affordances in outdoor play and learning: a cross-cultural perspective*

MARGARET KERNAN | International Child Development Initiatives, Netherlands

The main aim of this research is to explore the applicability of the concept of affordance to analyse young children's opportunities for movement, play and learning in diverse cultural and geographical contexts. I will discuss how the concept of affordance has been used to explore and evaluate: young children's opportunities for movement and physical activity outdoors and their access to outdoor play at home, in the community and in informal and formal early childhood education and care settings. As the intention is to broaden out the discussion beyond research from Western and Northern European perspectives, I will explore the applicability of the concept of affordance in outdoor play and learning policy and practice with reference to other geographical and cultural contexts such as Turkey, Ethiopia and Sierra Leone. The methodological approach will primarily consist of meta-analysis of existing research. It is also proposed to draw on focus group discussions and photographic observation conducted during field visits in Sierra Leone in 2012. National ethical guidelines have been adhered to. In cases where research was conducted by presenter, it can be reported that cognizance was taken of fundamental ethical principles in relation to adult and child participants, including the right to be adequately informed about the purposes and outcomes of the research, the right to anonymity and to be guarded against possible harm or distress. In keeping with the overall conference theme, Pre-birth to three: identities, learning, diversities, particular attention will be paid to the opportunities and affordances outdoors for newly upwardly mobile child (Gibson and Pick, 2000), typically the end of the first year and during the second year of life. The findings are explored in the the presentation and through symposium discussion in relation to policy and practice implications across different cultures.

**Keywords:** affordance; outdoor play; cross-cultural perspectives

## *In the forest and up the hill: How reception children use the outdoor spaces and places on offer to them on their school site over a year*

PATRICA AUSTIN | Anglia Ruskin University, England

The research aims to investigate how and why children in the reception unit of an urban school use the outdoor spaces and places on offer to them, particularly in respect of the natural environment, the terrain and "loose parts". It also aims to establish how this use develops or changes over an academic year and the way in which observed patterns of play might be influenced by socio-cultural factors as well as the affordances of different areas. The research is at an initial stage. The researcher will be acting as a 'participant' observer in order to enhance the understanding of the phenomena under study. Observations of children's levels of involvement and well-being will be undertaken weekly alongside temporal sampling. The mosaic approach will be used with a purposive sample of children chosen from ninety 4-5 years old, of whom over 90% have English as an additional language. A wide variety of cultural backgrounds and experiences are represented. Ethical considerations will cover informed verbal and written consent from children, families and practitioners with opportunities for children to consent pictorially and to give ongoing verbal consent. The research is at an initial stage. Findings to date and progress will be reported. The research will complement the research already undertaken in respect of children attending forest school (O'Brien and Murray, 2007) or an alternative outdoor place such as a country park (Waller, 2010). As such it could have a significant impact on early years provision and practice, policy and design.

**Keywords:** play; outdoor learning; natural environment

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## *Revealing the interactional features of learning and teaching moments in outdoor activity*

JANE WATERS (1) AND AMANDA BATEMAN (2) | (1) Swansea Metropolitan University, Wales, (2) University of Waikato, New Zealand

This paper reports on the findings from secondary analysis of episodes of audio data from child-initiated, child-adult interactions in early years educative settings in the UK. The original research found that episodes of sustained shared thinking between child-teacher as a result of child initiated interaction took place more often outside, in a natural setting, than in the classroom. The aim of the secondary analysis was to ascertain the conversational turns evident in these episodes of interaction in order to better understand how child-adult intersubjectivity was established in these cases, and to consider the role of the environment in such situations. The original research (previously presented at EECERA and in part reported in EECERJ) was undertaken within a sociocultural theoretical framework in which human development is seen as a cultural process ‘in which all children develop as participants in their cultural communities’ (Rogoff 2003 p.42). The agency of the child participants in episodes of sustained shared thinking was made visible in the original analysis. The secondary analysis, to consider further the construction of intersubjectivity between the participants in these episodes, adopted a rigorous conversation analysis (CA) method (Sacks 1984). This method allows the processes involved in establishing intersubjectivity from within the talk to become visible. Audio files were transcribed using CA methods. Conformed to BERA (2011) ethical guidelines. Consent for anonymised use of data from the original research project was established at the outset; parents provided written consent via the class teacher at school. All data is securely stored and no setting or participants are identified during the secondary analysis since pseudonyms are used for all participants. Participant confidentiality is therefore maintained throughout. Within these sequences of talk-in-interaction the line of inquiry is initiated by the child and subsequently responded to by the teacher through their orientation to the initiated topical talk. The prime importance of teacher’s content knowledge for supporting sustained shared thinking is emphasized and demonstrated by the detailed transcripts. The findings of this collaboration have implications for the field of initial teacher education. There are also implications for the value placed on children’s activity in the natural environment in early years settings.

**Keywords:** intersubjectivity; sustained shared thinking; natural environment

### E18 PARTICIPATORY PEDAGOGIES 3

Individual Paper

**CHAIR:** SUE GREENFIELD | University of Roehampton, England

## *Practices and reflection about the power in early childhood education: An educational action research*

CONCEPCIÓN SÁNCHEZ-BLANCO | Faculty of Education Sciences, University of A Coruña, Spain

In this paper I am going to present some of the findings as regards power which have been obtained in Galicia (Spain) from an action research on social relationships in early childhood education. I want to offer a critical reflection on some of the strategies used by a teacher and children to keep control, think and discuss about democracy in the classroom. Through different types of strategies, from a very early age in human organizations like schools, children learn to submit themselves to

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power relationships and accept these as inevitable and admit hierarchical relationships as natural and consubstantial. So in our research we are going to use authors, among others, so much important as P. Freire, H. Giroux, P. McLaren, M. Nussbaum, H. Penn, G. Macnaughton, K. Wells, A. Prout, A. James, P. Moss, G. Dahlberg. The study was based in a critical paradigm, using action research and qualitative research methods. Research techniques for data collection: our study was an action research. We use interviews, video recordings, participant observation and analysis and discussion of photographs. It was extremely important to be respectful of children's actions, questions and comments. Children have the same right as adults to receive real explanations as regards the researcher's actions when these directly affect or involve them. Confidentiality and preservation of anonymity of participant is guaranteed. We will not provide data or real names of participants and places that make it possible to identify. Names and places used in our paper are fictitious. We discuss the following categories: 1. The power of classroom: 2. Assenting and Dissenting in the Classroom 3. Specialization and control 4. Children's decision 5. Control and collective interest. Classroom assembly creates a public space in which critical reflection, conquest and the exercising of shared power intermingle. This space must be researched and thought because teachers transmit values to their pupils, consciously or not (hidden curriculum).

**Keywords:** early childhood education; power; democracy

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### *Solicited and unsolicited participation in English early years settings*

JO ARMISTEAD | Leeds Metropolitan University, England

The paper proposes that whilst children respond to and take part in adult led, solicited, participatory activities, these activities take place alongside the unsolicited participation in which children are inexorably involved, as actual and active participants in the day to day community of pre-school. It aims to examine the notion of unsolicited participation with reference to the literature on participatory and early years pedagogies. In the past twenty years successive studies and curricula have advocated children's participation within their early years settings. Listening to children has become a skill in itself and in England the Childcare Act, 2006 gave children under five the statutory right to be consulted on decisions affecting their lives. The research followed a social constructivist approach, recognising the agency of children as 'experts' in their own lives (James, Jenks and Prout, 1998; Langsted, 1994). From the position that children have agency in their own lives, this paper draws on data from a doctoral study investigating children's perspectives on the quality of their experiences in pre-school. The research used a mixed participatory method, a 'mosaic' approach, with the researcher as semi-participant observer alongside a sample of six children. Fieldwork took place over consecutive summers, following the children from their fourth to fifth years. Full consents were given for dissemination. From the findings a taxonomy of quality from the children's perspective was developed that elaborated on existing research in this area. Further reflections on the data reveal the extent of children's taken for granted, untapped knowledge and understanding about their pre-school. The paper raises some implications for early years pedagogy in England in the year the revised Early Years Foundation Stage is introduced.

**Keywords:** participation; unsolicited; agency

## *Is there space for the child in partnership with families?*

RORY MCDOWALL CLARK | University of Worcester, England

Partnership between providers and parents or carers has become increasingly integral to early years settings, underpinning policy as well as models of ‘good practice’. The notion of partnership is accepted without question so that ‘false clarity’ (Fullan, 2003) exists about exactly what is meant by the term. In particular, partnership locates the child firmly within the ‘mesosystem’ (Bronfenbrenner 1989) and is informed by discourses of protection whereby practitioners are more likely to take on a ‘guardianship’ rather than ‘advocate’ role. If we are to understand children’s own perspectives on partnership it is necessary to develop a methodology which works with the voice of the child (Clarke et al, 2003) rather than positioning them as research subject. An ethical interpretive approach can gain insight into their individual perspectives (Smith 2011). More research is needed to ascertain implications for partnership in order to respect children’s views on the enforced sharing of different aspects of their lives. This can help avoid over-interpretation by practitioners with a strong sense of guardianship and enable us to pay attention to the child in a respectful manner. The intention is not to undermine the concept of working in partnership, but to open up discussion about the philosophy behind such practice which includes the authentic voice of the child.

**Keywords:** partnership; advocacy; child’s voice

### E19 EARLY CHILDHOOD PEDAGOGY 5

Individual Paper

**CHAIR:** AMANDA BATEMAN | University of Waikato, New Zealand

## *Teachers’ reflecting on childrens play and learning*

BRYNDIS GARDARSDOTTIR | School of Education, University of Iceland, Iceland

The study aims to reflect on teachers’ work connecting play and learning and how teachers’ ideas about using educational play developed. Though many researches confirm the value of play in children’s learning they also establish that linking play and learning can be difficult in educational settings. Also it has been criticised that too much planning, where educational aims are in focus, can lead up to that play is not longer a free play (Wood and Attfield, 2005; Brooke, 2011). Therefore, teachers’ need to be aware of their ways of creating conditions for play and how they support children’s learning through play. In an action research project, teachers in collaboration with researchers developed the use of play as a way to encourage children’s mathematical learning. The presentation will mainly focus on how the teachers’ worked on connecting play and learning and how their ideas about using play developed during the study. Data was gathered and analyzed simultaneously throughout the study by interviews, participating observations and teachers diaries. Ethical considerations are related to the teachers’ reflection on the dilemma of play being a free enterprise on children’s premises or serving educational aims. Informed consent and permission to present results was obtained from the teachers and the parents of the children. Teachers’ participation in the study supported their reflection on their role, their aims and methods in children’s play and learning. They became aware of how their participation in children’s play affected children’s play and reflection, also how they could support children’s problem solving through play. The findings can help teachers’ to develop practices where play and learning are connected. Continuity and cooperation between school levels gives the opportunity to relate different ideas and methods and create continuity in children’s learning.

**Keywords:** reflective practice; play; learning

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## *Investigating Early Childhood Pedagogy in New Zealand*

AMANDA BATEMAN | University of Waikato, New Zealand

The New Zealand early childhood curriculum, Te Whāriki, promotes child-centered learning where the teacher's role is to co-construct knowledge with children. What is often unclear to teachers though is how everyday interactions and conversations can effectively, and directly develop children's learning. The present study has been initiated in order to investigate this. An inductive approach to the study of child-teacher interactions is used as it affords an investigation into the everyday co-construction of teaching and learning as relevant to the participants. The study will use the theoretical framework of ethnomethodology (Garfinkel, 1967) where an inductive line of inquiry affords a closer look at how people construct their social worlds through their normal daily interactions (Silverman, 2006). Findings will emanate from the turn-by-turn verbal and non-verbal interactions between teachers and children during transcription using conversation analysis (CA) and membership categorisation analysis (MCA) (Sacks, 1992). Consent from the University, crèche Director and teachers, parents and children were secured prior to the collection of audio and video footage. The study reveals the types of interactions which are currently occurring between early childhood teachers and children between the ages of 2 ½ and 3 ½ years in New Zealand. When the values and interests of individual teachers are parallel with the interests of the child the shared interest provides a medium with which to implement Te Whāriki. These findings inform practice nationally by demonstrating how teachers practically implement Te Whāriki. The study also holds implications for international research linked to the EPPE and REPEY studies where moments of 'sustained shared thinking' are valued as effective early childhood practice.

**Keywords:** early childhood pedagogy; Te Whāriki, New Zealand; conversation analysis and membership categorisation analysis

## *Two different perspectives of learning for younger children*

BRITT TELLGREN, MARIANNE SKOOG AND REIDUN CARLSSON | Humus, Örebro University, Sweden

The aim of this paper is to explore issues about and the relation between children's play and learning in Swedish preschool and preschool class settings. The research reported in the paper emerges from empirical data of three different theses (Carlsson 2010, Skoog 2012, Tellgren 2008). Market oriented ideas are today influencing school practices and they can be recognized even in preschool settings. We can identify characteristics as an increasing emphasis on formalized, teacher directed learning for younger children, increased documentation and assessment of children's individual learning and development expressed as individual development plans (IUP), together with increased government demands for accountability on local and school level to thereby enhance quality in preschool and school (Wahlström 2009). Skoog (2012) shows that children's literacy learning in preschool class is characterized by teacher-directed formal training of literacy skills, while practices where children have the possibility to act as meaning-making textusers in playful forms are unusual. Child-initiated play is thus not used as a pedagogical tool in order to stimulate children's interest in reading and writing. The research reported in this text emerges from three theses by using ethnographically inspired methodology, for example participating observations, video recordings and interviews. Our ethical considerations are that we have taken account of children's and teachers' consent and all participants are anonymous and we have paid attention to their confidentiality. We argue that there is a tension on a policy level between the re-emerged ideas on formal learning in the Swedish education system and the ideas expressed especially in the Swedish preschool curriculum, where it is stressed that preschool

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activities should support children's play, creativity and playful learning (Lpfö 98/2010, p 9). Implications for practice and/or policy: We want to discuss the tension that exists between the pre-school policy documents in Sweden and a skills oriented discourse from the political level and how should preschool teachers be able to implement this.

Keywords: playful learning; formalized learning; accountability

## E20 EARLY CHILDHOOD PEDAGOGY – COMPETENCE OF THE CHILD

Individual Paper

CHAIR: BENTE JENSEN | Aarhus University, Denmark

### *Competence & context. Constructing the (in)competent child in day-care institutions*

KARIANNE FRANCK AND RANDI DYBLIE NILSEN | Norwegian Centre of Child Research, Norwegian University of Science and Technology, Norway

This paper explores how the discourse of “the competent child” constitutes premises of the way day-care institutions monitor, define and categorize children. The focus is on day-care staffs’ descriptions and practices regarding children situated in a debatable and indistinct space between what is perceived as “normal” / “different”, or “able” / “disabled”. Social Studies of Childhood and disability research constitute the theoretical framework. Theoretical references include James and Prout (1997), and Johansson, Kampmann and Brembeck (2004). Paradigm and methods: Social constructivism. Unstructured interviews with sixteen day-care workers in four institutions. Short fieldwork, participant observation. The study has collected written informed consent from all informants, and the anonymity of everyone directly or indirectly involved has been preserved. Approved by the Norwegian Social Science Data Services, which controls that the legal and ethical guidelines regulating research is being followed. In research “the competent child” represents a rupture with previous scientific perspectives seeing children as reflexive, autonomous and robust. While understandably viewed as an advance in academic writing about childhood, it is important to remember that it is not neutral or unproblematic. Within the Nordic welfare state “the competent child” has a long tradition, but it has become a description of how children are expected to behave, leading those who are not perceived as competent to be viewed as a problem because they fall under the expectable standard. This paper illustrates how Norwegian day-care institutions differentiate and define children/toddlers depending on them fulfilling contextual expectations of competence regarding; independence, managing practical tasks, sociability, language skills, flexibility and self-governing. The study contributes with reflections on how values and social perspectives of children influence what is perceived as “normal”, and is highly relevant in the climate of policies and practices of testing and diagnosing individual children. With the celebrated notion of “the competent child” also constructing new ways of problematizing children.

Keywords: day-care institutions; competence; context

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## *The usefulness of observation of competences in children 3-4 years old, before school entrance*

SYLVIE WAMPFLER-BÉNAYOUN | Filière psychomotricité HES\_SO, HETS Genève et Secteur Grottes Petite Enfance Ville de Genève, Switzerland

Can these children (described by the educators as children who tend to disturb) demonstrate basic social skills? Observe, to knowledge interrelations between children and children and adults with a group from 3 to 4 years in pre-school. Observe to understand the interaction systems. Which analysis category should be used? Must we intervene before they start school, to consolidate their resources? The ethological observation considers that confronted to an external “stimulus”, people dispose of a repertoire of several possible answers (Cf. the “vitalist conception” in De Lannoy & Feyerisen, 1987). The methodology of direct observation in human ethology forces us to neatly separate the different times of the research. The operational definitions are to be applied at each step of the research. The concepts used are presented to the educating teams, who then submit a request to the speaker, during the data collection and during the restitution of the data, previously observed and analyzed, to all the adults concerned. “It is an expensive but liable instrument...” (Robert-Tissot, Ch., 2000). All the shootings (video recordings) of the children and adults during free game or group games semi-led are available to parents on request. The externalization of the videos require a special authorization by the parents. Most of the 22 children observed can demonstrate basic social skills: direct and maintain the glance and the posture, smile, calm their tears, demonstrate predictable answers. Some of them don't have sufficient psychomotor resources, let be capacities on three plans of the coordination, adjustment and anticipation.

**Keywords:** observation of abilities in young children; aim of observations, without intention of diagnosis; collaboration between partners; family, early childhood institutions

## *Looking for the competent child*

ANETTE EMILSON (1) AND INGRID PRAMLING SAMUELSSON (2) | (1) Linneaus university, Sweden, (2) University of Gothenburg, Sweden

From different documentation situation the aim of this study is to investigate the focus of the documentation as well as the communication between preschool teachers and children in these situations. The research questions are: What is the focus of the documentation? What characterizes the communication between the teachers and the children when these teachers at the same time are documenting? To interpret and understand this communication Habermas' concepts of communicative and strategic action are used. Data consists of video observations from two preschools where the tool pedagogical documentation is used continuously. 30 children, 1-3 years, and their 7 preschool teachers have participated in the study. The analyzed material consists of 157 minutes distributed on 15 documentation situations. Videotaped observations, requires special responsibility of the research team. Written and informed consent for participation has been obtained from each pre-school's management, teachers and parents. Personal information and collected data are stored in a separate locked filing cabinet. The results show that it is mainly children's achievements that are documented and that the preschool teachers either become silent observers or eager advocates of a particular discovery. What is communicated and documented by the teachers have a high degree of abstraction, and the communication is of a strategic character. Issues raised relating to how preschool teachers should be able to take advantage of the documentation. Children in preschool will develop different kinds of skills and abilities. The critical question to be asked is if the documentations presented here lead to this?

**Keywords:** documentation; the competent child; preschool

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CHAIR: BART DECLERCQ | Centre for Experiential Education [C-ExE], Leuven University, Belgium

*Emotion coaching: A new approach to support and promote the emotional and behavioural well-being of young children*

JANET ROSE (1), LOUISE GILBERT (2) AND HILARY SMITH (1) | (1) Bath Spa University, England, (2) Gloucestershire University, England

The research aim is to support and promote sustainable emotional and behavioural well-being through the adoption of emotion coaching techniques into community-wide professional and parental practice. Emotion coaching promotes empathetic communication that supports self-management of behaviour/emotions and the promotion of resilience, and is supported by neuroscience (Lantieri, 2008; Klein & Knitzer, 2006; Gottman, Katz and Hooven, 1997). The technique endorses the development and practice of a repertoire of supportive internal and external socio-emotional regulatory skills. A mixed method approach was taken. Participants were recruited from early years settings within a disadvantaged rural area (parents and professionals). Participants were trained in emotion coaching techniques and supported via network meetings. The impact on adults and children was assessed through quantitative and qualitative measures. Please note that all ethical considerations were met in accordance with the authors’ university’s Ethics Committee. Informed consent was acquired from all research participants, including parental consent. Confidentiality, right of withdrawal and anonymity of the participants was also assured. Emotion coaching promotes young children’s self-awareness of their emotions, positive self-regulation of their behaviour and generates nurturing relationships with babies. It enables adults to communicate more effectively and consistently with children in stressful situations and helps to de-escalate volatile situations. Through using emotion coaching, adults find difficult situations less stressful and frustrating with a positive impact on adult well-being, as well as children’s. Emotion coaching provides a new contextual model for promoting empathetic responses and thought constructions that support behavioural self-management in young children. It promotes nurturing and emotionally supportive relationships which can provide optimal contexts for the promotion of resilience and sustainable futures. The technique can be used to generate a community-wide, consistent approach to supporting young children’s well-being.

**Keywords:** social and emotional well-being; emotion coaching; behavioural self-regulation

*What measures can be taken to improve the quality of provision for children under the age of three years in an early years setting?*

SHIRLEY ALLEN | Middlesex University, England

This paper examines how Early Years Professional (EYP) candidates developed provision for children under three years of age in their respective settings and questions how practice can be improved. This is particularly relevant in view of the expansion of Government funded places for the least advantaged two-year-olds in England from September 2013 (Mathers et al., 2012). The significance of early years provision for very young children in England was highlighted by Frank Field in his 2010 report on ‘poverty and life chances’. Field (2010: P5) proposed that children’s development in their first five years significantly affects their future life chances and called for investment in the early years to prevent ‘poor children becoming poor adults’. Graham Allen’s subsequent report on ‘Early Intervention’,

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(2011) championed support for children at the earliest stage of their lives to promote their learning. Allen (2011: P99) advocates ‘better intervention, particularly with those aged 0–3’ years. The research adopts a case-study approach to support the exploration of notions of ‘quality early years provision’ and considers how planned improvements to provision in early years settings for children under 3 years were implemented by a group of EYPs. This research adheres to ethical guidelines, such as informed consent, right to confidentiality and anonymity and the right to withdraw (MacNaughton et al., 2010). The EYPs development of practice impacted positively on the children’s experience at their settings. Communication with key stakeholders was an essential aspect of the EYPs’ development of practice. Opportunities for early years practitioners to develop setting-based projects on a professional development programme can empower them to engage in a process of collaborative inquiry and improve the quality of early years provision in their settings. This, in turn, benefits young children’s future outcomes (Siraj-Blatchford, et al, 2002).

**Keywords:** Early Years Professional (EYP); quality; disadvantage

### *Quality in educational intervention in preschool education: Educational intentionality throughout daily routine*

JOANA DE FREITAS LUÍS (1), JÚLIA FORMOSINHO (2) AND NILZA COSTA (1) | (1) University of Aveiro, Department of Education, Research Centre “Didactics and Technology in Education of Trainers”, Portugal, (2) University of Minho, Department of Education, Portugal

This study is focused on Pre-School Education and aims at studying the educational intentionality in the context of a participative pedagogy – the Pedagogy-in-Participation (Formosinho & Oliveira-Formosinho, 2008). The educational intentionality requires a theory-practice integration what means congruence of thinking and acting. It is developed by the childhood educator in collaboration with children and provides support, consistency and meaning to the educational process. It should be dynamic and continuous, taking place in the quotidian life (Oliveira-Formosinho & Formosinho, 2011). This research is located in the qualitative paradigm (Bogdan & Biklen, 1994) and takes the form of an ethnographic case study (Stake, 2009) . It is being conducted in a kindergarten classroom in the Lisbon area (Portugal). Participative observation (Gomez, Flores, & Jimenéz, 1999) was elected as a privileged technique to understand the object of this study. During this observatory period, a continued process for registering field notes was collected. Data was analyzed by content analysis (Bardin, 2009; Vala, 1990). Anonymity of all participants and confidentiality of information is guaranteed. This study provided the understanding that the different times of the daily routine developed in the classroom accomplish distinct functions in the development of educational intentionality. The children and the educator contribute to this development. Each time was a facilitator, encouraging the development of distinct intentions from the child and adult. During educational routine, the educator based his intervention in active hearing, inquiring, encouraging the child’s participation in the group work, and stimulating learning and discovery. This investigation allowed elaborating on a critical reflection on the main role of the educational intentionality in the context of participative education.

**Keywords:** evaluation of quality in educational intervention; educational intentionality; educational routine

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CHAIR: SOLVEIG NORDTØMME | Vestfold University College, Norway

***“Play or practice?” Developing a playbased intervention approach in a kindergarten-setting to enhance motor performance in children with motor delay***

ASE BARDBSEN | University of Tromsø, Norway

This pilot-study follows a 12 week intervention-period for two children with motor delay in their kindergartens. It aims at exploring how a play-based approach affects professional collaboration and child performance. For many years Norwegian pediatric physiotherapist have offered treatment to children with motor delay in their kindergarten. Here, the collaboration with preschool teachers is crucial. Research has shown how child-initiated, play- and context- based activities are best suited to optimize child development. Still, motor learning interventions often focuses on body structures and functions, as defined in the framework of International Classification of Functioning, Disability and Health (ICF). A participatory action research design was applied. Two preschool children with restricted mobility, their preschool-teachers, physiotherapists, and responsible special-education consultants participated. Video-recordings were made from five consecutive treatment-sessions in both kindergartens. After each session, excerpts from the recordings were analyzed in a focus-group consisting of the members from both teams. Audio-recordings from all meetings in the focus- group were made and analyzed. Canadian Occupational Performance Measure (COPM) was applied to measure changes in child development. The project is approved by the Regional Committee for Medical and Health Research Ethics (REC - North) in September 2010. There are written informed consents for participation from all persons involved; parents, teachers, physiotherapist, and parents of all children videotaped, including consent to show excerpts from the video- recordings if wanted. Significant changes in child initiative, motor performance and participation in play with peers and professionals were documented. Amount and quality in professional collaboration increased. The use of video-recordings shows a considerable potential in promoting approaches to treatment based on the initiative, playfulness and interest of the child. Teachers and physiotherapist should consider involvement in children’s self- initiated play as a powerful way to promote motor development.

**Keywords:** play; motor development; professional collaboration

***Place, space and materiality for pedagogy in a kindergarten***

SOLVEIG NORDTØMME | Vestfold University College, Norway

This presentation will discuss how place, space and materiality are vital elements in pedagogy in kindergarten. The aims of the study is to explore how children interact with space and materiality, how kindergarten space and materiality influence children’s self-initiated play and how children position themselves as meaning makers in power sharing positions. This study is part of the research project Kindergarten space- materiality, learning and meaning making, funded by the Norwegian Research Council. The study is based on ethnographic fieldwork with two groups of 2- to 5-year-old children in two Norwegian kindergartens. The theoretical point of departure is socio-cultural perspectives of learning and meaning making (Lave & Wenger 1991, Säljö 2001, Hudkinson, Biesta, & James, 2007) and on reflections on social fields and power sharing relations (Bourdieu 1998, Corsaro

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2005, 2009). Space, as a physical context creates possibilities and exclusions that could be vital for children's experience of life. Materiality concerns how artefacts and things are a part of human actions and provide opportunities, power and limits (Otto, 2005). Children's activities provide experiences of space and materiality through their bodies, senses, relations, actions and position. Children are doing space in the sense that children create activities and actions and interplay with the artefacts. The space will change and transform according to children's embodied activity. One way of doing space is playing. Ethnographical studies on children's everyday life require ethical awareness. Children, parents and staff are well informed about the research project and have given their approval. The findings of the study are drawn from analyses of narratives to identify processes who may be vital in children's life-world, and the findings have implications for practitioners who want to understand more about processes who are at risk to be overlooked or ignored.

**Keywords:** space; materiality; power sharing

### *Play and children's participation in ECE: Practitioners' differentiated practices*

Sofia Avgitidou | University of Western Macedonia, Greece

This study aims to highlight practitioners' practices regarding 'free play' in ECE. Research is based upon two different national contexts, the Greek context and the Greek-Cypriot context. Play has been widely accepted as an ideal context and process for learning. The study involves a comparative analysis of the different ways play is explicated in the two national curricula as well as research into practitioners' beliefs and practices. Three case studies were chosen from each national context to promote an in-depth understanding. Daily observations of free play/free activities were employed focusing on children's play interactions and practitioners' involvement in the control of children's choices during play. In addition, practitioners were interviewed regarding their priorities in ECE, their goals regarding play and the ways they organize the "free" part of the daily program. Permission from children and parents was received prior to research. Results show that practitioners' priorities concerning ECE shape different expectations from children during play and relate to time organization, space arrangements and rules during play. It is interesting that within the same context and despite the existence of a national curriculum, practitioners may differentiate their practices. In this case, there were practitioners from Greek and Greek-Cypriot ECE settings who were similar in their practices regarding play. At the same time, children negotiated practitioners' priorities and practices either directly or indirectly and actively shaped the culture of play in their daily interactions. Results are discussed in relation to the factors affecting practitioners' practices regarding play and children's participation in ECE.

**Keywords:** play; children's participation; practitioners' practices

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CHAIR: BERENICE NYLAND | RMIT University, Australia

### *Constructing the identity of the young child through policy in the United States*

NANCY FILE | University of Wisconsin-Milwaukee, United States

In the United States the latest education reform movements have focused on standards as the linchpin of a system that will better serve all children and reduce the current gaps in achievement. Early childhood is not immune from this movement, with, in fact, emphasis placed upon the notion that standards for early learning should be aligned with the standards that drive teaching and learning in the public school system. This presentation will focus on the strand, policies for under-three's education and care. These policies push at issues regarding power, control, and intent. In essence, these standards construct the young child for the practitioner. Standards have largely been organized around developmental domains, but in some states around the subject-area disciplines used with older children (Scott-Little, Kagan, Frelow, et al., 2008). In this study I will describe the different constructions of the young child that result from these two organizing strategies, drawing upon constructivist theory. This will be done by comparing the standards of two states that use each of the organizing strategies and examining the constructed understanding of young children. By describing and contrasting the case of early learning standards organized around developmental or subject-area domains, I will offer a portrayal of how policies impact group programming for infants, toddlers, and their families, critically examining the meaning of these assumptions. For example, subject-area learning standards present both opportunity (in describing meaningful learning) and concern (presuming standards-defined thinking processes on very young children). I will discuss implications for practitioners based upon the varied identities presented of young children.

**Keywords:** policies; learning standards; learning and development

### *Improving quality in early years education and care: A comparison of perspectives and measures*

ROSANNA SINGLER (1) AND SANDRA MATHERS (2) | (1) Daycare Trust, England, (2) University of Oxford, England

This study aimed to ascertain: - how parents, providers and local government staff perceive quality in early years education and care; - to what extent different measures used in England for identifying early years quality, including the reports of the regulatory body, Ofsted and the ECERS/ITERS scales, support stakeholders to identify and improve quality. It was underpinned by research showing the benefits of early years education are only realised if the provision is of high quality (Sylva et al, 2008; NICHD, 2000) and research showing that stakeholder perceptions of quality differ according to their different roles (Farquar, 1989). The research was based on a literature review and focus groups with parents, managers from early years centres and local government staff, to explore how these different measures are used by each stakeholder group. 16 focus groups were conducted (8 with parents; 6 with local government staff; and 2 with managers of early childhood centres). The research followed ethical guidelines as set out by the Social Research Association when conducting focus groups (e.g. ensuring participants of anonymity and confidentiality). The findings showed that although stake-

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holders largely valued the same dimensions of quality, there were some differences in the priorities of different groups and in the language they used. In terms of what different stakeholders needed to support them to improve quality it was found that a regulatory system could not meet all their needs; rather a broad range of tools are needed. The main implication is that a broad range of tools are needed to identify the different elements of quality valued by all stakeholders and to support quality improvement work.

**Keywords:** quality; parents; early years

### *Oklahoma's Pilot Early Childhood Program birth through three years: Description, evaluation, and policy implications*

DIANE HORM AND DEBORAH J. NORRIS | Early Childhood Education Institute, University of Oklahoma-Tusla, United States

The purpose of this multi-year evaluation research was to answer questions related to a program, known as the “State Pilot Program” or SPP, to expand and enhance services for infants, toddlers, and three-year olds from low-income families. Questions included: 1. What is the quality of the funded SPP classrooms? 2. What is the impact on children? 3. What is the impact on family support services? 4. What are the policy implications for the future? This project’s goal was to enact a collaborative model of evaluation, involving practitioner-researcher partnerships, to provide useful information about program implementation and outcomes to inform program improvement while addressing accountability demands (McCall et al., 1995; Patton, 2008). Multiple data collection methods were used including standardized classroom observation techniques, direct child assessments, director interviews, family support surveys, and record reviews. Both quantitative and qualitative analyses were conducted. This project was reviewed and approved by a university Institutional Review Board, a mechanism mandated by the U.S. Government to ensure the rights of individuals are protected in research. Good things were found to go together in SPP classrooms with better ratios, teacher education, staff training, and teacher compensation. In turn, children experienced higher quality classroom environments and teaching practices. It was found that SPP children scored equal to their more advantaged community peers, at the national average, on language, cognitive, and social/emotional measures. With public/private funding, specialized professional development, and enhanced program standards/expectations, SPP classrooms did offer higher quality experiences with positive outcomes for young children from low-income families.

**Keywords:** birth through age 3 programs; birth through age 3 policies; partnership research

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CHAIR: MARIA GRACIETE MONGE | Fundação Aga Khan/Associação Criança, Portugal

***Trabalho de projeto na Pedagogia-em-Participação: Um estudo de caso***  
SÓNIA LAGES | Centro Infantil Olivais Sul, Portugal

Gambôa afirma que “o trabalho de projeto, (...), é um meio, um caminho, para a autonomia, para a participação” (Gambôa, 2011, p. 50). A Pedagogia-em-Participação sustenta-se na triangulação da interação das crenças e dos saberes, da teoria e da prática, da ação e dos valores (Oliveira-Formosinho, 2007, p. 20). No processo de construção de aprendizagens, a Pedagogia-em-Participação evidencia quatro eixos pedagógicos, o eixo do “ser-estar, do pertencimento e da participação, do explorar e comunicar e o eixo da narrativa das jornadas de aprendizagem” (Oliveira-Formosinho e Formosinho, 2011, pp. 19-23), que garantem às crianças uma intencionalidade pedagógica e uma colaboração no desenvolvimento de identidades sócio-histórico-culturais. Esta comunicação apresenta um estudo de caso (Stake, 2009), de natureza qualitativa da prática quotidiana em que a documentação pedagógica permite constituir uma base de dados das situações educativas referentes ao projeto. A análise dos dados dos ganhos educacionais das crianças é feita com o COR (High/Scope), para análise das áreas curriculares e com a Escala de Envolvimento (Laevers, 1994) para a análise da motivação das crianças. Termina-se com uma reflexão da aprendizagem profissional da educadora. Foram garantidos o anonimato da criança e o consentimento das famílias. Os dados recolhidos apontam para a necessidade da aprendizagem experiencial das crianças e de formação inicial e contínua nesta temática. A Pedagogia-em-Participação privilegia ainda o trabalho de projeto como forma de construir aprendizagens com continuidade e interatividade (Dewey, 1971).

**Keywords:** Pedagogia-em-Participação; trabalho de projeto; documentação

***Um projeto...uma transformação na ação - Um estudo no âmbito da investigação praxiológica***

MARIA GRACIETE MONGE | Aga Khan Foundation, Childhood Association, Portugal

Num contexto educativo enquadrado pelo suporte teórico e prática de uma Pedagogia-em-Participação, um propósito deliberado de mudança possibilitou a articulação integrada da formação contextualizada, da ação e da investigação. Pretendeu-se, no processo investigativo, a partir da documentação elaborada e das interpretações dos intervenientes diretos, construir conhecimento sobre a transformação da ação. A literatura da especialidade alertou para a vivência democrática na escola, para a problematicidade e roteiro experiencial do projeto (Dewey, 2005; Kilpatrick, 2006), para a sustentação teórica, crenças, valores e princípios da Pedagogia-em-Participação e para a sua repercussão por todos os níveis da intervenção educativa, para a articulação do pensar, fazer e transformar a pedagogia (Formosinho e Oliveira-Formosinho, 2011, 2012). Desenvolveu-se um estudo de caso de natureza qualitativa (Bogdan et Bilken, 1994; Stake, 2009), num âmbito da investigação praxiológica (Formosinho e Oliveira-Formosinho, 2012). Procedimentos éticos foram respeitados, ao assegurar-se o consentimento dos intervenientes, a confidencialidade e anonimato dos dados e a sua utilização para os fins explicitados. As evidências salientadas reforçaram a coesão e coerência entre valores e princípios enunciados e experienciados, entre intencionalidades expressas e oportunidades de concretização. Reforçaram também a importância da motivação intrínseca, da negociação e partilha

documentada, do estilo de mediação do adulto e do exercício da agência da criança, num processo conseguido de co-construção de conhecimento na ação e para a ação e na própria transformação. O impacto esperado situa-se no campo organizacional, na intencionalidade e crescimento profissional da educadora, nas aprendizagens das crianças em termos de saberes, atitudes e metodologia de trabalho.

**Keywords:** investigação praxeológica; as perspectivas das crianças; pedagogias participativa

## *A documentação pedagógica: Um instrumento para análise da coerência teórica e prática*

ANA AZEVEDO | Aga Khan Foundation, Childhood Association, Portugal

O estudo que aqui se apresenta foi levado a cabo no Centro Infantil Olivais Sul onde se desenvolve a Pedagogia-em-Participação que é a perspectiva pedagógica da Associação Criança. A Pedagogia-em-Participação coloca a documentação pedagógica no centro do processo de aprendizagem (Oliveira-Formosinho e Formosinho, 2011) e define-a como um ato que permite descrever, interpretar, narrar a experiência, significá-la e (re)significá-la (Azevedo, 2009). Deste modo, uma tarefa constituinte das educadoras que desenvolvem a Pedagogia-em-Participação é a de documentar, em colaboração, para que as crianças possam exercer os seus poderes descritivos, analíticos, interpretativos, compreensivos. A Pedagogia-em-Participação descreve como eixos definidores da intencionalidade pedagógica os eixos pedagógicos: ser e estar; pertencer e participar; explorar e comunicar; criar e narrar. Estes eixos indicam campos onde se aspira a negociar e desenvolver propósitos ao nível das finalidades, objetivos, meios, processos, documentação, avaliação, investigação (Formosinho e Oliveira-Formosinho, 1998; Oliveira-Formosinho e Formosinho, 2010). O estudo de caso (Stake, 2007) que aqui se relata é um estudo de caso de natureza qualitativa (Gómez, Flores e Jimenéz, 1999) que analisa a documentação pedagógica exposta publicamente desde que o Centro Infantil Olivais Sul abriu sob esta nova gestão até aos nossos dias. A questão de base é a de saber se a documentação revela ou não coerência do quotidiano com a teoria educacional que o sustenta. A documentação é analisada com base nos eixos da Pedagogia-em-Participação de modo a obter compreensão sobre que eixos estão presentes e/ou se há algum eixo que esteja a ser abandonado. O estudo ao incidir sobre o “pequeno mundo” da vida quotidiana exige que o investigador se coloque a si mesmo questões de índole ética (Máximo-Esteves, 2008) que se prendem com a natureza ontológica e epistemológica do próprio processo investigativo. O estudo conclui que o processo de documentação é um processo central para, através da triangulação interativa entre intenções, ações e realizações, sustentar a práxis e promover o movimento triangular de (re)criação da pedagogia como ação fecundada na teoria e sustentada num sistema de crenças (Oliveira-Formosinho e Formosinho, 2011, p. 117).

**Keywords:** documentação pedagógica; eixos pedagógicos; Pedagogia-em-Participação

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CHAIR: MARTIN HULEATT | Community Playthings, Robertsbridge, United Kingdom

*Playful pedagogies for babies - A training package to be delivered by those with early years professional status*

Donna Luck | University of Northampton, England

This training package has three key aims 1. To understand and articulate the necessity for playful experiences for babies under the age of one year 2. To understand and articulate the importance of attachment of a baby to the main care giver, the family and the key person 3. To be able to train, model, lead and inspire practitioners working with babies. This training model is new to those holding the Early Years Professional Status-it is a unique training package that is being delivered to those with EYPS who will attend the 'Inspiring EYPS - leading the way' training - the 4 hour training session will then be delivered, audited and monitored by the Early Years Professional in their own setting. The focus for this initial training package is 'Playful pedagogies for Babies' emphasising relevant playful experiences for babies, attachment, the adult role, early development and the brain and evaluating practice. If this model is successful similar packages will be developed by the University of Northampton. This training package will incorporate materials (copyright UoN. - these materials will be available to see at the conference). Analysed and evaluated as part of a masters dissertation (the data will be collected through observations of practice, questionnaires and focus groups). The project will only be carried out within settings after written consent from the Managers, Practitioners and Parents. It is hoped that both photographic and audio visual data will be available to show at this conference. Main findings and implications: ongoing project.

**Keywords:** playful pedagogies for babies; attachment and the brain; training, modelling, valuating

*Developing critical thinking as part of the process of becoming an early years teacher: Tutor and students learning together*

MADELAINE LOCKWOOD | York St John University, England

In this action research project I look at the quality of my work as a tutor in facilitating and supporting the critical thinking and conceptual understanding of the nature of knowledge of a group of Early years PGCE students. For children to develop an enquiry based approach to learning and the attitudes and habits of mind, which enables them to be competent and confident learners early years teachers are needed who can model using this approach, through showing an interest in their own learning and by extending their learning capacity (Claxton and Carr 2004), within the context of a 'community of learners' (Rogoff 1996). I draw upon the work of Hodge (2008) who outlines key attributes of a successful 'Student as a scholar' and Moon's (2008) perspective on developing critical thinking. My values are used as criterion for judging my work (McNiff 2010). Self-selected students take part in a semi-structured group interview after their second school experience and final school experience. I completed a Research Ethical Considerations Screening Checklist (Adapted from: The Economic & Social Research Council Research Ethics framework 2005) in accordance with the institutions ethical guidelines for research and equal opportunities policy. Research aims and theoretical framework were shared with the students. Students gave signed consent, agreeing to participate in two group interviews, video recorded for analysis and to share with me Reflective Learning Journals.

Information is treated with strict confidence and students are not named in any written work arising from the study. Video material will be destroyed on completion of the research. This paper presents the findings from the first set of interviews: the interaction between the student's conceptual understanding and my values. Involvement in this process has challenged my perceptions of students' needs and the supporting strategies I use and raises the question, 'How well do I live out my values?'

**Keywords:** enquiry based learning; conceptual understanding; values

### *What is the role of the early years professional? Developing case studies of leadership*

MARGARET STEPHENSON AND MARGARET PARSONS | University of Sunderland, England

The research aims to further develop our understanding of leadership in an early years context through completing case studies of the work of Early Years Professionals (EYPs) which will lead to the development of models of leadership. EYPS reflects a distributed model of leadership where enhancing practice is not just the remit of the positional leader. In a qualitative approach, a sample of EYPs took part in detailed interviews in which we explored their day to day practice as a graduate leader, revisiting their perceptions of leadership and the extent to which they have been able to implement change and enhance quality within their setting. The EYPs also showed the interviewers practical examples of their work in the context of their settings. All participants were adult practitioners and research was carried out within the ethical guidelines of the institution. Informed consent to participate in the development of the case studies will be obtained from all Early Years Professionals taking part in the project. The names of the participants will not be used in the case studies and no details about their settings which might identify the location will be included. Each of the case studies of leadership developed shows that although EYPs face similar challenges and issues, the way that they approach their leadership role is different. The context in which they work shapes their role and what matters is consensus within the setting about the remit of the EYP and their relationship with colleagues. One of the main challenges facing EYPs is a lack of clear guidance relating to the role. The case studies developed in this project will provide examples of ways in which practitioners could start to develop their role and so the project contributes to the national debate in England on how the EYP can enhance provision.

**Keywords:** leadership; change; quality

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## E26 CHILDREN'S PERSPECTIVES OF THE TRANSITION TO SCHOOL

Self-organised symposium

**CHAIR:** SUE DOCKETT | Charles Sturt University, Australia

Transition to school is an important time in the lives of children. The papers within this symposium explore children's perspectives of transition in three quite different contexts: Iceland, Sweden and Germany. The papers draw on a range of participatory methods and together, provide opportunities to explore the ways in which children anticipated their start to school, the experiences that signalled the end of preschool and the move to school, as well as their experiences of starting school. In utilising different theoretical approaches to the study of transition - border crossing, ecological theory and multi-perspective approaches - these papers argue for different, but connected, ways of conceptualising the transition to school, in the light of children's reported perceptions and experiences.

## *Children crossing borders in transition*

HELENA ACKESJÖ | Linnæus University Sweden, Sweden

Most research about transition describes children's entering into new contexts, especially transition from preschool to school. However, the overall research focus in this article is to describe how the transition process can be characterized at the end of the preschool period. The theoretical framework providing the basis for this study includes theories of transition, borderland theories and theories of identity constructions. The study adopts the theoretical position that children pass through certain institutional borders in transition from preschool to the preschool class. Transition is a phase in which individuals start to re-define their perception of who they are as they enter new social contexts. One assumption is that children themselves can influence, challenge and stretch those borders, or even create their own borders. The study aims to approach the children's perspectives of transition, and the data is constructed through both observations and conversations with children. In the study, I follow the ethical principles for research adopted by the Swedish Research Council. Parents and children have given their consent to participation in the study. Children's approval is an important ethical principle in my research. The results support the conclusion that transition is a circular process rather than linear, or maybe as a spiral that loops back and forth. It is also shown that children enter the transitions process long before they actually enter or visit school. The study proposes that transition is a period when the constructing of identities as Ex preschool children is important. The transition from preschool to school is managed in different ways and at different times in children's life across the world. This study puts the spotlight on the Swedish preschool class that is placed at the crossroads, in the borderland, between preschool and primary school.

**Keywords:** transitions; preschool; borders

## *Perspectives of children and parents on the first day of school*

ELKE REICHMANN | Protestant University of Applied Sciences Ludwigsburg, Germany

As part of a larger study evaluating the attitudes of children and parents towards the transition to school after participating in an extensive transition programme, the objective of this research was to find out how children feel on their first day of school and if differences could be found between the participants of the programme and a control group. The theoretical framework was provided by a multi-perspective transition model (Cowan 1991; Griebel/Niesel 2004). In this model transitions are seen as a process of communication and participation between child, parents and institution. It allowed focusing on the different perspectives of the persons involved in the transition. Another theoretical basis was the concept of resilience (Wustmann, 2003) to focus on protective or risk factors during the transition. The research used a qualitative short-term longitudinal study implementing the transition programme and assessing the attitudes of an intervention and control group at three different points of time. The paper draws on data from semi-structured interviews with 39 children, 26 parents and 15 teachers. These interviews took place six weeks after starting school. Ethical issues of accessing children's and parents' perspectives are addressed. In order to take part in the study parents signed consent forms for both themselves and their children and data were anonymized. A first analysis of the data shows that on the first day of school the children and their parents experience a lot of different emotions. Further analysis is necessary to give a more detailed picture. Of special interest will be if the children who participated in the transition programme perceive their first day of school differently from the other children. The findings add to a better understanding of the significance of starting school by adding the child's point of view.

**Keywords:** children's perspectives; transition; parents

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*Transition from preschool to primary school through the eyes of children*  
JÓHANNA EINARSDÓTTIR | University of Iceland, Iceland

The aim of the study was to shed light on the perspectives of preschool children as to the changes they anticipated would take place when they started primary school, and on the preparation for primary school that took place in preschool. The theoretical foundations of the study were ideology of childhood studies in which childhood is viewed as an important period, contingent on culture, time, and context (Dahlberg, Moss, & Pence, 1999; James & Prout, 1990; Mayall, 2000). Further, transition studies were also taken into consideration (Corsaro & Molinary, 2005; Educational Transitions and Change (ETC) Research Group, 2011). Data was gathered through individual interviews that were built on photos that the children took themselves in the preschool. The purpose of using the children's photographs was not to analyze the photos; instead, they were used as a motivation and basis for conversations. The participants were 32 preschool children in two preschools in Reykjavik. Children's consent was sought and the children informed that they could withdraw from the study anytime. The findings of the study show that the children regarded starting primary school as an important transition period and expected considerable changes in their lives when they moved from preschool to primary school. Most of the children looked forward to starting school. They discussed the formal preparation for primary school that took place in preschool, where the main emphasis was on worksheets in preparation for the subjects studied in primary school. The study sheds light on children's views on starting school and the activities they participate in for preparation for school and will be of value for preschool teachers, student teachers, and policymakers.

**Keywords:** transition; children's perspectives; preschool

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F1 EARLY EDUCATION FOR DIVERSITY 6

Individual Paper

CHAIR: ANETTE SANDBERG | University of East-Finland, Finland

*Being ourselves: Stories of identities and linguistic possibilities of bilingual teachers and children in English-medium early childhood services*

NOLA HARVEY | University of Auckland, New Zealand

This research reports on a small study that examines the ways in which bilingual teachers use their languages in English medium early childhood education services in Aotearoa New Zealand and addresses questions regarding the possible mediation of bilingual identities for teachers and children. Changing demographics in Aotearoa New Zealand and the Government demands for full participation early childhood education have led to an unprecedented increase in the number of under three year olds from bilingual families in ECE services. Critical multiculturalism drives questions regarding social justice and the impact on children from linguistically diverse backgrounds particularly in relation to acquisition and development of their home/community languages and identities in the absence of government languages policy. A qualitative methodology employing Narrative Inquiry, together with a spiral discourse or 'conversation' approach for data collection is used to interrogate the 'small stories' of bilingual activity of five bilingual teachers. The collaborative insights from each teacher's thick descriptions provide the foundation for further analysis. Findings illustrate the use of two languages as critical linguistic and cultural resources for emerging bilinguals in English medium early childhood services. Bilingual teachers as trusted agents for the educational and home language communities work co-generatively, 'doing self as bilingual teacher' to mediate bilingual identities for themselves and for young children. Voices of bilingual teachers working powerfully construct a critical bilingual praxis to counter deficit discourses of bilingualism in Aotearoa/New Zealand that can serve to guide policy and practice to secure bilingual identities for very young children from bilingual families.

**Keywords:** bilingual identities; home/community languages; critical bilingual praxis

*Developing curriculum guidelines for early childhood education in São Tomé & Príncipe – The challenges and virtues of a collaborative work*

GABRIELA PORTUGAL | Universidade de Aveiro, Portugal

This presentation intends to share the experience of a project aiming to develop curriculum guidelines, strengthen educators and improve early childhood education in a poor African country, São Tomé and Príncipe. Curriculum development in a difficult context where preschool teachers have no or minimal training and have to face several and continued difficulties, needing to change their established practices in order to focus on curriculum guidelines, planning and evaluating their pedagogical practices, based on a continuous collaborative team work (Portugal & Aveleira, 2009; Van Sanden & Joly, 2003). The development of the project implies a collaborative work involving UNICEF, local Ministry of Education, the researcher and field professionals. Its development goes on through different phases: 1 Characterization of the local situation; 2 Development of initial versions of curriculum

guidelines for early childhood education, considering the local reality, existing official documents, perspectives of partners, difficulties and potentialities; 3 Constitution of a local supervision team to monitor and support the implementation process of the final version of curriculum guidelines in the field; 4 Evaluation of the impact of the curriculum guidelines. Respect for diversity of perspectives, well-being and involvement of participants are assured. Some reflections and data concerning the first three phases of this challenging work will be presented: characterization of the situation and initial expectations, developed processes, difficulties and main achievements. In order to sustain the dynamic activity and the functional structure implemented within the project, an enabling environment is required. This implies political will and commitment and, above all, adequate teacher training must be seen as a basic need.

**Keywords:** early childhood education in São Tomé and Príncipe; curriculum guidelines; collaborative work

### *Kindergarten readiness: A bioecological approach to understanding the resiliency of young children in poverty*

DOMINIC F. GULLO | Drexel University, United States

Children in poverty are at-risk for not developing the requisite academic, psychomotor and social skills necessary for kindergarten. Social scientists fundamentally believe that risk factors predict negative outcomes for children. This study examined influences that act as mediators in ameliorating negative consequences associated with poverty. Bronfenbrenner's bioecological model of human development is the study's theoretical context. It posits that the child's development is shaped by the convergence of biological, environmental and social forces. Subjects were 2,653 boys and 2,674 girls from the ECLS-K data set identified as low-socioeconomic. MANOVA was used to analyze the differential effects of bioecological factors (independent variables: biological, home, school influences) on kindergarten readiness factors (dependent variables: academic, psychomotor, social skills). The data that were analyzed for the study that was submitted to the EECERA 2012 Conference were part of a longitudinal data set collected by the United States Department of Education to be used by researchers using secondary data analysis approaches. Participant consent was collected by the US Department of Education and the individuals from whom data were collected and analyzed were coded so that confidentiality and anonymity of the participants was preserved. In what concerns main findings: 1. Academic readiness (reading, mathematics) was differentially affected by biological (sex, birth-weight, kindergarten entry age), home (parent education, home language), and school factors (kindergarten schedule). 2. Psychomotor readiness (fine and gross motor) was differentially affected by biological (sex, birth-weight, kindergarten entry age), home (parent education, home language), and school factors (kindergarten schedule). 3. Social-competence readiness (approach to learning, interpersonal) was differentially affected by biological (sex, birth-weight, kindergarten entry age), home (parent education, home language), and school factors (kindergarten schedule X teacher certification interaction). Findings imply that low-SES children should be distinguished according to biological, home and school factors. Instructional differentiation reflecting these factors are described and discussed.

**Keywords:** kindergarten; poverty; school readiness

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## F2 LIVED SPACES FOR INFANTS AND TODDLERS IN EARLY CHILDHOOD SETTINGS: SPACE FOR BELONGING

Self-organised symposium

**CHAIR:** LINDA HARRISON | Charles Sturt University, Australia

Space for belonging: Pedagogical affordances in infant-toddler care and education. The second of three symposia that draw together research from Australia, England, Finland, New Zealand and Sweden to explore the ‘lived spaces’ of infant and toddler care and education. Through a suite of nine papers, we present our diverse methodologies and interests in exploring the infant and toddler experience and how this is manifest in, and mediated by the many ‘spaces’ of the care and education environment. These spaces may be, for instance, relational, interactional, transitional, pedagogical, social, physical or temporal. In drawing together this research we highlight the diverse ways of understanding infants lived experience, and consider the implications of these understandings for the relationships, pedagogy, practices and policies generated and implemented within infant and toddler education and care.

### *Making this my space: Infants’ and toddler’s use of resources in daycare*

**LIZ BROOKER** | Institute of Education, University of London, England

This study explores the ways in which children aged from birth to two years make their first transition into the ‘space’ of daycare. The context is a children’s centre organised in accordance with current policy in England, and specifically with the Early Years Foundation Stage framework, and its requirement for each child to have a ‘key person’ responsible for their welfare and wellbeing. A sociocultural understanding of children’s development views the ‘space’ which the child inhabits as a cultural space, furnished with artefacts and practices which are the products of generations of previous care-giving and educating endeavours. In an out-of-home environment, every aspect of such a space offers both practical and symbolic resources to children, all of which convey messages about ‘what it is to be a child in this place’. The data for this paper are drawn from observations of children, and interviews with their Key Persons and parents, in one London children’s centre. Narrative observations and field-notes, undertaken with care for the child’s and parents’ consent, describe children’s initiatives as they identify the affordances of people and objects, make relationships, learn routines, and acquire a sense of belonging. Discussing these data with adults who know the child best (parent and key person) allows some conclusions to be drawn about individual cases, as well as some more general conclusions. Analysis using the cultural-historical lenses advocated by Hedegaard and Fler (2008) supports such interpretation and suggests the contribution made by children, caregivers and the environment to this important developmental process.

**Keywords:** space; culture; agency

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## *Toddlers' possibilities for learning a new language through participation and communication in preschool activities*

ANNE KULTTI AND INGRID PRAMLING SAMUELSSON | University of Gothenburg, Sweden

The study aims to explore preschool activities focusing on the communicative environment for multilingual children's language learning in Swedish preschool. There are increasing numbers of children who communicate in more than one language in Sweden. 17 % of the two-year-olds have a first language other than Swedish. According to the curriculum preschool should be enjoyable, safe and educative for each child. A sociocultural approach has been adopted since it provides a more comprehensive perspective on second language learning (Firth & Wagner, 2007). It emphasises social and cultural aspects of children's development in which participation is essential (Rogoff, 1990, 2003; Vygotsky, 2007). The empirical data for this study are based on multilingual children's (1.6-3 years) participation in preschool activities such as play, mealtime, singing, and story time (Kultti, 2009; ms). The analysis is based on data obtained through video observations of activities in three preschool. Activities, participation, and communication in child-child and child-teacher interaction are analysed. Guidelines of the Swedish Research Council for the Humanities-Social Sciences were followed. The findings imply that, in a context where Swedish is used as a common language, some types of activities offer other resources for participation than verbal ones. In addition to scaffolding by the teacher, gestures, lyrics, melody, rhythm, artefacts, and repetition of the activity are important resources in this respect. Implications for practice is to how activities in preschool provide possibilities for children's language learning, that is provision for communication and interaction to develop a new language collaterally with the first language.

**Keywords:** infant-toddler relationships; intersubjectivity; participatory learning and pedagogy

## *The role of policy in creating space for 'serious pedagogy' in infant-toddler programmes*

FRANCES PRESS | Charles Sturt University, Australia

This research examines the ways in which government policies can better support high quality infant and toddler care and education. Government policies are an important aspect of the external context shaping early education and care. In relation to environments for infants and toddlers, policies are particularly susceptible to being influenced by debates that dichotomise 'mother care' and 'other care'. Where care and education for very young children is regarded as a 'necessary evil' rather than supplementary or complementary to parental care, the risk is that they will fail to address the conditions in which high quality infant-toddler programmes can flourish. This paper draws on the findings of the research gathered through the international symposium on Lived Spaces for Infants and Toddlers in Early Childhood Settings as well as Australian research data gathered via the Infants' Lives in Childcare project. The Infants Lives in Childcare project was approved by the Charles Sturt University Ethics in Human Research Committee, and permissions for data collection were provided by childcare managers, educators, and parents. Government policy documents and multiple sources of data, gathered via observation and video analysis of infants' and toddlers' daily experiences in childcare centres and family day care homes, are reviewed. International and Australian research are drawn on to consider the implications of children's lived experiences for government policy.

**Keywords:** government policies; quality care;

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SYMPOSIUM

**CHAIR: KATE HAYWARD** | Pen Green Research, England

This symposium focuses on Pen Green's commitment to making measured improvements in the learning and engagement of children and parents, through the use of co-constructed, ethical assessment and evaluation tools. We will focus on three main areas: evaluation of the Making Children's Learning Visible assessment tool, a piece of newly developed software which is used to track and represent children's progress through the EYFS; reflections on the co-constructed Parent-Self-Evaluation tool, through which parents reflect on their engagement in the Pen Green PICL approach; and the development and evaluation of a method of measuring the effectiveness of pedagogical engagement when working with children aged 12-36 months, constructed by both parents and workers. These approaches are used within a National Network of children's centres, formed through the DfE funded Early Years Teaching Centres project currently lead by Pen Green, and have national reach through the growth and dissemination of this project.

***Measuring outcomes for children: Parents and workers measuring progress in children's learning (aged 0-5) using the revised EYFS in three settings***

**KATE HAYWARD AND THE PEN GREEN NURSERY TEAM** | Pen Green Research, England

To explore the use of an assessment tool to measure the developmental progress children make in early years settings. The Making Children's Learning Visible assessment tool was designed at Pen Green alongside pedagogical reflection using polyvocal ethnography (Tobin et al, 1989). Drawing on video observations and rich pedagogical documentation to make summative assessment judgements, parents and workers engaged in a developmental partnership (Easen et al, 1992; Whalley et al, 2007). This paper explores the use of the Making Children's Learning Visible assessment tool in three Early Years Teaching Centres through case studies. Three families and workers in each centre reflected on the illumination of each child's learning using the assessment tool. The data was analysed by the Pen Green research team and collaborative partners in each setting. An ethical contract was co-constructed and signed by all participants. Graphic representations of children's progress informed responsive pedagogical interventions for individual children and groups or cohorts. The graphic nature of the Making Children's Learning Visible assessment tool supports pedagogical reflection among workers and parents, key factors in improving outcomes for children. The software can be used to identify and track outcomes for vulnerable groups and provide essential data on children's outcomes for early years settings.

**Keywords:** outcomes; assessment for learning; reflection on data

***Measuring outcomes for parents: Parents at Pen Green developing their own engagement tool***

**KATE HAYWARD AND ANNETTE CUMMINGS** | Pen Green Research, England

To develop of a parents' self evaluation tool to measure outcomes for children and parents following their involvement in the Pen Green 'Parents Involved in their Children's Learning' (PICL) approach. PICL is underpinned by working with parents in a developmental partnership (Easen et al, 1992;

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Whalley, 2007; Athey, 2007). Parents self-evaluating the outcomes draws on the work of Michael Quinn Patton (2010) emphasising what parents gain from this process (Holman, 1987). This innovative design of an evaluation tool by service users involved a purposive sample of nursery parents who developed the tool using their own language. Parents' carried out five self-assessed ratings which were analysed to show the range and movement of parents on the self-evaluation scale. The effectiveness of retrospective assessment is explored. An ethical contract was negotiated and signed by all parents and workers co-researching in this collaborative project. It was ensured that parents were able to make their own assessments free from influence by workers or other parents. The effectiveness of the self evaluation tool was validated and its effectiveness was explored. Analysis of outcomes for children in relation to progress made against the developmental matters in the Early Years Foundation Stage (UK Early Years Curriculum) during the same time span also verified the effectiveness of the PICL approach. This way of working makes a difference, improving outcomes for parents and children. This contrasts with 'evidence based' approaches focusing on attendance at, and fidelity to, rigid parenting programmes rather than evidence about their outcomes over time.

**Keywords:** Parental involvement, outcomes, evaluation measure

### *Measuring the effectiveness of pedagogic strategies when working with the under threes*

PENNY LAWRENCE AND THE PEN GREEN NEST TEAM | Pen Green Research, England

The co-construction of Pedagogical Strategies for effective working with the under threes. The approach of developing evidence-based practice is underpinned by a philosophy that the early childhood educators are interactionists (Bruce, 1997) basing their interventions on careful observations of the children. The children's level of involvement (Laevers, 1994) is a guiding indicator of when to make observations because it suggests a good match between the child's concern and the adult's response or initiative. At Pen Green staff and parents have already developed a conceptual framework of effective Pedagogic Strategies for working with nursery children aged three and four (Whalley and Arnold, 1997). Adopting the same methodology, looking at children aged 12- 36 months, staff make video recordings of parents with their children and of the children with their family workers. The parents co-construct the interpretation and analysis of the video clips and the strategies as they emerge. Developing a shared language with parents is integral to the Pen Green approach involving parents in their children's learning. All the parents decide the nature and level of their involvement. At the time of writing the framework had not yet been constructed by staff and parents. We anticipate generating a taxonomy of eight or so strategies. The commitment to this research project is a commitment to working with the child where they are, based on observation, rather than working towards school readiness at earlier ages.

**Keywords:** pedagogical; strategies; under-threes

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SYMPOSIUM

CHAIR: BERT VAN OERS | Free University, Amsterdam, Netherlands

### *Crèche teachers' views of national curriculum in Estonia*

EVELYN NEUDORE, AINO UGASTE, MAIRE TUUL AND RAIN MIKSER | Tallinn University, Estonia

The aim of this study was to find out teachers' views of: (1) the importance of different aims that help to support the development of a child and (2) different activities that could help to reach the goals of the curriculum. In the Estonian national curriculum of preschool child care institution (2008) it has been emphasized that the general aim of schooling and education, is a child's all-round development. It needs systematic approach in achieving curriculum aims and it's important to start it in crèche. According to Vygotskys socio-cultural theory it is important to have stimulating surrounding, which helps to support child's development. As a research method, a questionnaire was used and 107 teachers from crèche and 223 teachers who worked with children aged 3-5 years, were involved in the study. Taking part in the study was voluntary, teachers had at least three days to fill the questionnaire. According to crèche teachers the most important and the easiest was to find activities by supporting the child's positive match to play. Least important to teachers was to support child's physical development through different activities. The most difficult activity to find was to support the child's ability to find new solutions in various situations. Research results can be used in teachers training. Results also help to increase more attention to activities which help to reach curriculum' aims and support child's development.

**Keywords:** curriculum; early childhood education; Estonia

### *The use of ergonomic equipment in Norwegian kindergartens*

ANNE BERG | Queen Mauds University, Norway

The aim of this study was to explore the importance of ergonomic equipment in kindergarten. Ergonomics is an interdisciplinary field of research focusing on the working environment and its interrelationship with the biological conditions of the humans working there. In kindergarten the aim is that small children participate in the daily life activities themselves, such as climbing instead of being lifted, walking instead of being carried. Still, a large group of kindergarten employees suffer from strain injuries, and are often absent from work due to these injuries (NAV, 2010). To avoid such injuries, ergonomic equipment should be available and adjusted to the individual practitioner (Steen & Haugli, 2011). The research questions: a) what kind of ergonomic equipments do kindergartens usually have, and how is it used? b) how do children participate in the use of the ergonomic equipment? This study is analyzed according to the research questions, and a quantitative method is used based upon a descriptive study. Schemes were sent out to several kindergartens, and the employees were supposed to fill in their use of ergonomic equipment and children's participation. The data is statistically analyzed using IBM SPSS 19. The study was notified to the ethics board of the Norwegian Social Science Data Services for approval. The use of ergonomic equipment in kindergartens is satisfactory. The possibilities for strain injuries, are small. Children's participation is also satisfactory. The results of the study are important for improving kindergarten employees' working environment and avoiding strain injuries.

**Keywords:** ergonomic equipment; strain injurie; children's participation

## *Visual ethnography highlights the importance of early exposure to environmental print and visual images*

AILIE CLEGHORN (1) AND LARRY PROCHNER (2) | (1) Concordia University, Canada,  
(2) University of Alberta, Canada

Discussions about the early years (0 to 3, 4 to 8) rarely focus on the visual or spatial. The neglect of visual data in the field of ECE may be due to the North American ‘western’ tendency to privilege the cognitive over the experiential or phenomenological. In our qualitative, ethnographic research on the influence of globalisation in early childhood settings in India, South Africa and a First Nations community in Canada (Cleghorn & Prochner, 2010), one theme that emerged was the importance of the presence or absence as well as the use of visual materials both within an EC setting and in the surrounding environment. This presentation theorises with the use of photos and observational data how very early exposure within the home community and later the EC setting has a critical impact on young children’s learning about visual symbols—letters, words, numbers. By using the concept of culture as a central framework rather than as an ingredient as our lens for re-visiting the data within each EC setting, we focused on the placement and use of visual materials, especially in their relation to the use of space. Canada’s Tri-Council Guidelines for ethics in research were followed as per Concordia and U Alberta university regulations. When early exposure to visual symbols is limited or next to nil, the learner is often considered ‘behind’, When such an assessment is biased or culturally inappropriate, it can interfere with the need to adapt to the learner’s readiness for pre-literacy activities. **Keywords:** visual ethnography; comparative / international education; pre-school

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### F5 PARTICIPATORY PEDAGOGIES 4

Individual Paper

**CHAIR:** MÔNICA APPEZZATO PINAZZA | University of São Paulo, Brazil

## *Transformation of education and care contexts for children under 3’s: A praxiological research*

SARA BARROS ARAUJO (1) AND JÚLIA OLIVEIRA-FORMOSINHO (2) | (1) Institute Polytechnic of Porto and Childhood Association, Portugal, (2) University of Minho and Childhood Association, Portugal

The study intended to deepen the understanding of processes of praxiological transformation in education and care contexts for children under 3’s. It considered the pedagogical and methodological perspective of Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2011), but also the dialogue with other participative pedagogical perspectives that specifically and explicitly focus on the education and care for children under 3’s: High-Scope approach, Reggio Emilia and the perspective of Goldschmied. A case study on action research was developed, located in praxiological research (Formosinho & Oliveira-Formosinho, 2012). It integrated three main phases: a multimethod evaluation of the quality of activity rooms, a context based teacher education process centred on the transformation of quality through processes of experimentation, and a multimethod evaluation of effects. The study considered several ethical considerations, namely the ongoing informed consent of children and adults. The results showed the positive impact of the context based teacher education process in the professional learning of early childhood teachers. This impact was associated with a positive evolution of the quality of activity rooms. Results also pointed out the positive effects at the level of chil-

dren's well-being, involvement, quantity and equilibrium of learning experiences. The study stresses the need to focus on praxiological studies as a privileged way for the construction of knowledge, reconstruction of practices and the improvement of the quality of contexts for children under 3's. **Keywords:** Pedagogy-in-Participation; praxiological research; education and care for under 3's

### *Children and adults rights: The search for balance*

INÊS CÂMARA | Aga Khan Foudation Portugal, Portugal

To debate and relect on ataing a proper balance on children and adults rights. Childhood Association pedagogical approach – Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2011) – is grounded in participatory pedagogies (Cambi, 1999) and in children's rights movement. This paper presents a case study (Stake, 2007) conducted in Olivais Sul Children Centre (that is managed by Aga Khan Foundation) and where the pedagogical approach to children and adults learning, as well as to research, is located in the theoretical family of participatory pedagogies, specifically Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2011), a rights based approach. Critical incidents, at the level of conflitual situations involving children and adults rights were collected and content analysed (Vala, 1986) and where then interpreted as ethical dilemmas. Anonymity of the actors involved as well as informed consent are guaranteed. Initial findings reveal that the search for balance between children and adults rights is a collective learning-journey-on-the-making that requires the full sharing of the pedagogical democratic vision by all involved (staff and children) and ways to integrate it in daily life of the centre. The development of a right's based culture is complex and requires time and participation. These findings have implications for public policies as well as for professional and organizational development strategies.

**Keywords:** pedagogy-in-participation; children rights; conflitual situations

### *Context-based education: A path for educational innovation*

MÔNICA APPEZZATO PINAZZA | University of São Paulo, Brasil

This study aimed to investigate how the group of 13 teachers who participated in the collaborative work experienced the formative process, and identified the defining and differentiating elements in the context-based staff development. This group of teachers responded to semi-structured interviews through the end of 2008. Inspired by the socio-constructivist principles established in participative pedagogy (Oliveira-Formosinho, 2007) and context-based staff development (Oliveira-Formosinho, Kishimoto, 2002), it acknowledged teachers as researchers (Stenhouse, 1998; Day, 2001) with co-responsibility for the development of organizational practices (Hargreaves, 1998; Fullan, Hargreaves, 2001). This study is based on action-research performed from 2005 to 2009 by University of São Paulo Education College researchers in collaboration with professionals of a municipal early childhood education centre in São Paulo. This work implied threefold effort - formation, research, and innovation of educational practices- applying Dewey's "reflective thinking" concept while considering reflection as a vital condition for developing educational praxis, as defined by Kemmis and Smith (2008) and Elliot (2010). As with all actions carried out during the collaborative work, the statements obtained in the interviews had proper consent from the interviewed teachers, who authorised the disclosure but remained anonymous. The statements indicate that a context-based formation that promotes professional and organizational development requires a format ruled in supervising ecological practices that value the actions and reflections of the teachers. The findings of this study will hopefully contribute to the design of continuous education programmes for early childhood edu

cation teachers, using context-based staff development as a possibility for the development of participatory pedagogies (Oliveira-Formosinho, Kishimoto, Pinazza, 2007).

**Keywords:** context-based teacher education; supervision of practices; organizational development

## F6 EARLY CHILDHOOD PEDAGOGY 7

Individual Paper

**CHAIR:** Bob Perry | Charles Sturt University, Australia

### *Recycled materials - A gender challenge?*

NINA ODEGARD | Vestfold University College, Norway

This presentation will discuss recycled materials, in light of materiality and gender. The aim of the study is to explore how children meet recycled materials. These materials seem to appeal to children, and make them explore, collaborate and construct in different ways. I discuss materiality, how it lives with us, through and within us, and how materiality as a concept brings to the surface all we are surrounded by. Materiality in this sense influences pedagogical processes. In this project, I have chosen to use a focus group, a group of seven pedagogical educated from preschool and school. The participants have taken pedagogical documentation from the kindergartens they represent. Through conversation, we have tried to bring to the surface the different pedagogic processes that arise in encounters with recycled materials. I have employed deconstruction and discourse analysis as my analytical tools. The ethics in the research concerned the focus group itself, and the process of developing pedagogical documentations together through conversation. I wanted to maintain a respectful environment valuing inequality, at the same time challenge the discourses. Some of the participants of the focus group had the idea that recycled materials can be defined as feminine and masculine materials, based on size, aesthetics, function, and so on. This made for a dichotomy of feminine and masculine materials that I want to discuss further in my presentation. The importance of having great diversity in materials and to work with attitude and expectations towards recycled materials is a main finding of my study.

**Keywords:** materiality; recycled materials; diversity

### *Mealtime as a language learning activity in toddler groups*

ANNE KULTTI | University of Gothenburg, Sweden

The idea that development takes place through participation in institutions such as preschool is a starting point in present paper. The paper explores mealtime in institutional, interactional, and individual perspectives (Hedegaard, 2009; Rogoff, 2003). What characterised the activity? What does participation means from the perspective of the toddlers learning two languages simultaneously? How is the participation scaffolded? What kinds of dialogues are created? What are the didactical consequences? A sociocultural framework is used in the study. Child's development in activities, conditions for interaction, and how the child contributes to the conditions, are highlighted in the study (Hedegaard & Fleeer, 2008). Participation in ten multilingual toddler's everyday lives is analysed through mealtime in eight preschools (Kultti, ms). Interactional perspectives are used to analyse participation as guided through child-child and child-teacher communication. Individual perspectives are emphasised how (multilingual) toddler's interests and experiences such as ways of how to communicate, are used to involve children in the activity. Video-recordings are used for the data produc-

tion. Ethical considerations took account of the ethical guidelines of the Swedish Research Council for the Humanities-Social sciences. Ethical standpoints for using video obtaining parental approval were needed. Additional considerations in conducting research on, and with, young children were also taken into account. Findings show that repetition of the activity and the children's linguistic and physical actions are common means of communication. This group activity characterises simultaneous and periphery participation. The children are given opportunity to take part to the mealtime conversations by talking and/or listening. Their participation is scaffolded by teacher's questions in Swedish. The implication for practice that will be discussed is mealtime as institutional, interactional and individual activity when learning a new language.

**Keywords:** institutional activities; participation; scaffolding

### *Interpretation and interaction?*

MARIT KANSTAD | Queen Maud University College, Norway

This is a project concerning use of interpreters in kindergartens for young children who do not have Norwegian as their first language. The ideal role of interpreters (for adults) is not to interact personally in the interpreting situation. The main question in this project is if there are any differences in this matter for small children? The Convention on the Rights of the Child Article 12, 13 and 30 are specific on children's right to be heard and understood. This can serve as an argument for use of interpreter in kindergartens when the children do not share language with others. Theoretical framework is interpreting as interaction as described by C. Wadensjö (1998). This investigation project is based on qualitative methods, two different cases are studied, with different kindergartens, children, interpreters and preschool teachers. Three different situations are filmed and all persons, also children are interviewed. All research associated to this study are conducted according to the Norwegian guidelines of research ethics (NESH, 2006). In the present study a proxy informed consent from the parents was obtained. To ensure confidentiality as far as possible the name of the child was replaced with a fictitious name when analyzing and reporting the results of the study. We ensured that the data would be collected and handled in such a manner that results would not trace back to the participant after data collection and during publication. The data was stored securely and only the project group had access to the data. In this presentation I will discuss the two different views two preschool teachers have on how they want the interpreters to act. From this discussion I will give some guidelines for optimal interaction for interpreters. The Framework Plan for the Kindergartens in Norway, supports the principles in the Convention for the Rights of the Child. The interpreter can help these children to experience attachment and community with others. The role and conduct of the interpreter has impact on the communication situation.

**Keywords:** diversity; interpreter; interaction

CHAIR: MICHAEL REED | Institute of Education, University of Worcester, England

*Teacher-principal-parent partnership supporting children's learning and sustainable development in pre-school child care institutions*

SILVI SUUR AND MARIKA VEISSON | Tallinn University, ESTONIA

The aim of the research is to find out how does cooperation between parents, teachers and principals support child's learning and how is communication between these groups organized. Current research is based on contextual approach in bio-ecological theory (Bronfenbrenner, 1979, 1995, 2005). When a partnership is formed between teacher and the family, the connection between home and school has been strengthened, assuring that children receive consistent messages about learning and skill development (Horsley & Bauer (2010), Kindergarten Pennsylvania Learning Standards for Early Childhood (2009), Pramling Samuelsson, Ingrid & Asplund Carlsson, Maj (2008). Methods: 465 teachers, 396 parents and 167 leaders were questioned; 5-point Likert-type questionnaires were used. Questionnaires were anonymous and data are protected. Main findings show that cooperation with parents supports child's development, supports the smooth transition to school. Parents are involved in the organization of the learning process, developmental conversations and support child's individual development in the teaching process. Similarities and differences between evaluations of parents, teachers and leaders are discussed. All parties evaluate highly parents meetings, events and every day communication with each other. Communication via group list and letters is not popular. According to the research results we improve the teacher training system in Estonia.

Keywords: leader - teacher - parent; partnership; involvement in learning process

*Encouraging numeracy in community and family contexts*

SANDRA ALMEIDA | K' cidade and Aga Khan Foundation, Portugal

Encourage family routines around numeracy and facilitate contexts in which families develop specific skills (creativity, persistence, attention, self-confidence, etc). Strengthen community based organisations' ability to replicate the pilot with new families. Many of the families residing in the intervention area are vulnerable. 40% are foreign and 70% report difficulties in following their children's school development and willingness to improve. Around 17% of the children between 3 and 6 are not attending pre-school. Family's role in child development can be strengthened through access to experiences that reinforce parental skills. When children between 3 and 6 acquire a set of pre-competencies in literacy or numeracy, the transition into primary school is more likely to be successful. Communities are agents of own sustainable development. Pilot was developed with 5 families for a period of 2 months, in weekly group sessions of recreational activities focusing on numeracy. Parents mediated the learning process and introduced simple activities (starting with conversations) in family routines. All activities were designed, planned and evaluated with the families. Evaluation revealed high motivation levels by parents and children. Parents felt increasingly confident to introduce activities, similar to those experienced during the sessions, in family routines. Families acknowledged the importance of non-formal learning in preparation for transition and the importance of family support in the process, having displayed interest in the continuation of the project. The parents associations retained the skills to replicate the project autonomously, with new families and showed interest to do so in 2012, relying on the activity portfolio that was built together during the sessions.

Keywords: families involvement; communities involvement; play and learning

**CHAIR:** CARMEN DALLI | Institute for Early Childhood Studies, Victoria University of Wellington, New Zealand

***A call for an alternative research methodology: Researching Samoan men in early childhood education in Aotearoa, New Zealand***

SEIULI LUAMA SAUNI | Faculty of Education, University of Auckland, New Zealand

This paper seeks to provide an alternative research methodology that emphasizes the need to include and recognise the cultural values and beliefs of Pasifika people. A small scale research project involving Samoan male student teachers in a Pasifika early childhood teacher education programme is discussed in this paper. Western researchers have used theoretical frameworks and practices that have been confrontational for Pasifika people. The theoretical framework that underpins this research project draws on the principles of ‘Fa’asamoa’ epistemology that is appropriate when undertaking any form of research with Samoan people. The ‘ula’ model is a model of engagement which has been developed in a response to addressing the limitations that exist in Western research methodologies in relation to world-views and communication styles of the researchers. Ethical considerations are explored with reference to the importance of collaborative relationships that encompasses mutual respect and cultural understandings. The results of this small scale research project therefore exemplifies the significance of a culturally appropriate methodology to protect the integrity of both the researcher and those being researched. The main findings from this research study clearly demonstrates that when such considerations are adhered to, a greater presence of ownership and integrity of dialogue provides positive outcomes regardless of gender, institutional status and cultural status. The ‘ula’ approach is offered for consideration in other cultural contexts to inform researchers knowledge, practice, and policies in the developing field of early childhood education.

**Keywords:** research paradigm; cultural values; gender roles

***“Light years ahead”: Norway’s increasing recruitment of men into early childhood education***

ANDERS MENKA-EIDE | University of Oslo, Norway

In contrast to other countries, the recruitment of men to the Early Childhood field in Norway did not stop, despite the moral panic created by the “day-care sex-abuse hysteria”. In what concerns theoretical framework, in my thesis I have used five discourses by Cameron and Moss’s contextualized ideas of recruitment of men to the Early Childhood Education (1. Gender Equality, 2. Work-marked, 3. Organization, 4. Childrens needs, 5. Preventive and Safety). Baagøe, Nielsen (2003, 2005). Bratterud, Emilsen & Lillemyr (2006). Cameron, Moss, & Owen (1999) Foucault (1980). Jones (2004). Nordberg (2005). Sataøen (2008). Norway Statistics. Nine interviews were collected in 2010 with men in the ECE field, three of whom have experience more than ten years, three have one-two years of experience, and three are ECE students. For my thesis-defence I presented a similar presentation comparing Norway to other countries, as the title of my presentation describes. Anonymized empirical data and removed identifying indicators. Norway’s radical and progressive Gender-Equality politics consists of four hegemonic discourses that are categorically positive for men in ECE. These discourses have created a perception that men’s skills are needed in ECE, but not only that, they have generated

a truth about men being necessary to ensure the improvement and normalization of children's lives. This hegemony was possibly shaken by the Preventive-and-Safety-discourse, but the foundation was left standing despite the ECE sexual-case in the early 90's. Therefore the recruitment efforts could continue with high intensity. Norway's successful recruitment efforts are being noticed around the world and are used as a good example that gender-equality is possible in early childhood education. **Keywords:** recruitment of men to early childhood education; gender studies; educational policies

### ***“Working in a fishbowl” - Surveillance of men in Early Childhood Education***

ANDERS MENKA-EIDE | University of Oslo, Norway

My thesis' main objective was to examine whether men in the Early Childhood Education (ECE) profession in Norway were under a suspicion of sexual abuse against children and therefore take precautions. The thesis was based on three conceptualized definitions with a continuous cause-effect relationship: Generalization of men, suspicions, and precautions. Generalization is based on cultural images and stereotypical perceptions on men. Suspicion is defined by using Ulrich Beck and Anthony Giddens' theories of the risk society. The theory on suspicion is used in conjunction with Howard Becker's labeling theory and Erving Goffman's concept of stigma as a feared consequence. Precautions taken to avoid suspicion was linked to Michel Foucault's theory of the normalizing sanction (panopticon). Nine interviews were collected in 2010 with men in the ECE field, three of whom have experience more than ten years, three have one-two years of experience, and three are ECE students. Ethical considerations: Anonymized empirical data and removed identifying indicators. This study did identify discrimination in the ECE field where men are forced to take precautions and are at risk of being suspected sexual abusers against children. Thinking in terms of risk sets guidelines for anything that could happen. Logically, precautions that reduce the likelihood of being labeled are taken. Precautions are especially strong in the diaper changing room. Protection is provided by visibility (panopticon), i.e. windows or open doors so suspicion and risk are minimized. My thesis shows discrimination of men in the ECE field forcing them to work under surveillance to prevent accusations or suspicion of sexual abuse. Thus, creating an alternative workmethod/ practice.

**Keywords:** men in Early Childhood Education; gender studies; prevention and child protection discourse

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#### **F9 LEADERSHIP IN EARLY YEARS**

Individual Paper

**CHAIR:** MARTIN NEEDHAM | University of Wolverhampton, England

### ***Exploring connections between leadership and organisational culture***

JENNY GREEN | Integricare Children's Centre Homebush, Australia

The main aim of this presentation is to consider the role of an 'organisational culture' in guiding and defining the work of early childhood leaders. Leadership in early childhood is now identified as crucial to the success of a team and the subsequent provision of a quality educational environment. This contrasts with when we were expected to 'manage' staff. The implication of managing, is one of monitoring staff, with no expectation or inclusion of the individual educator's contribution to matters outside of their learning environment. If we are to effectively lead a team we need to iden-

tify, acknowledge and respect the role of individual educators whilst developing their capabilities and contributions. These contributions when taken together shape the nature of the organisation's culture. Not all leaders would perceive that the culture of the organisation as being pivotal or important to the processes of leading. Theoretical frame is based on the writings of E. H. Schein, Organizational Culture and Leadership, C. James, Designing Learning Organizations, J. Rodd, M. Ebbeck and M. Waniganayake. Research methods will be through interviews conducted with Sydney based EC Directors, the data collected from the interviews will inform the research topic. In keeping with ethical requirements participants identities will be kept confidential & pseudonyms will be used when reporting findings. There are no main findings at this stage as research is still being conducted. It is assumed, there will be implications for practice (more so than policy) but as the research is still being conducted practice implications are not evident.

**Keywords:** leadership; organisational culture; international

## *Exploring teacher leadership in Early Childhood Education in Hong Kong*

DORA HO | The Hong Kong Institute of Education, Hong Kong

This paper explores the implications of applying the concepts of teacher leadership in a Chinese, educational context. ECE in Hong Kong has historically been characterized by a hierarchical, top-down style of leadership which might be a constraint for distributing leadership among teachers and undermine the role of teachers as change agents for leading curriculum change. The study reported in this paper is the first of its kind to attempt to offer insights into effective teacher leadership for curriculum change in local preschools. The theoretical framework of the study was derived from Alma Harris' theory on teacher leadership developed in 2003. Six schools were selected for the study, all of which performed well in the quality assurance inspections of a local education authority. The construct of teacher leadership was examined from the perspectives of school principals, key stage coordinators, and teaching staff. A case study approach was used in research design. The semi-structured interviews were used for data collection. The study reported in this paper was funded by the Research Grants Council of the Government of Hong Kong (GRF project no. 840810). With consent given by the interviewees in the study, all interviews were audio-taped and fully transcribed for content analysis. Any information obtained in this study remained very strictly confidential, and were used for research purposes only. The interview data indicated that the key stage coordinators as teacher leaders played the roles of agent in leading changes in curriculum and pedagogy. However, the operation of teacher leadership was largely in hierarchical structures was different from the form of teacher leadership can be created within a non-hierarchical collaborative network which is separate from the managerial power as documented in the Western literature. It is suggested that early childhood practitioners should recognize the complexity of teacher leadership in hierarchical cultural contexts and the roles and functions of teacher leaders for coordinating and leading curriculum change.

**Keywords:** change agent; curriculum change; teacher leadership

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## *Professional roles, leadership and identities of Icelandic preschool teachers: Perceptions of stakeholders*

ARNA H. JÓNSDÓTTIR | Iceland University of Education, Iceland

The aim of the research was to get a comprehensive picture of how the preschool teachers see their professional roles and leadership and how other stakeholders perceive these elements. Further, the contextual factors the preschool teachers perceive as affecting their roles and leadership are investigated. At last, light is shed on how these perceptions and factors appear to affect the professional identities of the preschool teachers. According to Vandenbroeck, Coussée and Bradt (2010), the early childhood education fulfils several functions in societies: The educational, economic and function of social justice. These functions, as research on roles, leadership and identities of preschool teachers and literature related to ‘democratic professionalism’ was used to analyse the data. The theoretical perspective, or the philosophical stance informing the methodology of the research, is interpretive, or ‘symbolic interactionism’. The methods used to collect the data were focus groups interviews and individual interviews with politicians. All necessary permissions were applied for and the participants gave their personal ‘informed consent’ (Creswell, 2007) by signing the relevant papers on the spot before each interview. The preschool teachers focused on their educational role and there they perceived themselves as professionals and experts, but they did not express themselves as potential leaders. The parents and politicians did not call especially for the preschool teachers’ expertise and gendered assumptions could be noticed, which affected the preschool teachers’ identities. The preschool teachers need to reconceptualise their professional and leadership role and discuss how they can make their knowledge more visible in the field.

**Keywords:** professional roles; leadership; professional identities

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### F10 PEDAGOGIAS DA INFÂNCIA 3

Individual Paper

**CHAIR:** GRAÇA CARDOSO | Centro Social de Azurva, Portugal and Associação Criança, Portugal

### *Contextos “child-friendly”: O resgate do brincar*

GRAÇA BANDOLA CARDOSO | Centro Social de Azurva, Portugal and Associação Criança, Portugal

A reconstrução da pedagogia em creche com relevância para a atividade lúdica como forma de intervenção pedagógica. As condições em que ocorre o desenvolvimento na primeira infância têm impacto duradouro no futuro da criança, ao nível psíquico, emocional, linguístico e cognitivo (New, 1999). Muitas pesquisas enfatizam o reconhecimento da atividade lúdica como a forma privilegiada de intervenção pedagógica nesta faixa etária. Estudo de caso situado no âmbito de uma perspectiva socioconstrutivista, que utiliza a formação em contexto (Oliveira-Formosinho e Formosinho, 2001) suportada na investigação-ação. Proteção dos direitos dos indivíduos e da instituição envolvida. Foi dado a conhecer a todos os participantes a finalidade e os objetivos da investigação. Anonimato e confidencialidade dos participantes. A intervenção praxiológica e construção de conhecimento nos processos de mudança sublinhou a importância de vários factores: uma conceção alargada de ambiente educativo entendendo-o como aliado no processo transformativo; a criação de um tempo rico de experiências e oportunidades educativas; a importância da procura de coerência entre discursos e práticas; o resgate da imagem da criança como ser com competência e atividade; o lúdico como cerne da pedagogia em creche; a liderança organizacional como andaime para a reconstrução da identi-

dade profissional; e a peregrinação profissional em companhia como andaime para a reconstrução do trabalho pedagógico. A reconstrução da pedagogia em creche com relevância para a atividade lúdica é uma forma poderosa de intervenção pedagógica que esta investigação visibiliza e que pode ser usada para a formação inicial e contínua.

**Keywords:** brincar; qualidade pedagógica;

### *Aprender a aprender sobre peixes*

MARTA PEREIRA | Aga Khan Foundation, Childhood Association, Portugal

Os estudos longitudinais sobre o impacto da educação de infância evidenciam que só uma provisão de qualidade tem impacto duradouro na vida atual e futura da criança, no seu sucesso educativo e na sua integração social (Schwinhart e Weikart, 1993 cit. Oliveira-Formosinho, 2009, p.9). Neste sentido, é importante que se façam investigações sobre as características dos programas que promovem aprendizagens significativas. No quotidiano pedagógico surgem oportunidades de aprendizagem que emergem da escuta do educador em torno das vivências de cada criança. Na Pedagogia-em-Participação, o educador de infância documenta a escuta e devolve-a à criança, promovendo o pensamento-ação-reflexão. Este processo frequentemente é experienciado através da participação num trabalho de projeto (Oliveira-Formosinho e Costa, 2011, p.118). Parte-se de um estudo de caso qualitativo (Stake, 2009) no âmbito da investigação-ação (Bogdan e Biklen, 1994), que relata a jornada de aprendizagem de duas crianças, ao longo da participação num projeto desenvolvido na sala onde exerço a profissão. De acordo com Stake (2009:91) o investigador qualitativo concentra-se na circunstância, tentando fracioná-la e depois reconstituí-la mais significativamente. Através de um corte na documentação pedagógica que faço quotidianamente, incidindo a minha atenção sobre a análise do envolvimento das crianças nas atividades e das oportunidades educativas que ofereço, fracionei a realidade para a reconstruir de modo mais compreensivo para a analisar e interpretar. Foram garantidos o anonimato da criança e o consentimento das famílias. Os dados iniciais apontam para a valorização do trabalho de projeto como porta de entrada para uma aprendizagem participativa, contextualizada e integradora.

**Keywords:** Pedagogy-in-Participation; professional development; quality educational environment

### *Contos de fada e mediação pedagógica: A construção de repertórios cognitivos para narrativas*

JULIENE FERREIRA AND CELIA VECTORE | Universidade Federal de Uberlândia, Brazil

O presente trabalho trata-se de um estudo exploratório que visou conhecer os possíveis efeitos de uma prática mediada, a partir da utilização dos contos de fadas, na construção de repertórios cognitivos para a narrativa, em crianças pré-escolares, conforme previsto no instrumento “Dynamic assessment and intervention: Improving children’s narrative abilities”. O embasamento teórico utilizado foram, principalmente, decrrentes das contribuições de Reuven Feuerstein, Jerome Bruner, Pnina S. Klein e Miller, L., Gillam, R. B. & Penã, E. D. As referências teóricas incluíram Kishimoto, Santos e Basílio (2007) e Miller, Gillam e Peña (2001). A pesquisa foi realizada em uma creche municipal da cidade de Uberlândia, com cinco crianças de cinco anos. Decorreram-se para tanto oito encontros, semanais, dividido em quatro etapas: (1) rapport e apresentação do conto de fada sem mediação; (2) desenho e avaliação pré-teste dos repertórios cognitivos; (3) apresentação do conto de fada com mediação e (4) desenho e avaliação pós-teste dos repertórios cognitivo. O trabalho foi submetido ao consentimento das famílias das crianças envolvidas e do diretor da creche - campo da pesquisa. A

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análise dos resultados provenientes da comparação entre as fases do estudo revelam que a mediação, por meio da narrativa de contos de fadas, pode ser uma relevante estratégia para a construção de repertórios cognitivos junto a crianças pequenas, em instituições de educação infantil, uma vez que todos os itens avaliados com base Formulário do Protocolo do Estudante e trabalhados ao longo do processo mediacional sofreram alterações positivas até o final do trabalho. Acredita-se que a proposta metodológica aqui apresentada contribui significativamente para o desenvolvimento das crianças em idade pré-escolar.

**Keywords:** mediação da aprendizagem; contos de fada; educação infantil

## F11 TEACHER EDUCATION – PRE-SERVICE TRAINING ISSUES 3

Individual Paper

**CHAIR:** ANA MARQUES | Departamento de Pedagogia e Educação, Universidade de Évora, Portugal

### *The influence of rules on students learning*

ANA MARQUES | Departamento de Pedagogia e Educação, Universidade de Évora, Portugal

We present part of the results from an ongoing research about how students' teachers build professional knowledge, during supervision processes along the internship. One of the aims is understand how rules influence students learning. The larger field of our study is teachers' education (Alarcão & Roldão, 2008; Canário, 2001) recognized the internship as a systemic and ecological dimension (Alarcão e Sá-Chaves, 1994; Oliveira-Formosinho, 1997) and take the supervision as the guiding process that regulates students learning processes (Britzman, 1991; Vieira, 2006). It's also sustained by the socio-cultural perspective (Vygotsky, 1978; Wertsch, 1998), using CHAT (Cultural Historic Activity Theory) (Daniels, 1996, Engestrom, 1987; Edwards, 2001) to understand how do learning occur, considering the social context, especially the mediation performed by community, artifacts, rules and division of labor. This study follows a qualitative-interpretative approach using multiple case study and the activity system (Engestrom, 1987) as the analysis scheme. Data were collected during an academic semester (2009/2010). The participants were eight student teachers in the final year of the Early Childhood Education Degree from three polytechnic institutes and their respective supervisors and pre-school teachers. The data includes observations, semi-structured interviews and documents. The research aims, methods the role of the researcher were discussed with the participants. The results suggest that in cases where are explanation of rules about how students must proceed there are more tension moments which promote further reflection. These imply the need of establishing clear rules for internship students' guidance through joint discussion and reflection among educative community.

**Keywords:** teachers' education; case study; activity theory

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SYMPOSIUM

## *Early childhood student teachers and research – Different perspectives about the purposes and benefits of learning to produce professional knowledge*

MARIA FIGUEIREDO (1), GABRIELA PORTUGAL (2) AND MARIA DO CÉU ROLDÃO (3) |  
(1) School of Education, Polytechnic Institute of Viseu, Portugal, (2) University of Aveiro, Portugal,  
(3) Catholic University, Portugal

This paper is part of a study about professional knowledge production in teachers' education in Portugal focusing on the role of research for early childhood teachers. We focus on student teachers' and teacher educators' conceptions about research and its role in their professional work. The relationship between teacher professionalization and professional knowledge production has become increasingly relevant and complex (Cochran-Smith & Lytle, 2009; Zeichner & Diniz-Pereira, 2005). Both Schön's reflexive practitioner (1992) and Stenhouse's teacher-researcher (1987) already highlighted the idea of teachers as responsible for the production of their professional knowledge. Studies in Finland (Eklund, 2006) and in Sweden (Orwehag, 2008) with similar purposes were considered. After previously having identified the programmes which require research work, two schools were chosen as case studies. Data was collected by: open-ended questionnaire for 52 student teachers, and in-depth interviews with 6 teacher educators. A qualitative approach was taken and meaning categorization was used for analysis. Permissions were collected from institutions and individuals. Neither the institutions nor the interviewees were identified throughout the research, assuring the preservation of anonymity. Both students and teacher educators consider research as part of professional work, recognizing formative value and a contribution for quality. Although a strong and positive relationship with research is present, it is not valued as knowledge production nor as a feature of teacher professionalization. This is important considering that "a status of full professionalism for teachers requires a specific knowledge which allows for recognition, professional claim and social distinction of the profession" (Rodrigues, 2002). The production of specific early childhood professional knowledge needs to be addressed in initial teacher education.

**Keywords:** professional knowledge; initial teacher education; research education

## *What influence the attitudes and practice of preschool staff toward rough-and-tumble play?*

RUNE STORLI | Queen Maud University College, Norway

The aim of this study is to investigate what Norwegian preschool staff report as major influences on their attitudes and practices toward rough-and-tumble play (R&T). R&T refers to vigorous behaviors such as wrestling, grappling, kicking, and tumbling that appear to be aggressive except for the playful context (Humphreys & Smith, 1984; Pellegrini & Smith, 2005). While there is perceived functional value in R&T related to young children (Logue & Shelton-Harvey, 2010; Storli, 2012), educators are uncertain how to manage such play (Tannock, 2008). Although R&T acts are simulated, exaggerated and normally executed between friends, R&T is often inhibited or prohibited in preschool practice (Logue & Shelton-Harvey, 2010). The study is an electronic quantitative survey (QuestBack) based on "Preschool Teacher Beliefs and Practices Questionnaire" (Logue & Shelton-Harvey, 2010) executed in February-March 2012. 400 participants were recruited through direct invitation (mail) or indirect invitation (<http://www.barnehageforum.no>). The project is approved of Norwegian government authorities according to ethical considerations. The data will be analyzed according to the research question during April and May 2012. The main findings are therefore not available at this

moment. The results of the study will have implications for curriculum planning, preschool behavior policies, and preschool education programs.

**Keywords:** rough-and-tumble play; preschool staff' attitudes and practices; early childhood education

## F12 WORKFORCE DEVELOPMENT 6

Individual Paper

**CHAIR:** ASSUNÇÃO FOLQUE | Universidade de Évora, Portugal

### *The early years professional in England: Agents of change for the youngest children*

EUNICE LUMSDEN | University of Northampton, England

Research aims to explore how does the Early Years Professional Status fit with wider policy and professional roles in England and internationally. The research design is underpinned by Bronfenbrenner's Bioecological Theory of Human Development. The model is envisaged with the Early Years Professional in the centre and presents a new perspective on the under theorised 'Chaotic System'. The imposition of the Early Years Professional by central government has been complex and challenging. It is the uniqueness of this situation that provided the rationale for adopting mixed methods. This research approach allowed for statistical data to be gathered which was supported by detailed understanding of the multi-dimensional lived experiences of those being researched. The research had ethical approval and has followed British Education Research Association guidelines. All participants voluntarily completed the initial questionnaire, indicating whether they would be prepared to be interviewed. Those participating in the qualitative data collection were give pseudonyms in order to maintain their anonymity. The research suggests a new space in the early years sector is emerging, occupied by those who have developed a new professional identity and others for whom it has been additional training. This space is occupied by an holistic leadership professional and an advocate for all children. However, government has failed to recognise let alone celebrate developments. The Early Years Professional needs to be affirmed and celebrated as a positive development in England. They need to be afforded with the same status, pay and career structures as other professionals working in children's services.

**Keywords:** early years professional; professional space; leadership

### *Developing quality in family day care*

MÓNICA BRAZINHA | Aga Khan Foundation, Childhood Association, Portugal

Research aims follow three methodological issues: (1) What is specific for childminders's context training? (2) How to support them building a respectful learning environment? (3) How to help them promote experiential learning? Aga Khan Foundation and Childhood Association (Oliveira-Formosinho & Formosinho, 2001) have been developing a training and research project for childminders in order to ensure quality services. Quality in early childhood education involves training processes with explicit pedagogies and context based training (Pascal & Bertram, 2009; Oliveira-Formosinho & Kishimoto, 2002). The present study is a case study (Stake, 2007) characterized as intrinsic (aiming at in depth research of the programme itself), instrumental (a particular case is being examined to seek insight to a larger problem) and collective (studying 13 childminders and two technicians serving 50 children). The investigation techniques are researcher's field notes, photographs and BEEL

instruments of quality evaluation (Pascal & Bertram, 2006). The researcher guarantees the anonymity of all participants and its informed consent. The initial findings point to a slow but real reconstruction of childminders' conceptions of adult and child roles and reveals a progressive increase of children's learning opportunities measured by TARGET (Pascal & Bertram, 2006). Dissemination of this model and its impact on early childhood education policy are main goals of the program.

**Keywords:** context based training; professional development; quality educational environment

## *How to make sense of changes in Swedish Child Minder Education*

*1975 to 2011*

BIRGITTA PLYMOTH AND EVA REIMERS | Department of Social and Welfare Studies, Sweden

Swedish child day care personnel have always consisted of two categories, child minders and preschool teachers. The latter focused on education and upbringing, and the former predominantly on care. This paper focuses on child minder education in order to trace and discuss the changes in the education during the period 1975 to 2011. In the beginning of the period child minders education was one of several educations for care-workers, mainly focusing on health and care. A large child day-care reform in 1977 effected both child day-care and the child minder education, in the direction from care to education and learning (SOU 1972:26-27; SOU 1975:67, cmp. Rockel, 2009). As the profile of the child minder vocation became gradually vaguer the identity of the child minder education in Sweden was broadened and began to encompass leadership for leisure time activities (Lemar, 2001). Today there is not any vocational education for child minders just an education preparing for further studies in the fields of social work, preschool teacher and so on. In order to make sense of these changes we have studied policy documents as well as documents from local child minder educations. In addition we have conducted interviews with child minder educators. Our discussion and analysis of the education of child minders are informed by post-structural critical discourse theory which point to dominating norms and hegemonic discourses as articulations in the form of texts, utterances and practices (Butler, 2004). We can see three possible ways to make sense of these changes in the education of child minders. One is connected to how the profession has been successful in using the discourse of teamwork and presenting themselves as equal to preschool teachers. Another has to do with the child minder education become part of a more general gender equality project, which broadened the program to encompass profiles that should attract male students. A third is a global development towards life-long-learning and individualism (Jarvis, 2007). So far, our main findings are some tensions in the education between emphasizing care and education, with an increasing emphasis on education at the expense of care. We have also identified a simultaneous presence of a political desire for sameness and a political desire for difference between child minders and preschool teachers. We think it is important to highlight and discuss the consequences of this dismantling of care, in the education, and also in the daycare practices.

**Keywords:** child minder education; curriculum studies; history of education

SATURDAY

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SYMPOSIA



POSTERS PRESENTATIONS

## POSTERS PRESENTATIONS

### *A study on co-construction of understanding between a teacher and children through explanations in free choice activities in a Korean kindergarten*

KYOUNG HEE KIM | Soonchunhyang University, Republic of Korea

This study was conducted in order to explore the co-construction of understanding and meaning between a teacher and children through explanations in free choice activities. The research topics of this study were how the teacher encouraged children to explain about objects, events, and phenomena, and what children learn through explanation. The participants were a teacher and 25 children in a public kindergarten classroom in a medium-sized city in Chungnam, South Korea. The researcher observed free choice activities in the learning centers as a participant focusing on discourses between the teacher and children three times a week for two months, for 40 minutes each. The explanatory discourses between the teacher and children were video-recorded and analyzed qualitatively. The researcher tried neither to disturb nor to initiate any activities, but intervened in conflict situations, if there were any, to maintain ethical consideration during observation. The results showed that the teacher encouraged children to explain about objects, events, or phenomena through suggesting, requesting, and re-asking. However, she neither elaborated nor extended children's explanation. This research suggests that teachers might enhance communication skills and co-constructive behaviors by encouraging children's explanation.

**Keywords:** co-construction; explanation; free choice activities

### *A trace here, another there and the drawing is set up... subjects and contents in pictography of gypsy children*

JOSETH A. O. JARDIM MARTINS AND CATARINA MORO | University Federal of Paraná, Brazil

This case study performed with Gypsy children with ages ranging from four to six years, focuses on understanding the perspective of Roma children about school, using pictographic productions, gestures and expressions as elements of symbolic referencing of their cultural universe. Based on Vygotsky (1979 and 1994), Iavelberg (1995), Silva (2002), Gobbi (2002) and Marmeleira (2007), Casa Nova (2006), Ventura (2004), Alexander (2003), Liegóis (2001) and Chaves (2001). The methodology belongs to the realm of qualitative research. To collect the data, we chose to use the glyph productions and semi-structured interviews and observation of speech, gestures and expressions of children during the execution of the project. In the research in question, the priority was to respect the customs and values of the Gypsy ethnic culture, the participation of Gypsy children came voluntarily and the consent of their parents (The Belmont Report, 2000). The active participation of children, allowed us to find unexpectedly a universe filled with riches expressed there, that appear from images, in drawing, gestures and bodily expressions. Is not present in the educational practices in schools the recognizing of habits, customs and values from the gypsy culture, in contrast, there is a strong tendency to impose these children, habits, customs and norms of majority society. The various messages revealed by pictographic productions can contribute to the construction of new representations of the Gypsy universe, in their multiplicities. We believe, that research in this direction, contribute significantly to a greater understanding of Gypsy, still little known in our reality.

**Keywords:** gypsy children; pictography; culture

## *Aprendizagem experiencial na Pedagogia-em-Participação: Continuidade e interatividade*

ANDREIA LIMA | Fundação Aga Khan e Associação Criança, Portugal

A pergunta central deste estudo é a de saber se as atividades pedagógicas revelam continuidade e interatividade educativas. Dewey (1971) é fonte de inspiração para esta preocupação. Na Pedagogia-em-Participação procura-se, com a criança, experimentar em continuidade e interatividade usando os sentidos inteligentes e as inteligências sensíveis (Oliveira-Formosinho, 2008) para atribuir sentido e significado ao mundo e comunicar a sua exploração. A criação de uma cultura de documentação da aprendizagem experiencial da criança é muito útil não só para o desenvolvimento da pedagogia como para a investigação. Permite descrever, interpretar, narrar a experiência, significá-la e (re) significá-la (Azevedo, 2009). Permite investigá-la. Para Stake (2009:91), o investigador qualitativo concentra-se na circunstância, tentando fraccioná-la e depois reconstituí-la mais significativamente. Este estudo procede uma recolha de dados de sequências de atividades pedagógicas depois analisadas com os critérios da continuidade e interatividade. O presente estudo apresenta uma investigação desenvolvida em contexto de creche, no âmbito da Pedagogia-em-Participação (Oliveira-Formosinho e Formosinho, 2011). Apresenta-se um estudo de caso (Stake, 2009), a partir de uma amostra de atividades pedagógicas da sala dos bebés, constituída por sequências de atividades documentadas em suporte de texto e imagem. Foram garantidos o anonimato da criança e o consentimento das famílias. O estudo concluiu, entre outras coisas, que o significado do aprender reside na criação de relações no seio da experiência vivida, na sua reflexão e na construção de significado em experiências anteriores. O estudo tem implicações para a formação inicial para contexto de creche.

**Keywords:** aprendizagem experiencial; continuidade; interatividade

## *As if it were the moon – Babies and their space in the early childhood education center*

CATARINA MORO AND MAYARA C. SEMANN | Federal University of Parana, Brazil

This poster describes the educational practice in a nursery with 18 babies 6 – 18 months of age, due to the compulsory training in Early Childhood Education, of the Pedagogy Course of Federal University of Parana. Based on Aguiar (2006); Brousseau (1996); Goldschimied (2006); Guimarães (2009, 2011); Tardos & Szanto (2004); Wallon (1979). In the fourth month of activity, was defined the field of knowledge from which the trainee would design and develop an intervention project with the class. Was born there the challenge to experience with babies knowledge of mathematics. How do mathematics with babies? What mathematical knowledge to work? Was elected axis space for the pedagogical practice with babies. The explorations and discoveries have allowed expansion of the context for babies beyond the known. The provision of attractive images in unusual places, on the floor, under tables, on the underside of the table tops, resulted in many of the babies, look and move in a new way through that space (un) known, discovering parts of it that were not really known. The babies rights were respected, during the first three months the trainee was building ties with babies and through a “good auscultation” was interested in seeing what and how they were involved in what was proposed. This experience reaffirms the importance of “doing mathematics with babies”, of mobilizing “mathematical knowledge” in the everyday nursery. In this sense, the initial training course in Pedagogy must include the study and discussion of this issue.

**Keywords:** babies; space; mathematical knowledge

## *Assessing gender equality in the educational practice in early childhood education*

ROSER VENDRELL, MARIAN BAQUÉS, REINA CAPDEVILA, MARIONA DALMAU, MONTserrat MARGENAT AND LAURA CILLER | Ramon Llull University, Spain

Improve educational practice in the value of gender equality in the infant education stage (from 3 to 6 years old). As part of research-action (I-A) and in accordance with J.Elliot ideas we defend a teacher profile linked to the daily reality and a reflection on the own practice. We present a protocol (ad-hoc) to assess gender equality. Its application in Early Childhood education schools allows us to assess the reality of every centre in the following fields: management, assessment of the educational centre's pedagogical rationale, and personal attitudes of teaching, services and administration staff. This protocol develops a quantitative and qualitative descriptive analysis of education in gender equality, and promotes reflection on those models offered at school and in society, as well as an analysis of one's own behaviour. The protocol has been applied to a representative sample from the community of Catalonia, Spain. Early Childhood education schools may be a chance to educate in the respect for human rights. Results show that there is a high level of awareness with regards to formal manifestations in the educational field, at an institutional, school and classroom level. However, we can see some contradictions in the field of personal beliefs. Quite often, stereotypes and prejudices seem overcome, but in practice there is still some contradiction. From this, we can deduce that in the field of training and centre improvement there should be more emphasis on changing attitudes that are transmitted through teaching and organizational practices.

**Keywords:** early childhood education; gender equality; educational assessment

## *Consistent curriculum to facilitate cooperative education of kindergarten and elementary school in Japan: Observational study of a moral education class for 1st graders*

YOSHIKO SHIRAKAWA (1), TOMONORI NAKASHIMA, YUKARI AZUMA, AYANO ARAMATSU, DAISUKE NISHIJIMA (2) AND TOSHIAKI MORI (3) | (1) Kyoritsu Women's University, Japan, (2) Kamakura Women's University, Japan, (3) Hiroshima University, Japan

The purpose of this study is to investigate what is “puzzlement” or “stumbling” for 1st graders of elementary school, and to discuss how to develop consistent curriculum focused on encouragement of children's learning. This study is based on the developmental theory of Jean Piaget. In this study, 29 elementary students (ages 6-7 years) and their class teacher were observed in the class of ‘moral education’ by using a video camera and a digital camera. And two observers wrote down dialogues between children and class teacher in the class. In the episode writing notes, we express participants' names by using symbol marks. Therefore, specific name of individuals cannot be identified. Results of class observations, together with class teachers' notice of their 1st graders' behaviors, indicated that children felt various kinds of “puzzlement” or “stumbling”, even when teachers had already taken proper actions for it. However, since some problems linger after the 1st term, it remained uncertain why some problems are hard for children to overcome and other problems are solvable with the passage of time. Therefore, follow-up observation of their classes in the next term seems necessary to explore whether the children will be able to overcome the problems. These results were discussed in terms of consistent curriculum for smooth conjunction of kindergarten education with elementary school education.

**Keywords:** conjunction of kindergarten and elementary school; observation; consistent curriculum

## *Culture-based teaching. An example of using families' funds of knowledge to mediate early years learning*

MOISES ESTEBAN GUITART, JUDITH OLLER BADENAS, IGNASI VILA MENDIBURU (1), LAURA QUINTANILLA COBIÁN (2) | (1) University of Girona, Spain, (2) Universidad Nacional de Educación a Distancia (UNED), Spain

The primary purpose of this work is to develop innovations in teaching that draw upon the knowledge and skills found in local households. Contrary to the deficit perspective that defines some children and their families by their so-called “deficiencies”, the funds of knowledge approach defines them as skillful and resourceful teachers and learners. The concept “funds of knowledge” stems from a line of research that aims to understand the educational experiences of immigrant pupils and their families in the United States of America. Teachers use ethnographic observations, open-ended interviewing and other qualitative strategies to document cultural and intellectual resources available to students and teachers. Before visiting the environment in which the family live, researchers explain the purpose and procedure of the research. Participants (family) give consent to take part of the project. All information is anonymous to preserve the right to confidentiality. Household knowledge include information about farming and animal management, associated with households' rural origins, knowledge about construction and building, related to father occupation, as well as knowledge about many other matters, such as religion or languages. Culture-based teaching aims to link school curriculum to the knowledge that under-represented students (low income, racial/ethnic minority, foreign origin, foreign accent and/or non-Spanish fluency.) hold and use in their out-of-school lives (i.e., family). What is needed is a critical reexamination of the cultural basis of instruction and pedagogy in order to equilibrate the power of teachers and parents in the education of children.

**Keywords:** funds of knowledge; family-school relationships; culture-based teaching

## *Democratic potentials and risks when children work and play with digital photos and images in the kindergarten*

IDA MARGRETHE KNUDSEN AND ELIN ERIKSEN ØDEGAARD | Bergen University College, Norway

Our aim is to explore what happens when digital photos are used as artefacts for meaning-making and exploring in play daily life in kindergarten taking a critical look at how the kindergartens use images and image media. What conditions do artefacts as digital tools and photos bring on to children's participation and democratic education? The study is exploratory and based on socio cultural epistemology understood as early childhood studies and participatory visual research (Bruke, 2008; Leitch, 2008; Rose, 2007; Thompson, 2008). Following Greg Mannion space, audience and influence is crucial aspect and conditions for children's participation (Mannion, 2010). Digital photo is seen as an artefact for children's participation. With relation to ethnographic and narrative analysis researchers did an experimental study in a kindergarten in Norway in 2008-2009, exploring different approaches to children's use of photography and digital tools within the kindergarten context. Written within an ethical framework which consider the researcher to obtain consent from the people involved in the empirical part of the study. Three varieties of participation with a potential of democratic practices were identified. Furthermore we discuss a number of risks. Since photos and images has become an important part of how social life in contemporary Western societies, it will be of great importance that the kindergarten has a deliberate pedagogical practice related to children's use of digital tools and photos. We view this in connection to new media and conditions for children participation. This

is more emphasised not only in the Norwegian kindergarten curriculum and framework but also internationally.

**Keywords:** kindergarten; digital artefacts; democratic potentials and risks

### *Developing an effective dialogue with parents about their children's learning both at home and in the setting*

LESLEY CURTIS AND ANDREA VAUGHAN | Everton Nursery School and Family Centre, England

We know that children achieve more and their outcomes are much improved when parents become involved in their children's learning. In particular when early years practitioners work closely with parents to share ideas about how to support and extend children's learning. This project focused upon supporting parents in becoming more involved in their children's learning of two year olds. Filming of children in nursery, writing observations, filming at home, and applying theory to the observations in relation to schema, involvement and well-being enabled the development of children's portfolio's to display in nursery and for parents to take home. Parents also took part in a watching a training DVD to deepen understanding of emotional containment and holding. This poster presentation reports on the project that took place over a six month period in a Children's Centre nursery in Liverpool, England. Parents were able to reflect and undertake analytical discussion of watching 2 year olds play. As a result of the project, practitioners and parents share knowledge and develop a respectful dialogue with one another to support children's development. Other outcomes include shared language between practitioner and parent when discussing children's interests and development. This small scale study employs mainly qualitative methods from the interpretive paradigm. Research techniques for data collection included questionnaires, interviews and video analysis of home/nursery parent/child engagement. The theoretical framework considers the work of Laevers (1976) in relation to levels of well-being and involvement; Bowlby (1969) with respect to early attachment; Athey (1990) through analysing schema and Whalley (2000) by examining effective dialogue with parents. Ethical consideration has been undertaken as part of the organisations procedure on ethics and confidentiality. Parents/carers consent had been sought with respect to their child/children, preserving anonymity of all participants involved.

**Keywords:** two year olds; well-being and involvement; parents

### *Differential susceptibility hypothesis: Children's temperament moderates the relation between caregiver's sensitivity and cortisol baseline's change at child care centre*

ELENA LOPEZ DE ARANA, ALEXANDER BARANDIARAN ARTEAGA, IÑAKI LARREA HERMIDA, ALEXANDER MUELA APARICIO AND JOSE RAMON VITORIA GALLASTEGI | Mondragon University's Humanities and Education School, Spain

The aim of the research is to analyze if: - cortisol baseline's change at child care centre - children's temperament moderates the relation between caregiver's sensitivity and cortisol baseline's change at child care. Cortisol is an indicator of children's wellbeing. In a series of studies it has been found that cortisol baseline changes when children spend all day at child care centre. Furthermore, the literature shows that: - children's temperament moderates the impact of caregiver's sensitivity - caregiver's sensitivity influences on children's cortisol baseline's change at child care centre. Participants: 26

care centre children and their caregivers - 2-3 year old 34 children and their parents. Measures and procedure: Children cortisol: Parents - in family context- and caregivers - in child care centre context- were asked to collect the children saliva samples at 10:30a.m and 17:00p.m using the sorbette method. The children's temperament has been measured with the Infant Characteristics Questionnaire ( $r = 0,81$ ). The caregiver's sensitivity has been measured with the NCKO Sensitivity. The ethical considerations in the research that I would like to present are: We got the parents' written consent to get children's cortisol; We codified all the participants: child care centers, caregivers, families and children. The T STUDENT REPEATED MEASURE analysis shows that cortisol baseline reverse when children spend a full day at child care centre. The MANCOVA analysis shows that the children's temperament moderates the relation between caregiver's sensitivity and cortisol baseline's change at child care centre. When children's temperament is difficult: caregiver's high sensitivity is a protective variable because cortisol baseline doesn't change; caregiver's low sensitivity is a risk variable because cortisol baseline changes. Implications: To design a program to improve caregiver's sensitivity. **Keywords:** cortisol; temperament; sensitivity

### *Diversity education in early childhood settings*

STEFFEN BROCKMANN, EVANGELISCHE FACHSCHULE FÜR SOZIALPÄDAGOGIK |  
Protestant College of Social Pedagogy, Germany

There has been a lot of discussion about diversity education in recent years. However, there is some doubt as to what effective diversity education really is. There are two initial questions which this paper aims to contemplate: what examples of diversity education can be found in early childhood settings? What are the effects of diversity education from a parent's and children's point of view? The theoretical part discusses various approaches within diversity education. Other papers which focus on lines of difference and intersectionality will also be taken into account. Regarding early childhood settings, my work is based on the 'Anti-Bias' approach developed by Louise Derman-Sparks. As far as the theory on 'Lines of Difference and Intersectionality' is concerned, I have made reference to authors such as Kimberlé Crenshaw, Helma Lutz und Rudolf Leiprecht. The empirical part explores what preschool teachers understand by diversity education. How do parents perceive the work of preschool teachers in daycare centers and how do they evaluate it? To answer these questions, problem-centered interviews will be conducted in a daycare center with parents, children and teachers. Ethical considerations were accounted for for example by the fact that the research procedure focussed incidentally and specifically not only on adults but also on children and their perception of diversity. Additionally, all interviewees were anonymized. The data is analyzed with the following questions in mind: what methods and activities are felt to be successful with regard to diversity education? Which methods and activities have an opposite effect, though well intended? What conclusions can be drawn that may contribute to the initial and further training of preschool teachers? **Keywords:** diversity education; intersectionality; problem-centered interviews

### *ECECs as child protection intervention*

KARI EMILSEN | Queen Maud's University College of Early Childhood Education, Norway

"ECECs as child protection intervention" is a 3-year collaborative project between Save the Children, The Regional Child Protection Research Unit (BUS) NTNU Social Research AS and Queen Maud's University College of Early Childhood Education. The main focus is how ECHECs may be targeted preventive measures. Through this project we have investigated who receives these measures and how

measures are justified in relation to family and child care. The aim was also to examine how ECECs and child protection services cooperate with each other, and with children and parents. ECECs as helping intervention are the most widely used measure for children between 0 and 5 years in Norway. The initiative aims to strengthen the child and family resources and parental care expertise. Sagbakken (2004) claims that the services offered in ECECs as child welfare, is described as an unqualified good, uncritically and without specification. Furthermore, Killen (1991) claims that the expectations of ECECs measures are so comprehensive that one cannot assume that all ECECs meet them without a thorough and systematic monitoring of child welfare services. Methods are literature studies and a survey of leaders in child welfare. Research ethics guidelines, anonymity and confidentiality is maintained in the project. Results refer to what is seen as important measures to ensure that ECECs become more targeted and better quality for the children and their families. More knowledge about the care and better cooperation is regarded as important. The project contributes to knowledge, development and dissemination of information and training in the field of child welfare intervention.

**Keywords:** child welfare; protection; children's rights

### *Educators' satisfaction with the training in the Incredible Years Program*

VERA DO VALE (1) AND MARIA FILOMENA GASPAR (2) | (1) ESEC-Instituto Politécnico de Coimbra, Portugal, (2) FPCE-Universidade de Coimbra, Portugal

Assessing the perception and also the satisfaction of the teachers with the Incredible Years Program. The Incredible Years Program (Webster-Stratton, 2003) allows you to train teachers in effective use of behavior management strategies of children, including the use of positive attention strategies, incentives, limits and rules, peer training, natural and logical consequences and Time Out. Another important part of the Program concerns parents and the importance of creating a strong connection and collaboration with them. In this Poster we present the data obtained from a sample of 18 preschool teachers who attended a training workshop with this Programme. We used the "Teacher Workshop Satisfaction Questionnaire" (Webster-Stratton, 2003). The data allow us to conclude that teachers were satisfied with the program and with its usefulness, having been conferred usefulness to all components. We found that age seems to be significant in terms of usefulness, content and methodologies as well as the techniques taught. The results showed statistically significant over age- to the blocks A2 - "Usefulness, content and methodologies" with  $r=-0,58$ ,  $p=0,012$  and B "Specific techniques taught" with  $r=-0,54$ ,  $p=0,02$ , and for service time, in relation to the block A2 "Usefulness content and methodologies" with  $r=-0,57$ ,  $p=0,015$ . All teachers have been informed of the goals and steps of research and gave their consent. This training enables to empower teachers to teach children problem-solving strategies and regulating anger.

**Keywords:** teachers training; behavior strategies; behavior problems

### *From child rearing support service towards families involvement: The case of Japan*

SACHIKO KITANO | Kobe University, Japan

This research examines Japanese families involvement practices in general and introduces our 3-years (2009-11) action research with the kindergarten-families-university collaboration to improve better understanding for ECE with good partnership. A lot of researches show that families involvements provide positive effects on children (Ex, PTA 2009; Epstein 2011), however, Japan seems to have different context as it officially became practitioners' duty to support families in their districts from

2000. In this 3 years action research we tried to change the relationship between family and kindergarten from supporting family, to involve family, then build partnership with family. Guided from our questionnaire survey on families involvement practices to chief practitioners of preschools, in general, the action research was taken place to improve family involvement. Data on parents and children were taken for 3 years, focusing on their attitude and abilities change. All the individual data was confirmed by the letter of acceptance. From the questionnaire, it was made clear that Japanese practitioners tend to focus on supporting families in needs. Most had well prepared events inviting parents as guests. Information about ECE was only provided in one way rather than as a discussion. During the research, we tried to have more daily interactive communication with families and to see parents as decision making partners. The parents' and children's attitude gradually changed. For example, in reaction papers, the parents tend to write about their impression in the first year but changed to describe what they want to do with practitioners and how they can continue it at home. Children's abilities on daily habits also improved. This research suggests the needs of more daily interactive involvement with families to improve ECE practice for children.

**Keywords:** families involvement; action research; early childhood education

### *Helping parents to support their children's transition to school: An evaluation of "ready to go!"*

FIONA ROBERTS, KATHY SYLVA AND PAM SAMMONS | University of Oxford, Department of Education, England

The aim was to investigate the effects of the 12-week parent programme, Ready to Go!, on children's readiness for school and parents' confidence and use of strategies at home. Some studies show that behavioural parenting programmes can lessen problem behaviour in children (e.g., Scott et al., 2010), while others show that parents can be supported to improve their children's language and reading (Evangelou, Brooks, & Smith, 2007). Dunlap et al. (2006) argue that the ideal pre-school intervention would target both behaviour and language rather than focusing on just one domain. This is particularly important for disadvantaged families whose children are especially at risk for problems with both (Qi & Kaiser, 2004). The sample comprises 48 families with 3-4-year-old children living in a disadvantaged UK city. Families are assigned to intervention or comparison (an alternative intervention) groups. The intervention programme consists of 8 weeks focused on children's behaviour and 4 weeks on language. Pre and post language and emergent literacy assessments and parent interviews are used to investigate the effects of the intervention. Oxford University ethical guidelines were adhered to; informed consent (and assent from children) was sought and confidentiality assured. Results will be presented on both child and parent outcomes. This paper has implications for ways that parent interventions aimed at increasing skill in child behaviour management and language can be successfully implemented. The most powerful programmes may aim at improving both behaviour and language, but this cannot be at the cost of intensity in either area.

**Keywords:** parent engagement; interventions; transitions

## *High-quality relationships between babies and their parents: An unavoidable requirement for positive adjustment in socioeducational environments*

MONTserrat MARGENAT, MARIONA DALMAU, ROSER VENDRELL (1) AND LIDIA IBARZ (2) | (1) Ramon Llull University, Barcelona, SPAIN, (2) Institut Municipal Educació de Barcelona, Spain

The main objectives of this study were: (a) to describe interactive patterns observed in natural contexts, focusing on the parent-child relationship, and (b) to determine the role of educators in shaping and/or stimulating bonding and/or separation strategies. Research on mother-child attachment points at the close relationship between the quality of experiences lived in the first relationships and the child's later behaviours. Bowlby (1980) reported how psychological skills develop at the core of the first interactions with people in our environment and particularly those engaging in a maternal role. We carried out a longitudinal research throughout two academic years. Three cases were studied with elements from different sociocultural contexts. Our method followed Bronfenbrenner's (1987) microsystem qualitative analysis, emphasizing that the style of relationship between the closest parent and the child has an influence on their affective-social development. For the collection of data we have been counting on the permits of families and institutions that took part in the research. The commitment of the researchers referred to the use of information obtained will be exclusively for research purposes. We have identified in each of the subjects, some educational trends conditioned by the maternal/paternal history. In two cases there's an interactive pattern of dependency.. All data obtained allows to foresee an interactive pattern of development in other socio-educational contexts. Likewise, the educators' intervention offers a model of relationship that promotes both the child's and the mother's autonomy, which has a positive repercussion on the development of each member of this dyad.

**Keywords:** attachment; socioeducational relationship; development

## *“How do I blur the pencil?” Children's learning about drawing and co-construction of knowledge through mypaint*

MARIA FIGUEIREDO, NELSON A. F. GONCALVES, HELENA LOPES AND FÁTIMA BARREIROS | School of Education, Polytechnic Institute of Viseu, Portugal

The poster presents an experience of using the free software MyPaint together with a graphics tablet in two early childhood centers. Information about the way children explored the technology frames two analysis: how features of the technology promoted children's awareness regarding drawing with real tools; and how exploration in small groups promoted interactions focused on recognition of contributions from other children, leading to less conflicts. The work is based on Papert's perspective of children driving the technology (1996) in self-directed and socially relevant ways (Amante, 2007), as mind tools (Jonassen, 2006). The view of children as sharing a “participatory culture” (Jenkins, 2006), as the new testpians of a “collective intelligence” (Levy, 1997), requires from early childhood education critical decisions regarding software. Data was collected through observation, artifact analysis, photographs and informal interviews with the children. Documentation of the teaching episodes was also used in the analysis. Permissions from the children and the teachers were collected and anonymity preserved. The discussion about features will focus on how using the different brushes in MyPaint led to an interest in drawing tools, and how using the graphics tablet stirred a discussion about “where to look” when one draws. The analysis of the organization of the activities will look

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at how children were genuinely interested in seeing and respecting others use of the software since they felt the need to learn from what others did. Ethical and pedagogical arguments for Free and Open Source Software in early childhood education will be discussed.

**Keywords:** ICT; arts; free software

### ***Kindergarten teachers in german crèches (0-3) – Knowledge, skills and competences***

**NADINE BERLIPS AND KERSTIN NOLTE | Leuphana University of Lüneburg, Germany**

The research aims to work out knowledge, skills and competences of kindergarten teachers, which they have and need to perform their activities in everyday life in crèches (0-3), to arrange education and a successful child development? To make a contribution to a bottom up realized revision of the vocational training/further education of educational staff. The theoretical framework encompasses questions of professionalization, of pedagogical theories of everyday activities and conceptual knowledge for the different actors. Grounded- Theory-Methodology (Strauss/Corbin, 1996) was used. The research tools were guideline-based interviews and document analysis. In what concerns ethical considerations, more quality education in crèches (0-3) improves a better growing up of children and a compatibility of family and work in Germany (perspective: achieve more (gender) equality). All dates of research are anonymised (written confirmation). There will be no inference to the interviewed persons (kindergarten teachers) and their contexts (institutions, children, parents). Main findings show that recurring activities characterize and structure the everyday life in crèches (0-3). A successful pedagogical work depends on the cooperation. Secondary parameters of room and material are important. Knowledge, skills and competences of kindergarten teachers are mainly learned and developed in the practical doing in crèches (0-3), so that the competence of self reflection is essentially needed. How to arrange pedagogical work in crèches (0-3) was discussed in the vocational training of the interviewed kindergarten teachers only marginal. In the context of a German-wide law (“KiföG”), which enters into force in August 2013 every girl and boy from the second year of life has the equal right for a sure place in a kindergarten. So it is necessary to improve particularly the quality of the pedagogical work in the institutions for children from birth to the age of three as well as the quantity of kindergartens.

**Keywords:** knowledge, skills and competences of educational staff in crèches (0-3); description and reflection of pedagogical processes of everyday activities; professionalization of kindergarten teachers

### ***Media education in Estonian pre-schools: Teachers’ opinions***

**DEIVI PARD AND KRISTI VINTER | Tallinn University, Estonia**

The presentation provides an overview about pre-school teachers’ awareness and perceptions of media education in Estonian pre-schools. According to Kynäslahti, two approaches in children media use can be distinguished: 1)to limit media use and offer alternatives,2)to help children to understand how media works and to help to make their own informed choice (Vesterinen 2008). There are differences in media education between countries (Buckingham 2001). Pre-schools in Estonia are educational establishments but media education is not part of the National curriculum and does not belong to basic training of pre-school teachers. Web-based questionnaire was sent to 579 pre-schools in Estonia to be answered by two members of educational personnel. 325 subjects responded. The questionnaire was anonymous and answering to the questionnaire was voluntary. Majority (90%) of pre-school teachers claimed that they had at least some previous knowledge on media education.

26% respondents claimed that some aspects of media education had been part of their basic training, 27% had participated in postgraduate courses. However, their description was not always related to the real content of media education. Majority of responders claimed that they implement media education in their everyday practice to some extent, 28% denied, and 7% were not sure. The main activity, however, is discussing media more integrated approaches were infrequent. Of those, who considered conducting media-days or-weeks important or very important, 57% had never done anything in practice. Teacher generally believe, that pre-school can influence media use of children but only few are currently eager to actually do something. There seems to be lack of training and methodological aid. The results of the study indicate the need to include media education to curriculum of teacher's training. The study also revealed the needs of teachers training in Estonia.

**Keywords:** pre-school teachers; media education; teacher-training

### ***NB-ECEC: Nordic base on early childhood education and care***

PERSILLE SCHWARTZ | The Danish Evaluation Institute (EVA), Denmark

NB-ECEC is a database on Scandinavian research studies on Early Childhood Education and Care. It aims at supporting policy and practice to become more research/evidence informed, and for researchers to be able to attain an overview of qualified Scandinavian ECEC-research being conducted, the methodological approaches used, and the results achieved. The studies are scored against the EPPI-standard and additional questions focusing on evaluating qualitative research in particular. Danish Clearinghouse for Educational Research conduct an annual mapping of Scandinavian studies published the past year. The studies found are peer-reviewed by a panel of Scandinavian researchers scored studies against the EPPI-standard. Studies receiving high and medium evidence weight are included in the data base NB-ECEC. Studies receiving low evidence weight are not included. NB-ECEC contains abstracts and EPPI-descriptions of the research documents, as well as links to the research documents themselves, when copyrights allow. The database is free to access. The database is available in Danish, Norwegian, Swedish and English. The evidence weight of the studies scored (low, minimum or high) is not made public, but the criteria for the scoring is accessible. NB-ECEC contains more than 220 abstracts and re-views of qualified Scandinavian Studies published on ECEC in the years 2006-10. Practitioners, researchers and policymakers can easily get an overview of whether or which research have been conducted in relation to Early Childhood Education and Care within their particular field of interest.

**Keywords:** database; early childhood education and care (ECEC); qualified scandinavian research

### ***Our classroom, my world. Me, you and we: Digitally yours***

ELS SCHELLEKENS | Inholland University, Netherlands

Ipads, digital games, social media: now-aday children are digital natives. Schools should be ahead but seem to stay behind. The aim of the project Our Classroom, My World is to find out how teachers can enrich social competence-education with functional language education and the use of ICT. The conceptual framework is formed around three dimensions of social competence: Identity, Social Relations and Group Membership, e.g.: Children publish their digital self-portrait on the internet, cooperate with partners of different backgrounds and participate in classroom consultations. In a natural way they experiment with the internet, its pitfalls (e.g.: sharing personal information too thoughtlessly) and its strengths (e.g.: a classrooms' weblog on which children publish texts and pictures). Central in our method is the daily reality of the children, at home and in their classroom. Together with the

teachers we analyze social-developmental needs and design lessons, which are tried-out and evaluated (action research). Successful practices are published (in Dutch) at: [www.onzeklasmijnwereld.nl](http://www.onzeklasmijnwereld.nl). Parents are asked for permission to have their children video-taped and for consent to publish children's pictures and products on the internet. The 15 participating teachers state that OCMW provides them with tools to implement activities which promote social inclusion, respect for diversity and group responsibility in a coherent, integrated way. Children are highly motivated to work with computers and digital camera's. Integration of ICT, digital citizenship, social competence and language teaching stimulates schools to be more aware of the need to work on children's digital development and to involve parents more intensely.

**Keywords:** ICT, digital citizenship; social competence; language education

*Parents' and children's 'learning by head, hand and heart':  
A comparative study of mothers' and students' nurturance skills*

CHIE ASHIDA | Hiroshima University, Department of Learning Science, Japan

This study investigates Japanese mothers' and undergraduate female students' nurturance concept as action in given situations. Fogel et al. (1986) defines the concept of nurturance as fostering developmental change within the growth potential of the nurturance objects, which can be not only children, but also elderly people or pets. Mothers' concept of child nurturance can be fostered relaying on Pestalozzi's educational philosophy. This study investigates the prerequisites of present and future mother's nurturance concepts. The studied sample includes 86 mothers having children under five years of age, 92 more experienced mothers having children over 14, and 98 childless undergraduate female students. The participants were asked to answer a questionnaire and a structured interview describing situations of nurturance and to rate their probable behavior in these situations. Informed consent was obtained from all subjects. All experimental data was treated confidentially. If the object of nurturance was a child, mothers were more likely than students to stay watchful in expectation of child's own actions. On the other hand, they started to assist immediately if the object of nurturance were elderly people or pets. Mothers with longer experience, having more than one child, had also clearer heuristic rules referring to when to assist a child and when to stay watchful. The study suggests that Japanese parents' support centers should adopt policies to assist and further develop present and future mothers' own experiences, reflection and informed decisions regarding child nurturance concepts. Additional research is necessary to formulate concrete methods.

**Keywords:** nurturance; mothers; support for parents

*Playing behavior of autistic children in the inclusive environment*

LEE-FENG HUANG | Department of Early Childhood Education, Pingtung University of Education, Taiwan

Play is a unique phenomenon of early childhood. All children have playing behavior, whether ordinary children or children with special needs. Another characteristic of young children is learning through imitation. The concept behind the inclusion is that the children with special needs can imitate the ordinary peers. The purpose of this study is to explore whether the inclusive environment is able to change the playing behavior of autistic children. Autistic children often avoid eye contact and are not willing to interact with other people. Based on these deficiencies, can autistic children earn new playing skills through peers' scaffolding in the ordinary class? Bandura's social learning provides this study a theoretical basis. In the inclusive environment the autistic children have a lot of chances

to imitate their ordinary peers. This study conducted qualitative survey. The playing behavior of two children with moderate autism in the inclusive environment was observed during the ten months. Teachers who also participated in the inclusion were interviewed. This study obtained the permission from children's parents and teachers, before it began. The results of this study were: 1. The Playing Behavior of two autistic children developed from low-level to high-level gradually. 2. Two autistic children showed more and more willingness to interact with their peers. 3. Tolerance from ordinary children and randomly scaffolding from teachers were necessary to increase the ability of autistic children's playing. According to these findings, this study recommends that government should support the policy of full inclusion. Teachers should provide more interacting opportunities for children with and without special needs. Appropriate assistance from teachers is also needed, in order to enhance the unable children's playing and learning abilities.

**Keywords:** autistic children; playing behavior; inclusion

### *Por uma escola aberta às diferenças: A experiência nos centros de convivência infantil da UNICAMP/SP/BRASIL*

ROBERTA ROCHA BORGES AND FRANCISCA PAULA TOLEDO MONTEIRO | Universidade Estadual de Campinas, Brasil

O Centro de Educação Infantil da UNICAMP atende aos filhos dos servidores e estudantes da Universidade, com idade entre 6 meses a 6 anos. Em 2011, após reorganização da equipe gestora, implanta-se o centro de investigação para a infância e constituem-se comissões democráticas de trabalho, com a participação representativa de todos os professores, para rever as concepções de infância, educação e escola em busca de referenciais de qualidade para uma escola aberta às diferenças. O enquadramento teórico inclui as seguintes referências: Borges (2009), Monteiro (2008) e Mantoan (2002). A busca se dá pela garantia incondicional de uma escola cujos espaços e tempos, a partir da escuta das crianças, sejam organizados de maneira que possibilite a aprendizagem de todos. A educação infantil como primeira etapa do ensino básico demanda uma formação específica e em contexto. Esta acontece com a continuidade da formação da equipe gestora; grupos de estudos mensais e estudos de caso (pontuais) entre os professores, gestores, pais e /ou responsáveis, profissionais externos (em casos específicos) e autoridades legais para a proteção dos direitos à infância (trabalho em rede). Pensar e fazer uma escola aberta às diferenças remete-nos à construção de novos paradigmas que deem conta dos valores que permeiam a sociedade atual, a partir de questionamentos éticos e estéticos, tais como: por quê, para quem e como fazemos a educação? Que tipo de sociedade queremos? É a partir da formação participativa que gestores, professores, crianças, famílias se tornam (co)autores da obra de arte inacabada, que é a educação. Uma práxis de qualidade implica na validação de políticas públicas que deem continuidade à proposta.

**Keywords:** educação Infantil; diferenças; qualidade

### *Professionalization of the qualified professionals for crèches (0-3) and their teacher*

KERSTIN NOLTE AND NADINE BERLIPS | Leuphana Universität Lüneburg, Germany

The main interest in this study are the various ways, prerequisites and contexts for educational staff to acquire knowledge and skills for the areas in which early education at the (age0-3) has to be done. The focus here is on crèche(0-3) and the teaching staff in Germany. The knowledge, the

essential teaching, researching(main/key) players have in the field of early education(0-3) are investigated. Furthermore, the qualifications of teachers and their need of further development including self-development is considered. This includes the impact of their own educational career (learning/professional biography) on their individual way of teaching. Additionally, the qualification for educational staff/qualified professionals in terms of specific skills, knowledge and understanding are treated. Theoretical Framework: Theories of professionalization, early education and pedagogy. Research Period:10/2010-09/2013. Qualitative guideline-based expert interviews (Meuser/Nagel) and document analysis aligned to the research style of Grounded Theory. Possible ethical issues affecting the project have been considered. The aim of the projekt is to work out a Grounded Theory. Main trends: It is found out that the combination of theory and practice is highly relevant, not only for working and reflection on theoretical content but also in general for the learning motivation of students and their learning experiences. Central and important topics for teachers e.g.are: biographical work, the &quot;attitude&quot; of Professionals and evaluation/self-reflection. The topics teachers are expounding in their teaching is highly depending on their own training, research interests and perspectives. There is still a general lack of appropriately specialized theoretical content and practical methods for training the educators and their teachers.

**Keywords:** teacher education; educational staff (kindergarten teachers) - (vocational) training and study; professionalization of the qualified professionals for crèche (0-3)

### *Science picture books in Japan: How can we use them in kindergarten from children's perspectives*

AKANE NAKAGAWA, SACHIKO KITANO AND TOMOYUKI NOGOMI | Kobe University, Japan

The present study analyzes picture books as an educational tool and seeks how we can use them to improve young children's science education. Picture books are common in ECEC settings in Japan, as about 90% of practitioners use them every day. However they select books according to "the seasons" (62.4%) that fit "the children's age" (48.2%), rather than "the interests of the children" (24.7%) (Kaneko & Kitano 2010). To use books from children's perspectives in ECEC settings, this study first analyzed 298 common science picture books, using 13 categories made by Harlan & Rivkin (2003), then next, free play activities of 5-year-old class were observed once a week for a month and a science picture book (expect on animals and plants) selected from children's perspectives were read on each day. After that, children were interviewed and their play activities were recorded to see the relationship with the books. The practical data was taken at our Univ. Lab. Kindergarten with ethical agreements. As the result, most common topics were on "Animals" (51.4%) and "Plants" (18.1%). Books on "Rocks and Minerals", "Magnetism", "the Effects of Gravity", and "Air" were less than 1% for each. Books on "Magnetism", "the Effects of Gravity", and "Air" were all translated one. Children tend to talk a lot about science books and tried and continued to experiment what they learned from the books. This study suggests Japanese ECEC practitioners to use more science picture books on more various areas to meet children's interest in science.

**Keywords:** picture books; early childhood education and care; science education

## *Social scaffolding at the crèche*

ELISA GUERRA AND VALENTINA MAZZONI | University of Verona, Italy

Starting with the European Communication “Early Childhood Education and Care [...]” (2011), and from the results of recent psychological studies addressing the importance of developing social-emotional competence as a support for school readiness from the first years of life, my present study intends to investigate social scaffolding in Early Childhood Education. Following the initial results, two aims were identified: studying the teacher-child attachment relationship and the strategies used to developing sympathetic reaction as a base with which to construct the socio-competence of pre-schoolers. The theoretical framework is ecological paradigm, and the philosophy research is the Phenomenology. Data were caught through interviews to educators to learn about educational strategies used to pursue my two aims. A phenomenological-eidetic methodology has been employed for data analysis. Each interview was conducted singularly, and during the restitution of results, the anonymity was preserved using alphanumeric codes known only to undersigned. Moreover, in descriptions of the strategies that I collected, children’s name were transformed into codes. Helping children develop good social skills means attending to the foundations of a society in which every individual is able to express himself, interact and measure with others, build strong relationships and respond to the call of the Other’s face in a context of mutual respect. Thus far my findings show two opposite visions: a great knowledge of the delicacy of the object inquiry and the necessity to care for this invisible dimension through daily acts and meaningful words; a superficial consideration of the same and consequently, actions lacking educational intention. The need to clarify the pedagogical intention that governs the teacher’s actions in order to avoid the risk of failing to recognize or forgetting, as teachers, the significance of the teacher’s role, so that actions become improvised or resulting from simple common sense rather than pedagogical intention.

**Keywords:** social scaffolding; social-emotional competence; crèche

## *Story magician’s play time (SMPT) as a method to study children’s narratives on social relationships*

PIIA MANNINEN, MARJA-LEENA LAAKSO AND LEENA TURJA | University of Jyväskylä, Finland

The aim is to get information about young children’s experiences on social interactions. We are interested in factors impacting on children’s socio-emotional wellbeing in the contexts of childcare in 24/7 society and intervention programs directed to parents and their children with self regulation difficulties. A concept of sense of coherence (SOC) is linked to human wellbeing as it emphasizes the importance to experience one’s life as comprehensible, manageable and meaningful (Antonovsky 1979). The basis of SOC develops in early childhood. Our method is called “Story Magician’s Play Time”. Children aged 4–6 years are presented pictures (vignettes) about problematic casual interaction situation. The child chooses one picture at a time to tell a story: what is happening, what has happened earlier, and how to solve the situation so that all the participants will become happy. Other equipment consists of little wooden dolls, dollhouse furniture etc. and “table-theatre scenes” to build the interior for the story in the picture. The child chooses suitable figures and materials for playing the story – accompanied by the researcher. In the end, the researcher with a help of a puppet dog arises a discussion about those issues in the story the child regards as important. Participation was voluntary, and the children gave an assent to record the sessions for research purposes. According to preliminary findings children are keen and skilful storytellers if the channels of narration respect children’s natural ways of communication. The method is useful for listening to children in various contexts of early childhood.

**Keywords:** children’s perspective; children’s participation; narrative method

## *The content of young children's voices about their school contexts*

ANJA TERTOOLEN, BERT VAN OERS (1), JEANNETTE GELDENS AND HERMAN POPEIJUS (2) | (1) VU University of Amsterdam, Netherlands, (2) Kempel Research Center Helmond, Netherlands

Responsiveness is an important issue in the educational relationships between children and teachers. In our research we are looking for young children's voices on educational matters. How do young children, aged 5 to 6, attribute meaning to their school contexts? In this presentation we focus on the content of their expressions. Our research is based on social cultural theory. Children can't be excluded from context; they are determined by it and influence the context as well. Our research contains a sequence of five case studies with a qualitative-interpretative approach, using multiple sources of evidence. We use the grounded theory approach. Pattern analysis and matching will be used to describe the individual and inter relational components of the attributions of meaning in the different case studies. We are aware of the relationship of power between researchers and young children and in our research we create conditions to involve children in research in their social-cultural context, paying special attention to their involvement with their outspoken consent in every possible way. We analyze children's expressions about school, as well as the way they express them. The content analyses of children's voices on the three aspects: school activities, school organization and teacher's roles, will be presented. In order to realize for and with children an appropriate developmental educational context, we have to retrieve what young children consider to be the meaning of school, and how they value education, as well as to examine the authenticity of their opinions.

Keywords: voice; meaning; case-analyses

## *The developmental change of figure drawing in right-handed Japanese 4- and 5-year-olds*

MASANORI TAGUCHI | Dokkyo University, Japan

The present study aimed to examine the developmental change of figure drawing in Japanese young children. Recent researches reported the cultural differences in drawing figures. For examples, German draw a circle clockwise from upper-right on the circle, while Japanese draw it counter-clockwise from bottom-left on the circle. These cultural differences were thought to be derived from the difference of the reading-writing system used in each culture. The present study focused on the developmental change of figure drawing in young children with acquiring writing skills. The participants were 19 four-year-olds, 20 five-year-olds, and 21 university students, aged from 18 to 23 years, who were all right-handed Japanese. The participants were asked to draw a circle, a triangle and a rhombus by one stroke. The starting position and hand movement in drawing were recorded. Informed consent was obtained from each participant and their nursery teachers, prior to their participation in the experiment. Participation was completely voluntary. There were no significant difference in hand movements in drawing between four- and five-year olds but the significant difference was found in starting positions. The starting position of five-year olds was similar to that of adult participants rather than four-year olds. Five years old children took higher scores in Writing Test than four-year olds. It was suggested that the starting position in figure drawing would be first fixed with children's writing-skills developed. The above findings should be taken into consideration in teaching the classes of picture drawing and understanding children's pictures.

Keywords: figure drawing; cultural difference; japanese young children

## *The effect of a program with multicultural games on the intrinsic motivation of preschool aged children*

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The aim of the present study was to examine the participation in a program with multicultural games as a way to improve the intrinsic motivation of preschool aged children. In most European Countries the preschool children are growing up in a multicultural school environment. The subjects were 122 children (72 Greeks; 50 Muslims), with mean age  $5.4 \pm 0.3$  years. Also, 53 of them were the experimental group and followed a program with multicultural games and 69 children served as the control group which was engaged in free-play games. Children's level of intrinsic motivation was assessed with an evaluation protocol, based on the Intrinsic Motivation Inventory (McAuley & Tammen, 1989). This protocol was designed according to the evaluation standards for early childhood with the use of pictures and symbols (Dunn & Dunn 1997; Slate & Jones, 1997). Measures were conducted before and after the implementation of the twelve-week intervention program with multicultural games, based on books for multicultural and international games (Barbarash, 1997; Horowitz, 2009). The early educators need to actively practice of equal treatment, for all the children no matter their culture. For the purposes of conducting research, the researchers asked from the parents to consent with written application for their children participation in the program of this research. In addition, for the confidentiality and preservation of anonymity of participants, the questionnaire which children completed, ensured that was anonymous. The results showed that the experimental groups significantly improved their level of intrinsic motivation after their participation in the intervention, while the greater improvement was noticed in the experimental group. On the other hand, there were no statistically significant differences between two cultural groups. It seems that preschoolers participate with pleasure in a program with multicultural games, could be part of the daily schedule of preschool centers.

**Keywords:** early childhood; intrinsic motivation; multicultural groups

## *The effects of structured activities versus self-initiated activities on toddlers' development of initiative and involvement*

CARLA ARAÚJO AND ANA RITA SILVA | Higher School of Education Fafe, Portugal

The purpose of this study is to explore: a) the relationship between toddlers' levels of initiative on structured activities versus self-initiated activities; b) the association between toddlers' involvement and their competence of initiative. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development (Leavers, 2005). Another critical variable in children's learning and development is their competence of initiative which is directly related with opportunities of choice provided by their teachers (Post & Hohmann, 2000). The sample includes 50 toddlers from private and social solidarity (IPSS) institutions. Data was collected using three instruments: a) SICS Well-Being and Involvement in care: A process-oriented self evaluation instrument for care settings (Leavers, 2005); b) High Scope Child Observa

tion Record for Infants and Toddlers (COR) (High Scope Press, 2002); c) social and demographic questionnaire. In this study confidentiality and anonymity are assured during data collection. Results show associations between different levels of toddlers' initiative and involvement. The variability of toddlers' initiative competence is explained by structural and process aspects of day care quality (structured activities versus self-initiated activities). The results are discussed in terms of educational and developmental implications.

**Keywords:** initiative; involvement; toddlers

### *The phenomenon of professional burnout among therapists working with disabled children up to 3 years old*

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The aim of the research is to determine the range of the intensity of the burnout phenomenon among the staff working with little disabled children. The identification of the level of burnout among therapists has been made, including in the following areas: emotional burnout; depersonalisation; reduced satisfaction in personal achievements; level of job satisfaction and occupational burden. The answers to the question have been found: What is the relationship between burnout intensity and such factors as: sex, age, and marital status, education, length of service, job location, type of children's disability? The Polish staff working in centres for disabled children belong to the professional group in which the problem of chronic stress and burnout is raised more and more often -review of research. The diagnostic-poll method was used, and interview techniques and the enquiry form were applied (instruments: the Maslach Burnout Inventory, the Questionnaire for Occupational Burdens in Teaching by P. Plichta). The research covered a group of 120 employees at early-intervention centres. For statistical analysis were used the t-Student test, and the ANOVA-test. I obtained institutional consent of the head of early-intervention centres; afforded the well-being of the participants. More than half of early-intervention therapists experience different levels of professional burnout. Only a small group of persons examined suffer from full burnout syndrome. Employees who are exhausted and at risk of experiencing burnout constitute a considerably bigger proportion. The research results have enabled us to identify practical ways of dealing with the problem and providing assistance for therapists.

**Keywords:** professional burnout; staff of early-intervention centres; disabled children

### *The relationship between college students' implicit theory of teaching and their verbal supports in drawing lesson*

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The purpose of this study was to investigate whether college students' implicit theory of teaching is related to the type of verbal supports they would provide for children in drawing lesson. Studies of teacher training in early childhood education have indicated that the lack of knowledge is the cause of inadequate verbal supports given to young children in drawing lesson. Therefore, it is evident that the role of verbal supports should be taken into consideration in teacher training for drawing lesson in kindergarten. However, only a few studies have paid attention to the role of verbal supports in drawing lesson. Five students who enroll in early childhood education course made teaching plans for drawing lesson, and were interviewed about the reason for giving verbal supports in the drawing lesson. Free descriptions written by three students were used for data analysis. A researcher obtained

informed consent from all students, and promised to treat all experimental data confidentially. The major findings were as follows: 1) there were two types of verbal supports, i.e., verbal support to help children recall their pleasant experience about drawing theme and verbal supports to express empathy for children's pleasant memories. 2) Students believed that the former type of verbal support would enable children to figure out what they would draw, and the latter type of verbal support would develop children's confidence. These results suggested that adequate teacher training based on developmental psychological theory is necessary for students to design efficient art lesson that facilitate children's artistic development.

**Keywords:** teaching plan for drawing; implicit theory of teaching; verbal support

### *To be an educator in a day care setting – Conceptions and educational practices*

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This work intends to make known the perspective of two childhood educators about their profession in a day care center setting. Theoretical framework: Childhood Education. Being the intention the understanding of practices developed in a day care setting, a research team, designed a qualitative study about the teaching professional development. By resorting to the interview as a data collection instrument, two childhood educators that integrate the Day Care Project – IPL/ESECS from its beginnings, in the year 2008/2009, are the participants in this study. The interviews were conducted between January and February 2011 and their transcripts made up a total of 100 pages. Ethical considerations: Consent participation. The data collected were subject to a content analysis by a 3 judge panel. For the purpose of this study, the focus of attention chosen was the practices developed in the day care setting. The data analysis shows a great incidence in the interpersonal relationships established, ascertaining an appreciation of interactions with day care assistants, other colleagues and families in the development and learning of the children (Portugal, 1998). The participants point out the involvement of children and the educational intentionality focusing on the well-being and development of the child as roles essentials of the childhood educator in a day care setting (National Education Board, 2011). The data bring to light the understanding of the educator's role in a day care setting, contributing to the acknowledgement of their educational action with children up to 3 years of age.

**Keywords:** childhood education; day care center; education practices

### *“What is meaning?” – Discuss the subject and curriculum of in-service training with kindergarten and nursery teachers*

PEI-TSEN HUANG | National Central University, Taiwan

The purpose was to analyze and to evaluate the subject and curriculum of in-service training of ECE with kindergarten and nursery teachers' meaning. Practice of meaning is a process by which we can experience the world and our engagement with it as “meaningful”. Meaning exists in kindergarten and nursery teachers, in kindergarten and preschool, in the ECE, and in the dynamic relations of living in Taiwan. This article continued results of the project — The Subject and Curriculum of In-service Training of Early Childhood Education (ECE) by Problem-Based Learning. The project was sponsored by The Ministry of Education in Taiwan. A number of studies were concerned with teachers professional development and teachers evaluation for profession development and as subjects. However, few studies have been done on the effect of person's meaning on the subject and curriculum

of in-service training. An exploratory survey was given to a small sample of kindergarten and nursery teachers located in the Taichung city of the Taiwan. Through observation and interview, the teachers' responses about the conceptual framework for meaning of the subject and curriculum of in-service training were collected. It could be shed light on that meaning, as a negotiation or an internal / external change, is still largely unknown and uninvestigated area. Meaning is derived from the participation and reification of the subject and curriculum of in-service training, and strengthened by circulating the processing of it. Finally, in terms of the points above, there are suggestions proposed for the teachers, kindergartens, centers of teacher education, and other researchers.

**Keywords:** kindergarten and nursery teachers; meaning; the subject and curriculum of in-service training of Early Childhood Education

### *What is the gap between kindergarten education and elementary school education in Japan?*

TOSHIAKI MORI AND MIDORI KANAZAWA | Hiroshima University, Japan

The purpose of this study was to investigate the gap between kindergarten education and elementary school education in Japan. This study is based on the multiple intelligence theory of Howard Gardner. A hundred and eighteen kindergarten teachers and 77 elementary school teachers completed a questionnaire, which was to measure their attitudes toward 40 educational goals selected from national standard curriculum for kindergarten and national standard curriculum for life environmental studies in elementary school. Participants completed questionnaires on condition of anonymity. The major findings were as follows: (1) An exploratory factor analysis with Promax rotation of kindergarten and elementary school teachers' attitudes toward 40 educational goals showed different factor patterns for kindergarten teachers and elementary school teachers. That is, 5 factors for kindergarten teachers were named (1) Liveliness (11 items), (2) Social Health (11 items), (3) Life Skill (6 items), (4) Linguistic-Mathematical (4 items), and (5) Physical Health (2 items), while 5 factors for elementary school teachers were named (1) Linguistic (12 items), (2) Natural Science (8 items), (3) Mental Health (8 items), (4) Activity (3 items), and (5) Logical-Mathematical (2 items). These findings suggest that Liveliness and Social Health are potent factors for kindergarten teachers, while Linguistic and Natural Science are potent factors for elementary school teachers. These results were discussed in terms of the hot debate on national curriculum reform for smooth conjunction of kindergarten education with elementary school education.

**Keywords:** educational goal; multiple intelligence; curriculum reform

### *What is the turning point in a Japanese ECEC teacher's career? A qualitative study of teachers' reflection on their teaching experience*

TAKAKO NOGUCHI | Jumonji University, Japan

The purpose of this study was to identify the turning point in teachers' growth, that is, to determine its cause, to evaluate teachers' recognition of its occurrence, and to differentiate between its first emergence and teachers' re-verbalization of the event. The quality of ECEC is an issue in Japan, particularly with respect to the quality of the ECEC teacher's professional development. However, the MEXT report (2010) showed that the average teaching experience for private kindergarten was shorter than that for public and national kindergartens. Noguchi(2011) showed that specific characteristics and various supports were required during the teaching experience. The study entailed two

timed, unstructured interviews (the first in 2005, the second in 2011) with nine teachers working at one kindergarten facility. Teachers were asked to reflect on their own experiences from their first year of teaching to the present year. Narrative approach helped teachers to recognize their own changes, make conscious of professional development. One of the main findings of this study was that around the fourth year, the teachers' views and further predictions about children's development changed. Gaining experience and developing the ability to understand children made the teachers more aware of different practices that, without this experience, they may have not been broad minded enough to try. The study suggested that the reciprocal relationships among teachers provided nurturing support for the individual teacher's further development, which, in turn, produced an atmosphere in which teachers were inspired to strive for and maintain high quality.

**Keywords:** teaching experience; Japanese ECEC teacher's career; qualitative study

### *Why is it so necessary for Roma children to be enrolled in preschool programs as early as possible?*

JERNEJA JAGER | Educational Research Institute, Slovenia

To gain an insight in current situation about integration of Roma children in ECEC programs, and about involvement of Roma parents in ECEC programs. Preschool education is seen as extremely important for children who are somehow disadvantaged. It is important to build a solid base in the early years, resulting in more effective later learning. It is widely known that foundation for development of the brain are formed in the earliest period of one's life, and investments in humanity in the early years have long-term effects and are cost-effective than later intervention. Roma children do not receive sufficient support for learning from their parents; the enrollment rate of Roma children into preschool education is very low; Roma children often do not speak and do not understand the language of the majority. The study was based on combination of different research methods: literature review, quantitative research and focus groups with teachers. Throughout the whole study, principles of ethics were taken into account. Parents and children were informed in advance that their data will be retained in accordance with the Law on personal data protection. Only half of Roma children were involved in preschool programs before they entered elementary school; Roma children are still enrolled in classes with only Roma children; no workshops or other activities for empowering Roma parents are held, and professional staff is not sufficiently qualified for working with Roma children and parents. Preschools and policy makers should offer high quality programs for as early integration of Roma children as possible, and empower Roma parents about importance of education for the future life of their children.

**Keywords:** Roma children; preschool programs; investing in early childhood education and care

## *Work values and teacher-efficacy of Japanese junior college students in preschool education course*

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The purpose of this study was to examine differences of Japanese junior college student's work values and teacher-efficacy between four groups based on the combination of two types of their career choices (students who made a decision about future job of preschool teacher or not) and two views of their future life (students who put much value on future family life or both of vocational and family life). This study was designed to investigate the relationships among vocational career choice, work values, and vocational efficacy in Japanese young women. A total of 63 Japanese female junior college students for preschool education participated in this study. They completed questionnaire which measured seven kinds of work values (extrinsic rewards, security, influence, intrinsic rewards, altruistic rewards, social rewards, and leisure) and perceived teacher-efficacy in two periods (present and about 10 years later). Participation in this study was voluntary and students could withdraw from the study at any time. A series of two-way analysis of variance indicated that students who had a decision-making showed higher teacher-efficacy about ten years later and work values of intrinsic, altruistic, and social rewards than students who did not have a decision-making. In addition, students who put much value on both of vocational and family life showed higher present teacher-efficacy than students who put much value on only family life. These results suggested that vocational career choice were associated with work values and vocational efficacy.

**Keywords:** work values; preschool education; teacher-efficacy





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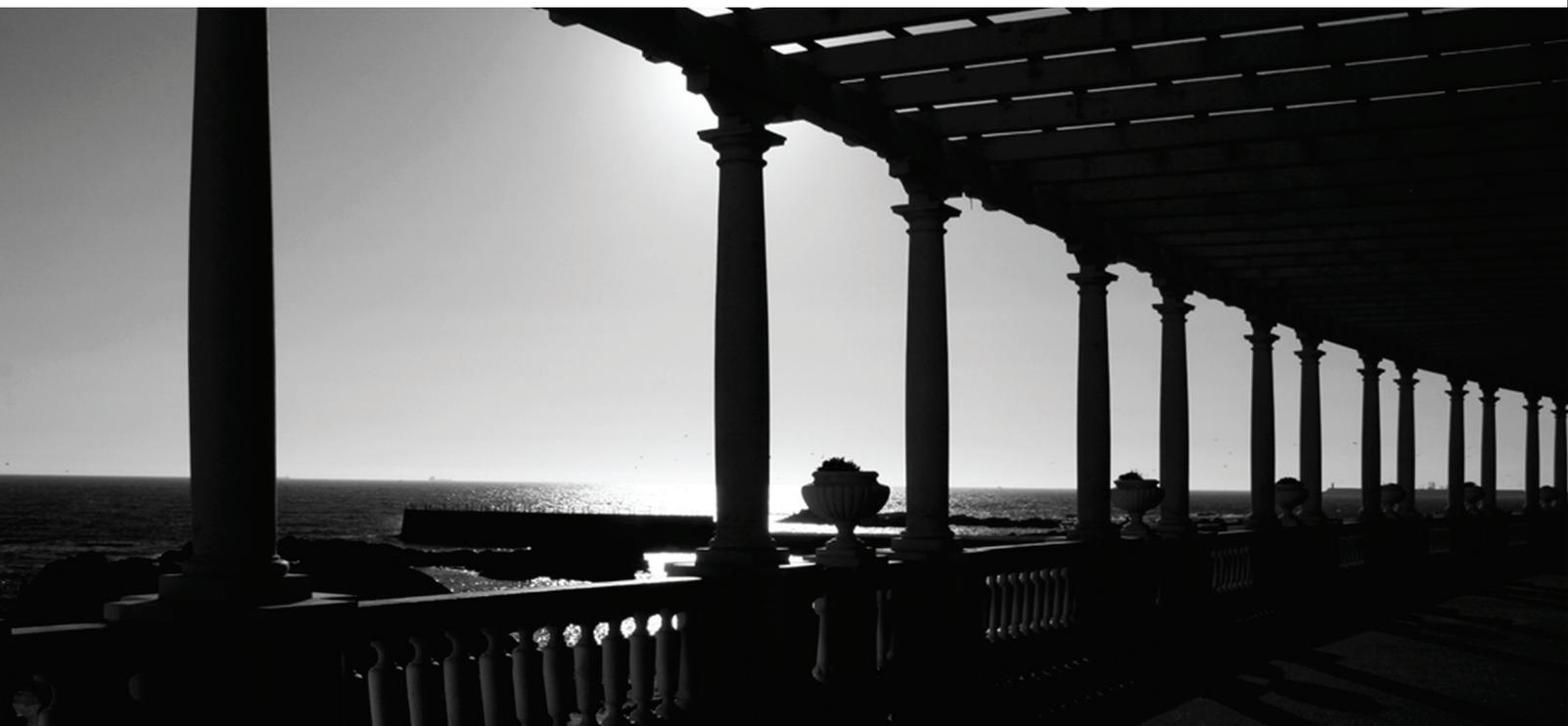
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