25th EECERA ANNUAL CONFERENCE

‘INNOVATION, EXPERIMENTATION AND ADVENTURE IN EARLY CHILDHOOD’
Barcelona, Catalunya, Spain
7th - 10th September 2015

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

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

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

The principle aims of EECERA are:

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

Universitat Autònoma de Barcelona: The Faculty of Educational Sciences at UAB was founded in 1992, having been an Early Childhood Education Teacher Training College in Sant Cugat for 20 years previously. There are now around 600 students and 100 professors involved in the early childhood degree, which is a 4 year course focusing on both theoretical and practical disciplines. There is a school on the campus, with children aged 3 to 12 years, which is a highly valued asset to the campus.
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WELCOME FROM THE UAB CONFERENCE ORGANISING COMMITTEE

Dear Friends and Colleagues,

The team at the Universitat Autònoma de Barcelona is honoured to welcome you to EECERA’s 2015 Annual Conference, always a key event, but especially so this year as it is also THE 25TH ANNIVERSARY.

In the next few days we will all meet regularly with colleagues, get to know new people, make contacts, and share research. We will all benefit from this wonderful, professional opportunity in many ways, including the opportunity to visit schools on the 7th or to watch a film based on the school “El Martinet”.

Of course we will also get to enjoy some free time in Barcelona and its surroundings. How do you want to relax? Museums, beaches, restaurants, great walks, architectural delights, and various other facilities abound. In fact, it is our declared intention that this conference becomes an adventure! Not only in stimulating, exciting and thought provoking lectures and the sharing of innovative ideas, but also in the activities and surprises we have in store for you.

But first, we will tell you a little about us. Universitat Autònoma de Barcelona (UAB) is a campus with truly wonderful surroundings, in which it is a privilege to live and learn. Within the campus there are around 43,719 undergraduate and postgraduate students. One of the UAB’s greatest assets is its proven commitment to people and to the environment. UAB represents quality in teaching in social sciences and the humanities, in science and technology, and in health sciences. Immersed in the European convergence, UAB has taken on new objectives, including more international academic programmes, better teaching areas, and more student mobility, resulting in a strong boost in the attraction of talent. UAB is a renowned research facility comprised of 57 departments and 217 consolidated research groups.

It’s very relevant to UAB and the faculty that our country was one of the first in the world to pass legislation regarding Early Childhood Education. The legislation requires that a certain percentage of professionals working with children aged from 0 to 3 in nurseries, and all teachers at preschool level teaching 3 to 6 year olds, should have qualifications gained at university level.

In 1992, the Faculty of Educational Sciences of the UAB was founded after 20 years of being an Early Childhood Education Teacher Training College in Sant Cugat. There are now around 600 students studying the degree and 100 professors teaching a variety of subjects on the early childhood degree. During a four year period, the students are taught a variety of related subjects focusing on both theoretical and practical disciplines. As important as this is, our faculty strongly believe that students’ placements within the nurseries and preschools is where they really develop their teaching skills. We therefore have 4 practicums, one each year. We actively promote different Erasmus mobility and exchange programs for students and teachers in several countries. Within the faculty there are also research groups, some of them focused on Early Childhood, in addition to national and international projects. Our campus also has a school, with children from 3 to 12 years old. The children contributed to making the “25” logo for this special occasion. This setting also facilitates valuable collaboration among university professors contributing greatly to research and innovation.

We are very happy to host this year’s conference ‘Innovation, Experimentation & Adventure in Early Childhoods’. In participating we are all aware of the huge importance early childhood development (ECD) has to play in creating a fair, socially responsible, economically and educationally successful society that is the basis for personal, regional and, indeed, multinational achievement and fulfilment. The evidence of poor quality ECD is, sadly, only too obvious and the greatest resource we can share with developing nations, to give them an opportunity for self-sufficiency and to compete on a global basis, is a comprehensive ECD programme. Furthering these ideals through this meeting of minds is the main purpose of this Conference. Coming together to discuss, explore, educate and learn through the medium of excellent keynote lectures, your symposia, paper presentations and spontaneous discussions over the course of the next three days is the aim.
The organising committee invite each and every one of you to actively participate, contributing your ideas, views and concerns to aid in making this, your conference, on its 25th anniversary, an exciting, meaningful and productive adventure.

A huge thank you to our Sponsors and Exhibitors for their support and contributions to this Anniversary Conference. Please take the opportunity to visit their stands. Here you will also find refreshments. Thanks also to the members of the Scientific Committee for the time taken in their careful scrutiny of all papers presented here and over the next three days in this Anniversary Conference. Lastly, thank you to all of the volunteers, students, professors and other personnel from the faculty for their support throughout.

On behalf of the 25th Annual EECERA Scientific and Organising Committees, and on behalf of the Educational Sciences Faculty of the Universitat Autònoma de Barcelona, we hope you enjoy the conference.

Yours sincerely,

Dr. Silvia Blanch Gelabert
Chair

Dr. Mequè Edo Basté
Co-Chair

Dr. Montserrat Anton Rosera
Organising Committee

25th EECERA Conference – Universitat Autònoma de Barcelona
CONFERENCE CO-CHAIRS

Sílvia Blanch Gelabert, Universitat Autònoma de Barcelona
Mequè Edo I Basté, Universitat Autònoma de Barcelona

LOCAL ORGANISING COMMITTEE

Sílvia Blanch Gelabert
Mequè Edo I Basté
Montserrat Anton Rosera
(Universitat Autònoma de Barcelona)

Conference organisation and support provided by Monica Mackay (Manners) and the Universitat Autònoma de Barcelona, Spain

EECERA SCIENTIFIC COMMITTEE

Sílvia Blanch Gelabert (Universitat Autònoma de Barcelona)
Mequè Edo I Basté (Universitat Autònoma de Barcelona)
Lurdes Martínez Mínguez (Universitat Autònoma de Barcelona)
Maria Neus Real Mercadal (Universitat Autònoma de Barcelona)
Maelis Karlsson Lohmander (University of Gothenburg/EECERA Vice-President)
Johanna Einarsdottir (University of Iceland/EECERA Trustee)
Elly Singer (University of Utrecht/EECERA Trustee)

The 25th EECERA Conference has been organised by the Universitat Autònoma de Barcelona with the support of CREC
**CONFERENCE PROGRAMME**

**Preconference: Monday 7th September 2015**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Schools and Family Programme Visits</td>
<td>Various locations</td>
</tr>
<tr>
<td></td>
<td>(pre-booking required)</td>
<td></td>
</tr>
<tr>
<td>12:00 – 18:00</td>
<td>Welcome and Registration</td>
<td>Hotel UAB</td>
</tr>
<tr>
<td>16:00 – 17:10</td>
<td>Film Screening: Verd Dolç Jazz Tres mirades vers El Martinet / Green Sweet Jazz Three points of view regarding the Martinet (an innovative Catalan School)</td>
<td>Arnau de Vilanova, Hotel UAB (Venue 1)</td>
</tr>
<tr>
<td>18:00 – 18:45</td>
<td>Welcome Session</td>
<td>Arnau de Vilanova, Hotel UAB (Venue 1)</td>
</tr>
<tr>
<td>18:45 – 20:00</td>
<td>Welcome Reception</td>
<td>Cocktails and Human Towers outside Hotel UAB</td>
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**Special Interest Groups (SIGs)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:00 – 16:00</td>
<td>SIG Meetings</td>
<td>Please see SIG meetings timetable on Page 15</td>
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**EECERA Meetings**

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:00 – 12:15</td>
<td>EECERA Board of Trustees</td>
<td>Bertrand Russell Room, Hotel UAB (Venue 1)</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Venue</td>
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</tr>
<tr>
<td>13:00 – 15:30</td>
<td>EECERA Editorial Board Meeting</td>
<td>Bertrand Russell Room, Hotel UAB (Venue 1)</td>
</tr>
<tr>
<td>16:00 – 18:00</td>
<td>EECERA Electoral College</td>
<td>Lluís Vives, Hotel UAB (Venue 1)</td>
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</table>
CONFERENCE PROGRAMME

Day 1

Tuesday 8\textsuperscript{th} September

8:00 onwards Registration Open Hotel UAB (Venue 1)

9:00 – 9:45 Opening Ceremony Arnau Villanova & Lluís Vives, Hotel UAB (Venue 1)

9:45 – 10:45 Keynote I (Stephen Moss) Arnau Villanova & Lluís Vives, Hotel UAB (Venue 1)

10:45 – 11:15 Coffee Break Antoni Martí i Franquès, Hotel UAB (Venue 1)

11:15 – 12:15 Keynote II (Teresa Colomer) Arnau Villanova & Lluís Vives, Hotel UAB (Venue 1)

12:15 – 13:45 Lunch Restaurants near Facultat de Ciències de l’Educació (Venue 2) – see maps

\textit{Delegates will walk or take a coach from Hotel UAB (Venue 1) to the Facultat de Ciències de l’Educació (Venue 2) where the restaurants are located}

13:45 – 15:15 Symposium Set A Various – see full programme Facultat de Ciències de l’Educació (Venue 2)

15:15 – 16:00 Coffee Break & Poster Session Faculty Square (see map)

SIG Convenors’ Meeting Room A11, Mòdul I (MI)
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>16:00 – 17:30</td>
<td>Symposium Set B</td>
<td>Various – see full programme</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facultat de Ciències de l’Educació (Venue 2)</td>
</tr>
<tr>
<td>17:30 – 18:30</td>
<td>EECERA Marketplace with Coffee and Ice creams</td>
<td>Faculty Square (see map)</td>
</tr>
<tr>
<td>18:00 – 19:00</td>
<td>EECERA Members’ AGM</td>
<td>Room A18, Mòdul I (MI)</td>
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</table>
CONFERENCE PROGRAMME

Day 2

Wednesday 9th September

8:00 – 9:30  Symposium Set C  Various – see full programme
9:30 – 10:00  Coffee Break  Faculty Square (see map)
10:00 – 11:30  Symposium Set D  Various – see full programme
11:30 – 12:00  Coffee Break  Faculty Square (see map)
12:00 – 13:30  Symposium Set E  Various – see full programme
13:30 – 15:00  Lunch  2 restaurant areas available – see map
14:00 – 14:45  Country Coordinators’ Meeting  Room A18, Mòdul I (MI)
15:00 – 16:30  Symposium Set F  Various – see full programme
16:30 – 17:00  Coffee Break  Faculty Square (see map)
17:00 – 18:30  Symposium Set G  Various – see full programme
20:00  Buses to Conference Gala Dinner at Can Cortada (Collection from UAB Campus or Barcelona City)

20:30 til late  Conference Gala Dinner  Can Cortada (Please note pre-booking is required)
### CONFERENCE PROGRAMME

**Day 3**

**Thursday 10th September**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9:30 – 10:30</strong></td>
<td>Keynote III (Hilary Bradbury)</td>
<td>Arnau Villanova &amp; Lluís Vives, Hotel UAB (Venue 1)</td>
</tr>
<tr>
<td><strong>10:30 – 11:00</strong></td>
<td>Coffee Break</td>
<td>Antoni Martí i Franquès, Hotel UAB (Venue 1)</td>
</tr>
<tr>
<td><strong>11:00 – 12:00</strong></td>
<td>Keynote IV (Christine Stephen)</td>
<td>Arnau Villanova &amp; Lluís Vives, Hotel UAB (Venue 1)</td>
</tr>
<tr>
<td><strong>12:00 – 12:30</strong></td>
<td>Closing Ceremony including EECERA 2016 Launch</td>
<td>Arnau Villanova &amp; Lluís Vives, Hotel UAB (Venue 1)</td>
</tr>
<tr>
<td><strong>12:30 onwards</strong></td>
<td>SIG Meetings</td>
<td>SIG meetings – please see SIGs timetable on Page 15</td>
</tr>
<tr>
<td></td>
<td>Optional Social Programme</td>
<td>Social Programme – pre-booking required</td>
</tr>
</tbody>
</table>
KEYNOTE ADDRESSES

Day 1: Tuesday 8th September 2015

Arnau de Villanova & Lluís Vives, Hotel UAB (Venue 1)

9:45 – 10:45       Keynote I
Managing risk in a fearful world: why children need a sense of adventure

STEPHEN MOSS
Independent Author, TV Presenter and Naturalist, UK

11:15 – 12:15       Keynote II
The construction of meaning through endings: Different types of endings in children’s stories

TERESA COLOMER
Universitat Autònoma de Barcelona, Catalunya, Spain

Day 3: Thursday 10th September 2015

Arnau de Villanova & Lluís Vives, Hotel UAB (Venue 1)

9:30 – 10:30       Keynote III
Reweaving heart and mind in our learning: Learning and researching with, rather than merely about, children

HILARY BRADBURY
Oregon Health Sciences University, USA

11:00 – 12:00       Keynote IV
Take another look: the affordances of new technologies for early childhood education

CHRISTINE STEPHEN
University of Stirling, Scotland, UK
SPECIAL INTEREST GROUP (SIG) MEETINGS

Monday 7th September

“Escola de Turisme” is part of the same building as the Hotel UAB (Venue 1).
Room “Marie Curie” is in the Hotel UAB (Venue 1)

<table>
<thead>
<tr>
<th>Time</th>
<th>SIG</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 – 13:00</td>
<td>Equity and Respect for Diversity</td>
<td>Room 332, 3rd Floor, Escola de Turisme</td>
</tr>
<tr>
<td></td>
<td>Transitions</td>
<td>Marie Curie Hotel UAB</td>
</tr>
<tr>
<td>13:00 – 14:00</td>
<td>Rethinking Play</td>
<td>Room 332, 3rd Floor, Escola de Turisme</td>
</tr>
<tr>
<td></td>
<td>Birth to Three</td>
<td>Marie Curie Hotel UAB</td>
</tr>
<tr>
<td>14:00 – 15:00</td>
<td>Leadership and Integration</td>
<td>Room 332, 3rd Floor, Escola de Turisme</td>
</tr>
<tr>
<td>15:00 – 18:00</td>
<td>Digital Childhoods</td>
<td>Room 132, Escola de Turisme</td>
</tr>
<tr>
<td>15:30 – 17:00</td>
<td>Outdoor Play and Learning</td>
<td>Room 305, Escola de Turisme</td>
</tr>
<tr>
<td>15:00 – 16:00</td>
<td>Working with Families</td>
<td>Room 332, 3rd Floor, Escola de Turisme</td>
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<tr>
<td></td>
<td>Holistic Well-being</td>
<td>Marie Curie Hotel UAB</td>
</tr>
</tbody>
</table>

**Gender Balance SIG**

This SIG will hold their pre-conference meeting on Monday 7th September from 9:00 – 16:00 at the UAB Campus Hotel. Full details can be found on the SIG Pages of the Conference website.

Tuesday 8th September

NO SIG MEETINGS SCHEDULED

Wednesday 9th September

<table>
<thead>
<tr>
<th>Time</th>
<th>SIG</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:30 – 14:30</td>
<td>Young children’s perspectives</td>
<td>Room A41, Mòdul IV (MIV)</td>
</tr>
<tr>
<td>13:30 – 14:30</td>
<td>Multilingual Childhoods</td>
<td>Room A44, Mòdul IV (MIV)</td>
</tr>
<tr>
<td>13:30 – 14:30</td>
<td>Professionalism in the Early Years</td>
<td>Room A48, Mòdul IV (MIV)</td>
</tr>
</tbody>
</table>
Thursday 10th September

<table>
<thead>
<tr>
<th>Time</th>
<th>SIG</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:00 – 14:00</td>
<td>Mathematics</td>
<td>Marie Curie Hotel UAB</td>
</tr>
<tr>
<td>14:00 – 15:00</td>
<td>Early Career Researchers</td>
<td>Marie Curie Hotel UAB</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

HOST
The host of the 25th EECERA Annual Conference is the Universitat Autònoma de Barcelona, with support from Manners and CREC.

LANGUAGE
The official language of the conference is English. The only occasion during the conference when there will be simultaneous translation will be during Teresa Colomer’s Keynote presentation.

REGISTRATION DETAILS
The conference fee for participants includes: admission to the conference, documentation, coffee breaks and two lunches (on 8th and 9th September) and the Opening Reception (Monday 7th September).

FILM SCREENING
On Monday 7th September, 4pm – 5.10pm, Universitat Autònoma de Barcelona will be hosting a 70 minute film called “Verd Dolç Jazz Tres mirades vers El Martinet” / “Green Sweet Jazz: Three points of view regarding the Martinet (an innovative Catalan School)”. All conference delegates are welcome to attend. The screening is free to attend. The film will be shown in Catalan, with English Subtitles.

Verd Dolç Jazz (Green Sweet Jazz) is a documentary film about the life and revolutionary system of a primary school. The video shows, from three very different points of view (a teacher, a father and a child) what the everyday school experience is like. This documentary shows the experience and growth of El Martinet, an innovative school in Barcelona.

COFFEE BREAKS AND LUNCHES
On Tuesday morning and Thursday morning, coffee breaks will be in the Hotel UAB (Venue 1) and Tea & coffee will be served in “Antoni Martí i Franquès”. Tuesday afternoon’s coffee break, and all 3 coffee breaks on Wednesday will be held in the Faculty Square (the square in the middle of the buildings where the majority of symposia take place). See maps at the back of the book for more details.

Lunch on Tuesday and Wednesday will be served in 2 restaurants near to the Faculty. On Tuesday you will need to either walk or take a coach from the Hotel UAB to the faculty after the 2nd Keynote session. Please see maps at the back of this book for the location of the 2 restaurants.

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

INFORMATION DESK
On Monday 7th September, the morning of Tuesday 8th September, and the morning of Thursday 10th September, the ‘Registration Desk’ (run by Manners) and the EECERA Help Desk will be located in “Antoni Martí i Franquès” (the same location as the coffee breaks in the UAB Hotel). On the afternoon of Tuesday 8th September, and all day on Wednesday 9th September, the Registration Desk and EECERA Help desk will be located in the Faculty Square.
The Registration Desk will be open:

Monday 12:00 – 18:00
Tuesday from 08:00

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

STAFF ASSISTANCE
The conference team will be happy to provide assistance with practical matters during the conference. The team will be stationed around the campus during the conference and there will always be one member of the team at the EECERA Help Desk. Please note that queries regarding the Social Programme, including the Conference Dinner, and also accommodation bookings, should be directed to Manners staff at the Registration Desk.

CERTIFICATES
If you require a certificate of attendance or presentation for the conference, please visit the EECERA desk and there will be a list where you can record your name, institution and email address. Certificates will be sent via email 1-2 weeks after the conference. Unfortunately we do not have the facilities to provide printed certificates at the conference.

WIFI AND COMPUTER ACCESS
Connecting to WiFi in Hotel UAB (Venue 1):

1. Open the list of available networks on your device and select “Hotel”
2. Open your browser and type in a website e.g. www.uab.cat
3. Click “Accedir com a convidat” (access as a guest) and then click Accept
4. You should now be able to access the internet

Connecting to WiFi in Facultat de Ciències de l’Educació (Venue 2):

1. Open the list of available networks on your device and select “UAB”
2. Open your browser and type in a website e.g. www.uab.cat
3. A welcome screen for the UAB network will appear, which will require you to login
4. Do not type anything into the “Usuari”/ “Contrasenya” boxes.
5. Tick the “Accés convidat/ Guest access” box and click “Login”

Please note that there are some limitations on websites that you are able to access as a guest user. WiFi access may not be available in all areas of the Hotel UAB or the Facultat.

NOTE FOR PRESENTERS
Each symposium room is equipped with a PC and a data projector. We recommend you save your presentations as a Microsoft PowerPoint document, Office 2003 (Compatibility mode) version to avoid any compatibility issues. We also recommend that you locate your symposium room in advance and arrive at your symposium room at least 15 minutes prior to your symposium start time in order to load your presentation and ensure a prompt start. All PCs are fitted with USB drives and you must bring your presentation on a USB memory stick (also known as a ‘pen drive’, or a ‘flash drive’). Please ensure that you have read the relevant “Notes for Presenters” document, sent to you by EECERA when your paper was accepted.
NOTE FOR CHAIRS
Please be present in your symposium room at least 15 minutes prior to your session. It is important that the sessions stay on schedule so that individuals who want to listen to a specific talk may do so, and each presenter gets an equal opportunity to present their work. If a presentation is cancelled you may either convene a general discussion or instead call a recess.

SYMPOSIUM ROOMS
Symposiums will take place across a number of buildings. Depending on which building your intended symposium is in, it may take time to walk between conference buildings. We recommend you make your way to the symposium rooms in advance to make sure you get there in good time and that you can find a seat. Maps are provided at the back of this book to help you navigate the University Campus.

POSTERS
The following time has been allocated for poster sessions in the conference programme: Tuesday 8th September from 15:15 – 16:00. Posters will also remain on display on Wednesday 9th September. Please set up your poster when you arrive at the Faculty (lunchtime on Tuesday 8th September, after the morning’s Keynote presentations), to ensure that it is in place ready for the afternoon coffee break and poster session. It will not be possible for you to set up your poster before this time, so please be prepared that you may need to carry it with you on Tuesday morning. Poster presenters are asked to be at their display during the entire Poster Presentation session (15:15 – 16:00 on Tuesday). After this, we request that posters are left on display until the end of Wednesday 9th September, after which time you should remove it. Please note that the conference host only provides the display space and it is your task to bring and display the title of your poster and any additional information relating to your presentation. Please also bring something to affix your poster with, which will not damage the display surface.

CONFERENCE BADGES
Your personal badge is your entry ticket to all keynotes, symposia, lunch, refreshments and workshops. Please ensure that you visit the registration desk as soon as you arrive, where you will be given your badge. We ask that you wear your badge at all times whilst at the conference.

EXHIBITION
The Exhibitor stands will be located in the Faculty Square (see Map). There will not be any Exhibitor stands in the Hotel UAB (Venue 1), however the EECERA stand and Conference Secretariat will be available in both venues.

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

The theme of the 25\textsuperscript{th} EECERA conference Innovation, Experimentation & Adventure in Early Childhood looks to the future and embraces, explored and initiates discourse on childhood in a world which is becoming increasingly standardised, universalised and risk-averse, yet which has increasing opportunities, is technologically competent and where the rights and voice of children are being acknowledged.

In particular, the Keynotes will consider such issues as exploratory drive in children, the impact of ‘digital childhoods’, children’s connection with nature and the natural world using concepts of ‘biophilia’ and ‘affordances’ and new, democratic methodologies of ‘participatory action research’. These ideas are clearly not a definitive list but illustrative examples of innovation, experimentation and adventure in today’s changing childhoods.

The 25\textsuperscript{th} EECERA conference will explore this overarching theme through three perspectives:

1. How can the ECE Community develop more innovative and participatory policy, practice and approaches?
2. Are our children losing contact with the natural world and their instincts for exploratory drive?
3. How should ECE respond to the new technological and digital age?

STRANDS

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

VALUES AND VALUE EDUCATION
ECEC CONTEXTS, TRANSITION & PRACTICES
PLAY & LEARNING
INNOVATIVE/ALTERNATIVE APPROACHES
PROFESSIONALISM & TEACHERS’ ROLE
CURRICULUM & ASSESSMENT
NATIONAL & INTERNATIONAL RESEARCH IN ECEC

CULTURE, COMMUNITY AND SOCIETY
CHILDREN’S RIGHTS, DEMOCRACY & PARTICIPATION
DIVERSITY & INCLUSION
LEARNING ENVIRONMENT
LEADERSHIP & QUALITY
PARADIGMS, THEORIES & METHODOLOGIES
## PROGRAMME OVERVIEW

**TUESDAY 8th SEPTEMBER 2015**  
**SYMPOSIUM SET A: 13:45 – 15:15**

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<td>Sense of self and identity for a cohort of Australian Aboriginal children as they transition to school</td>
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**PROGRAMME OVERVIEW**  
**WEDNESDAY 9th SEPTEMBER 2015**  
**SYMPOSIUM SET C: 8:00 – 9:30**

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## Programme Overview

**Wednesday 9th September 2015**

**Symposium Set D: 10:00 – 11:30**

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<td>Emergent mathematical thinking in the context of play</td>
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<td>Infant-Toddler Care and Education Research into Practice: Reports from the U.S.</td>
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<td>ECE Teachers’ perspectives on digital technologies</td>
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<td>Teacher’s and preschool teacher’s view on children's learning</td>
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<td>The Carnival of the Animals: an international study to explore children’s interactivity with an app for Ipad</td>
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<td>Developing innovative learning environments in the Early Years</td>
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<td>Diversity in Early Childhood Science Education - Challenges and Adventures</td>
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<td>A better gender balance in ECEC: research and strategies</td>
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<td>Drama, theatre and robotics as pedagogical tools</td>
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<td>The importance of movement experiences in everyday activities for early developmental processes</td>
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<td>The diversity of provision in early foreign / second language learning during pre-primary education</td>
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<td>Symbols, illustrations and objects: learning affordances</td>
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<td>Conflict resolution</td>
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<td>Perspectives on children's health and vulnerability</td>
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<td>Pedagogical process, agency and projects</td>
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<td>Managing behaviour, anger and self-regulation</td>
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<td>Equality, quality and the impact of ECE</td>
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<td>Digital Childhood - Implications for learning and assessment</td>
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<td>Talk of talk. Bringing back the research material to the participants.</td>
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<td>Music, singing and young children</td>
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<td>Using tablets with babies, children with SEN and for pedagogical documentation</td>
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<td>Applying Systems Theory to Leadership Professional Development through Teaching Schools and Early Years Teaching Centres</td>
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<td>Early Childhood Mathematics</td>
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<td>Acquisition and assessment to professionals psychomotor competences in early childhood teacher education</td>
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<td>Bilingual and multilingual practices in early childhood education</td>
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<td>International models of transition</td>
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<td>Policy into practice</td>
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<td>Child sex abuse, family life education and relationship norms in ECE</td>
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<td>Trans-disciplining and co-teaching pedagogies</td>
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<td>Social and emotional competences</td>
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<td>Insights into practitioners’ and parents’ reflections on language practices through video-cued ethnography</td>
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<td>Values education in Nordic preschools. Symposium no II: Caring values</td>
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<td>Flourishing in the Early Years: Concepts; Practices and Futures</td>
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CONFERENCE PROGRAMME
TUESDAY 8th SEPTEMBER 2015
SYMPOSIUM SET A: 13:45 – 15:15

A/ 1
PLAY POLICIES AND PEDAGOGIES
Individual Papers
Room A11, Mòdul I (MI)
CHAIR: KIRSTY LILJEGREN
Cornish College, Australia

(RE) thinking play and learning in the great outdoors
KIRSTY LILJEGREN, Cornish College, Australia

Children’s right to education and play: policies and practice from a cross-cultural perspective
DALILA LINO (1), F. ESRA MOLU (2) AND M. ELENA GÓMEZ (3), (1) Polytechnic Institute of Lisbon/CIED, Portugal; (2) Marmara University, Turkey; (3)University of Cordoba, Spain

Teachers’ beliefs about play in the infant classes of primary schools in the Republic of Ireland
JACQUELINE FALLON (1) AND CARMEL O’SULLIVAN (2), (1) Church of Ireland College of Education, Ireland; (2) Trinity College Dublin, Ireland

A/ 2
CHILDREN, MUSEUMS AND ART
Individual Papers
Room A12, Mòdul I (MI)
CHAIR: JULI-ANNA AERILA
University of Turku, Finland

Getting familiar with home museums - Cultural heritage education in a preschool-group
JULI-ANNA AERILA, MARJA-LEENA RÖNKKÖ AND SATU GRÖNMAN, University of Turku, Finland

Philosophical Aesthetics and Beauty - A Project in a Danish Nursery Inspired by Action Research
HENRIETTE KLITNÆS, VIA University College, Denmark

Learning processes in a 2-6 activity in a natural science museum
MONTSERRAT PEDREIRA (1) AND CONXITA MÁRQUEZ (2), (1) Escola Universitària de Ciències Socials de Manresa/ Universitat de Vic – Universitat Central de Cat, Spain, (2) Universitat Autònoma de Barcelona, Spain

A/ 3
MUSIC EDUCATION AND YOUNG CHILDREN
Individual Papers
Room A13, Mòdul I (MI)
CHAIR: SACHA POWELL
Canterbury Christ Church University, United Kingdom

Collaborative research on Early Music Education: an example of responsive evaluation
ADRIANA TORRES REYES (1) AND Mª LUISA REYES (2), (1) Conservatorio Superior Victoria Eugenia de Granada, Spain; (2) Universidad de Granada, Spain

Narrativity in music education
KYLLIKKI RANTALA, University of Tampere, Finland

Interdisciplinary project: “Alfresco Concert” —Primary research in the Pereanton school of Granollers; Catalonia
JOSEP FERRAN (1), LAURA ESPAULELLA (2), ANNA FARRÈS (2), Spain, MAYUIMI MIMURA (1), KATSUNOBU YOSHITOMI (1) MIHO IMOTO (1), SHIN ITO (1), (1) Hiroshima University, Japan; (2) Pereanton school, Spain
SENSE OF SELF AND IDENTITY FOR A COHORT OF AUSTRALIAN ABORIGINAL CHILDREN AS THEY TRANSITION TO SCHOOL
Self-organised Symposium
Room A14, Mödul I (MI)
CHAIR: REBEKAH GRACE
Macquarie University, Australia

The measurement of self-concept with a cohort of Aboriginal children over the first three years of school
REBEKAH GRACE (1), JENNY KNIGHT (2), CATHY KAPLUN (2), EMMA ELCOMBE (2), ELIZABETH COMINO (2), LYNN KEMP(2), (1) Macquarie University, Australia; (2)University of New South Wales, Australia

“Sometimes I don’t need help”: Aboriginal children’s self-identity in transition to school.
JENNY KNIGHT (1), CATHERINE KAPLUN (1), REBEKAH GRACE (2), SUE DOCKETT (3), BOB PERRY (3), NATASHA WEST (4), CHERYL ANDERSON (4), (1) CHERTE: University of New South Wales, Australia; (2) Macquarie University, Australia; (3) Charles Sturt University, Australia

Sense of self at school transition for an urban Aboriginal child: A case study
LYSA DEALTRY, Charles Sturt University, Australia

CHILDREN’S RIGHTS
Individual Papers
Room A15, Mödul I (MI)
CHAIR: YASIN ÖZTÜRK
Karadeniz Technical University, Turkey

Children’s rights approach in initial early childhood teacher preparation. Some evidence on the Chilean case
MARCELA PARDO AND DANIELA JADUE, University of Chile, Chile

Revolutionary Walls – A study of the Enactment of democracy in Early Childhood Education
DIANA SOUSA, University of Winchester, United Kingdom

Revision of Turkish Early Childhood Education Curriculum: How Does the New Program Protect Turkish Children’s Right?
YASIN ÖZTÜRK AND MERAL BEŞKEN ERGIŞI, Karadeniz Technical University, Turkey

INNOVATION IN RESEARCH METHODS
Individual Papers
Room A16, Mödul I (MI)
CHAIR: FIONA MAYNE
The University of Western Australia, Australia

Innovation in informed consent: Using an interactive narrative approach to enhance meaningful research participation
FIONA MAYNE AND CHRISTINE HOWITT, The University of Western Australia, Australia

Preschool Didactics from Within
MONICA NILSSON (1), ROBERT LECUSAY (2), BETH FERHOLT (3) AND KARIN ALNÉRVIK (1), (1) School of education and communication, Sweden; (2) University of California, San Diego, United States; (3) Brooklyn College, United States

Using video in research encounters with young babies – the ethical and participatory challenges
LIZ ROUSE, CREC and University of Wolverhampton, United Kingdom
TRANSITION IN PLAY; TRANSITIONS IN LEARNING
Self-organised Symposium
Room A18, Mòdul I (MI)

CHAIR: MARILYN FLEER
Monash University, Australia

Transitions from kindergarten to school with focus on how children’s play may support this transition
MARIANE HEDEGAARD, Copenhagen University, Denmark

Social inclusion and exclusion of a young child: A cultural historical perspective of an international mid-semester transition
MEGAN ADAMS, Faculty of Education; Monash University, Australia

Pedagogical transitioning in play – teachers moving in and out of children’s imaginary play
MARIYN FLEER, Monash University, Australia

SENSING ALWAYS MORE THAN THE ACTUAL WORLD: PROVOCATIONS AND RISKY ADVENTURES IN EARLY CHILDHOOD STUDIES
Self-organised Symposium
Room A21, Mòdul II (MII)

CHAIR: IAN BARRON
Manchester Metropolitan University, United Kingdom

Being and knowing: the importance of risky pedagogies in the HE classroom
KERRY-JANE MOAKES, Manchester Metropolitan University, United Kingdom

(Dis)ability and Belonging in the UK Early Years Education
JOSIE GABI, Manchester Metropolitan University, United Kingdom

Navigating Shifting Identities in Transition
JOANNE MCNULTY, Manchester Metropolitan University, United Kingdom

GENDER AND GENDER CONSTRUCTION IN YOUNG CHILDREN
Individual Papers
Room A22, Mòdul II (MII)

CHAIR: FENGLING TANG
University of Roehampton, United Kingdom

‘Let it go’: how young children construct their identities in the Frozen regime
FENGLING TANG, University Of Roehampton, United Kingdom

Doing and Undoing Gender in the nursery: a video analysis of the interactions of early childhood educators with children in free play activities
FRANZISKA VOGT (1), JULIA C. NENTWICH (2) AND WIEBKE TENNHOFF (2), (1) University of Teacher Education St. Gallen, Switzerland; (2) University of St. Gall, Switzerland

Telling Stories: Reflecting on the life histories of female early years teachers
LUCY PARKER, University of Roehampton, United Kingdom
A/10
PERCEPTIONS OF LEADERSHIP IDENTITIES
Individual Papers
Room A24, Mòdul II (MII)
CHAIR: JILLIAN RODD
Independent Educational Consultant, United Kingdom

Capturing the experience of leadership in Australian early childhood contexts through narrative inquiry
JILLIAN RODD (1) AND MANJULA WANIGANAYAKE (2), (1) Independent Educational Consultant, United Kingdom; (2) Macquarie University, Australia

Am I a leader or a kindergarten teacher? How leadership of deputy leaders is determined
LEENA HALTTUNEN, University of Jyvaskyla, Finland

Leadership and management as current issues in early years settings in Germany - Results from qualitative interview study with headteachers
ITALA BALLASCHK, Freie Universität Berlin, Germany

A/11
HOW CAN EXPLORATION AND EXPERIENCES SUPPORT CHILDREN’S DEVELOPMENT AND LEARNING?
Individual Papers
Room A25, Mòdul II (MII)
CHAIR: CAMILLA BJÖRKLUND
University of Gothenburg, Sweden

Powerful frameworks for conceptual understanding in preschool
CAMILLA BJÖRKLUND, University Of Gothenburg, Sweden

Literature review: A balanced approach on children’s risk-taking for pedagogues?
MARTIN VAN ROOIJEN, University of Humanistic Studies, Netherlands

Children exploring light in a Italian ECEC service
SABRINA ROSSI (1), ENRICA GIORDANO (1) FRANCESCA LINDA ZANINELLI, (2) AND ANNA MARIA POLI (3), (1) Physics Department - University Milano Bicocca, Italy, (2) Università degli Studi di Milano Bicocca - Dipartimento di Scienze Umane per la Formazione, Italy, (3) Human Sciences Department - University Milano Bicocca, Italy

A/12
PHYSICAL EDUCATION
Individual Papers
Room A26, Mòdul II (MII)
CHAIR: INGUNN FJØRTOFT
Telemark University College, Norway

Different perceptive qualities for the psychomotricity
MAITE MAS PARERA (1), ASUNCIÓN ALBA FRANCO (2), MÒNICA ALMUEDO RIERA (2), ANGELS LLUESMA MECA (2), MERCE XANDRI VENTURA (2), (1) Universitat Autònoma De Barcelona, Spain; (2) Escola Bressol Can Serra, Spain

Children in schoolyards: Physical activity in 6-year-olds in different environments
INGUNN FJØRTOFT, BJÖRN KRISTOFFERSEN AND JOSTEIN SAGEIE, Telemark University College, Norway

The Challenges of Teaching Physical Education: Early Childhood Educators’ Experiences
NIKI TSANGARIDOU, University of Cyprus, Cyprus
A/ 13
TEACHER ROLE AND DEVELOPMENT
Individual Papers
Room A27, Mòdul II (MII)

CHAIR: SHEILA NUTKINS
University of Aberdeen, United Kingdom

Early childhood education and care; differences between government policy and practice in Scotland.
SHEILA NUTKINS AND CATRIONA MCDONALD, University of Aberdeen, United Kingdom

Peer mentoring as a support for leaders in ECE
PÄIVI KUPILA, School of Education, Finland

Kindergarten teacher study presentation by educational institutions in Norway
GEIR AASERUD (1), EINAR SÆBBE (2), (1) Bergen University College, Norway; (2) University of Stavanger, Norway, SVEIN-OLE SATAØEN,

A/ 14
CREATING MULTILINGUAL SPACES IN EARLY CHILDHOOD EDUCATION
Self-organised Symposium
Room A28, Mòdul II (MII)

CHAIR: GUNHILD ALSTAD
Hedmark University College, Norway

Discovering languages and diversity in the early years: The ‘awakening to languages’ approach in practice
MÓNICA LOURENÇO, ANA ISABEL ANDRADE AND FILOMENA MARTINS, Universidade de Aveiro, Portugal

Legitimating multilingual situations in everyday activities in a Norwegian kindergarten
ANJA PESCH, UIT The Arctic University of Norway, Norway

Educating early childhood teachers for linguistic diversity. Developing in-service teachers’ language teaching practices
GUNHILD ALSTAD AND SOLVEIG FREDRIKSEN AASEN, University College, Norway

A/ 15
APPROACHES FOR LANGUAGE DEVELOPMENT
Individual Papers
Room A31, Mòdul III (MIII)

CHAIR: JANNETTE PRINS
Thomas More Hogeschool, Netherlands

Integrating language and content in routines and play: O’CLILS in early childhood education
CARMÉ FLORES AND CRISTINA CORCOLL, Faculty Of Psychology, Education and Sport Sciences Blanquerna (University Ramon Llull), Spain

Embodied experience as a fruitful soil for language growth
JANNETTE PRINS (1), DIEUWKE HOVINGA (2), (1)Thomas More Hogeschool, Netherlands; (2) University of Applied Sciences Leiden, Netherlands

Friendship has a voice: Children’s language use with playmates
FRANCES HOYTE, Macquarie University, Australia
### A/16
**VALUES EDUCATION IN NORDIC PRESCHOOLS SYMPOSIA NO I: CONFLICTING VALUES**  
**Self-organised Symposium**  
**Room A33, Mòdul III (MIII)**

**CHAIR: EVA MARIANNE JOHANSSON**  
University of Stavanger, Norway

**Rights and discipline in Nordic preschools. A study about communicated values in conflicts between teachers and children.**  
EVA MARIANNE JOHANSSON (1), MONIKA RÖTHLE (1) AND ANETTE EMILSON (2), (1) University of Stavanger, Norway; (2) Linneaus University, Sweden

**Practitioners’ gender beliefs and their embedded values in Swedish preschool**  
ANETTE EMILSON, Linneaus University, Sweden

**Conflicting values**  
STIG BROSTRÖM, Aarhus University, Denmark

### A/17
**WORKING WITH PARENTS**  
**Individual Papers**  
**Room A35, Mòdul III (MIII)**

**CHAIR: FAY HADLEY**  
Institute of Early Childhood; Macquarie University, Australia

**How do practitioners experience the boundary between their professional and personal selves in their relationships with parents?**  
UTE WARD, University Of Hertfordshire, United Kingdom

**Connecting with families: Reconceptualising partnerships in child care centres**  
FAY HADLEY, Institute of Early Childhood; Macquarie University, Australia

**Self-mutual-help groups for new mothers: the professional as a facilitator of communication**  
DONATELLA SAVIO (1) AND ANNA BONDIOLI (2), (1) Università degli Studi di Pavia, Italy; (2) Università di Pavia, Italy

### A/18
**A LONGITUDINAL STUDY OF CHILDREN DEVELOPMENT IN CHILDCARE AT 4-; 5- AND 7-YEARS-OLD**  
**Self-organised Symposium**  
**Room A36, Mòdul III (MIII)**

**CHAIR: NATHALIE BIGRAS**  
Université du Québec à Montréal, Canada

**The Educational Quality Observational Scale: A Validation Study**  
NATHALIE BIGRAS, RODRIGO-ANTONIO QUIROZ-SAAVEDRA, LISE LEMAY AND JULIE LEMIRE, Université du Québec à Montréal, Canada

**Childcare Quality and Preschoolers’ Pragmatic Development**  
ANDRÉANNE GAGNÉ, Université du Quebec a Montreal, Canada

**The role of parental stress; parental educative practices; family literacy practices and language abilities in reading comprehension**  
ANDRÉANNE GAGNÉ, LISE LEMAY, NATHALIE BIGRAS AND ANNIE CHARRON, Université du Québec à Montréal, Canada
A/ 19

BUSH AND FOREST SCHOOLS AND LEARNING
Individual Papers
Room A37, Mòdul III (MIII)

CHAIR: BETTY-MAI SOFA
Ministry of Social Affairs; Community Development and Sports, Seychelles

“There is no such thing as bad weather only the wrong clothing!” – An empirical study on children’s perspectives on forest schools.
BRITTA SCHÄFER, German Youth Institute, Germany

Promoting cultural understanding through Outdoor learning: A case study of the Bush School Project in Western Australia
BETTY-MAI SOFA, Ministry of Social Affairs; Community Development and Sports, Seychelles

An Ethnographic Case Study on educational space in a Korea Forest School
JUNG DAE-HYUN, Chongshin University, Korea (South)

A/ 20

SIG OUTDOOR PLAY & LEARNING: PLAY; EXPLORATION AND SOCIAL INTERACTION IN OUTDOOR SPACES
Self-organised Symposium
Room A41, Mòdul IV (MIV)

CHAIR: ELLEN BEATE HANSEN SANDSETER
Queen Maud University College of Early Childhood Education, Norway

Come! Look! I found something!
ASBJØRN MAGNAR HOV AND HENRIK ROSTED NEEGAARD, Oslo and Akershus University College of Applied Sciences, Norway

Experienced places- maps as a tool for interpretation of children’s places and social interaction in local landscapes.
KARI-ANNE JØRGENSEN, Buskerud and Vestfold University College, Norway

Play; Playgrounds and Photo Interviews
ANTJE LUCHS AND MONIKA FIKUS, University of Bremen, Germany

A/ 21

PARENTAL ENGAGEMENT
Individual Papers
Room A43, Mòdul IV (MIV)

CHAIR: MARINA FUERTES
Escola Superior de Educação de Lisboa, Portugal

Early Childhood Educators’ Voice: The Reasons of the Struggle in Parental Involvement
SEVCAN HAKYEMEZ, PÄIVI PIHLAJA AND HEIKKI SILVENNOINEN, University of Turku, Finland

Parental participation and gratification level with early childhood education in a rural setting in Ecuador
GISSELA SIMBAÑA, JORDI PÀMIES AND MARTA BERTRAN BERTRAN, Universitat Autònoma de Barcelona, Spain

Family Leisure Engagement and Parent-child Interactions in Family Leisure Activities of Young Children
YI-WEN TSAI, National Pingtung University, Taiwan
A/ 22
THE PRACTITIONERS IN PARENTAL SUPPORT PROGRAMMES IN EARLY CHILHDHOOD EDUCATION: A COMPARATIVE
STUDY
Self-organised Symposium
Room A44, Mòdul IV (MIV)

CHAIR: MARIA ANTONIA RIERA JAUME
University of Balearic Islands, Spain

Demonstration of professional skill development during work with family groups in Italy and Catalunya. A
comparative study
SILVIA BLANCH, MONTSERRAT GONZALEZ AND PERE PERIS (2), (1) Universitat Autònoma de Barcelona, Spain; (2)
Institut d’Esenenyament Secundari Montserrat Roig, Spain

Family support programmes in Italy: the role of professionals in children and family centres in Tuscany
CLARA SILVA, Department Education and Psychology University of Florence, Italy

Professional strategies in support programs to vulnerable families
MARIA ANTONIA RIERA JAUME, MARIA FERRER RIBOT AND JOSEP PÉREZ CASTELLÓ, University of Balearic Islands,
Spain

A/ 23
APPROACHES TO DEVELOPING SCIENTIFIC KNOWLEDGE
Individual Papers
Room A45, Mòdul IV (MIV)

CHAIR: CHRISTINE HOWITT
The University of Western Australia, Australia

Scientific Reasoning in Biology - investigating observation competency and opportunities for intervention
JANINA KLEMM, LUCIA KOHLHAUF, BEATE SODIAN AND BIRGIT J. NEUHAUS, LMU Munich, Germany

Children's personal photo books as a mechanism to extend learning in science
CHRISTINE HOWITT (1) AND LEONIE RENNIE (2), (1) The University of Western Australia, Australia; Curtin University,
Australia

Sciences exposure; a chance to environmentalize the curriculum from the teaching of natural and social
environment subject in the Childhood Education Grade from the Universitat Autònoma de Barcelona
NEUS BANQUÉ MARTÍNEZ AND GENINA CALAFELL SUBIRÀ, Universitat Autònoma de Barcelona, Spain

A/ 24
PLAY: CREATIVE, POETIC AND RESEARCH ORIENTATED
Individual Papers
Room A46, Mòdul IV (MIV)

CHAIR: DAVID BRODY
Efrata College of Education, Israel

Young children’s’ play is like poetry
JORUNN SELJESETH, The University Of Agder, Norway

Play as complex, creative activity
LIZ CHESWORTH, Leeds Beckett University, United Kingdom

Play is the highest form of research (Einstein)
ANNICK BIESMANS, INGE DE PÆPE AND ROSIERS MARLEEN, Erasmus University College Brussels, Belgium
ASSESSMENT AND PROFESSIONAL DEVELOPMENT
Individual Papers
Room A47, Mòdul IV (MIV)

CHAIR: GWYNETH DAVIES
University of Wales: Trinity St David, United Kingdom

Innovative assessment for employability and professional development
GWYNETH DAVIES, University Of Wales: Trinity St David, United Kingdom, ANN MARIE GEALY, University of Wales: Trinity St David, United Kingdom

Assessment in preservice early childhood teacher education: Analysis of evolutive profiles
SARA BARROS ARAÚJO (1) AND ANA PEREIRA ANTUNES (2), (1) Instituto Politécnico do Porto, Portugal; (2) University of Madeira, Portugal

Quality in practice: an exercise in control or professional obligation
MARESA DUIGNAN, Department of Education and Skills, Ireland

PROFESSIONALS’ INTERACTION SKILLS
Individual Papers
Room A48, Mòdul IV (MIV)

CHAIR: HELEN LYNDON
University of Wolverhampton, United Kingdom

Improving Teachers’ Instructional Interactions inside the Classroom
KATHERINE BECKER, PABLO MUÑOZ, FRANCIS DURÁN AND TRINIDAD CASTRO, Fundación Educacional Oportunidad, Chile

Kindergartens leaders’ assessments of the staff’s relational competence in Norwegian kindergartens
INGRID MIDTEIDE LØKKEN (1) AND MARIANNE TORVE MARTINSEN (2), (1) University College of Buskerud and Vestfold, Norway; (2) University College of Telemark, Norway

The Caregiver Interaction Profile as basis for competence development (in-service training) in Norwegian ECEC settings
ANNE-GRETTHE BAUSTAD, University of Nordland, Norway

PROFESSIONALISATION OF EARLY CHILDHOOD: LEARNING FROM PATHS TRAVELLED BY DIFFERENT COUNTRIES
Self-organised Symposium
Room A71, GL

CHAIR: MARGARET SIMS
University of New England, Australia

Professionalisation in Australia
MARGARET SIMS, University of New England, Australia

Professionalism in the UK: What have we learned and where are we going?
MARGARET SIMS (1) AND ELISE ALEXANDER (2), (1) University of New England, Australia; (2) Oxford Brookes University, United Kingdom

Working with children with special needs in Finnish early childhood centers: professionals and/or specialists?
MARI NISLIN, LAURA REPO AND NINA SAJANIELMI, University of Helsinki, Finland
QUALITY ASSESSMENT IN ECE

Individual Papers
Room A72, GL

CHAIR: ELISABETH BJORNESDAD
Oslo and Akershus University College, Norway

Is validation always valid? Cross cultural complexities of standard-based instruments migrating out of their context. A Study on CLASS Pre-K in Italy (3-6 ECEC services)
VALENTINA PAGANI, SUSANNA MANTOVANI AND GIULIA PASTORI, University Of Milan-Bicocca, Italy

Child care quality in Norwegian ECEC measured with Caregiver Interaction Profile Scales (CIP) and ITERS-R
ELISABETH BJORNESDAD AND ELLEN OS, Oslo and Akershus University College, Norway

ECERS-R and ECERS-E as a tools of assessment in Russian system of early child education: problems and perspectives.
OLGA SHIYAN (1), IGOR SHIIAN (2) AND ELENA VOROBYOVA (2), (1) Russian State University in Humanities, Russia; (2) Moscow City University, Russia

STUDIES OF BABIES

Self-organised Symposium
Room A73, GL

CHAIR: GABRIELA TEBET
University of Campinas, Brazil

Constituting babies
GABRIELA TEBET (1) AND ANETE ABRAMOWICZ (2), (1) University of Campinas, Brazil; (2) UFS Car, Brazil

Tracking babies’ connections over the childcare day: Time use in graphs and pictures
LINDA HARRISON, Charles Sturt University, Australia

Geographies of infant feeding and the impact of and on the emerging bodies and subjectivities of infants
LOUISE HOLT, Loughborough University, United Kingdom

EMOTIONAL ROOTS OF LEARNING IN PRACTICE AT PEN GREEN

Self-organised Symposium
Room A74, GL

CHAIR: TRACY GALLAGHER
Pen Green Research, Development and Training Base, United Kingdom

How the ‘Tavistock’ method of observation has been used to support practitioners understanding of a child’s emotional world
TRACY GALLAGHER, Pen Green Research, Development and Training Base, United Kingdom

A case study offering an understanding of the transformative impact the training programme ‘Emotional Roots of Learning’ has had on pedagogical practice with children aged from naught to three
TRACY GALLAGHER, Pen Green Research, Development and Training Base, United Kingdom

A case study offering an understanding of the transformative impact the training programme ‘Emotional Roots of Learning’ has had on pedagogical practice with children aged from three to five
SHEENA GRIFFITHS BAKER, Pen Green Research, Development and Training Base, United Kingdom,
A/ 31

REFLECTIONS ON STRATEGIES FOR STUDENTS TO DEVELOP CRITICAL AWARENESS OF THEIR LEARNING AND PRACTICE
Self-organised Symposium
Room A81, GS

CHAIR: DILYS WILSON
Middlesex University, United Kingdom

An evaluation of a professional training programme for graduate Early Years Teacher trainees
DILYS WILSON AND SHARON GOATE, Middlesex University, United Kingdom

Reflection on tutor-student interactions to nurture students' critical thinking skills
VICKY BURGHARDT, Middlesex University, United Kingdom

How a parenting strategy can inform how students can support dis-advantaged families
BETH GALLAGHER, Middlesex University, United Kingdom
TUESDAY 8th SEPTEMBER 2015
SYMPOSIUM SET B: 16:00 – 17:30

B/1
ARTS EDUCATION
Individual Papers
Room A11, Mòdul I (MI)

CHAIR: KATALIN KOZAK
Oslo and Akershus University College of Applied Sciences; Faculty of Education and International Stu, Norway

Seeing sounds hearing colours- co-operative project in arts education
INKERI RUOKONEN, University Of Helsinki, Finland

Young children as ‘becoming’ writers
KATE LUCY SMITH, Canterbury Christ Church University, United Kingdom

The cultural competency and well-balanced development of the children in Arts Educational Development Project “Taikava” in Finland
SINIKKA RUSANEN, University of Helsinki, Finland

B/2
VALUES, PARTICIPATION AND DEMOCRACY IN ECE
Individual Papers
Room A12, Mòdul I (MI)

CHAIR: MARTIN NEEDHAM
Manchester Metropolitan University, United Kingdom

Teacher beliefs about child participation in Grade R in South Africa
NASEEMA SHAIK, Cape Peninsula University Of Technology, South Africa

Values and value education through the pedagogical systems theory
ULLA HÄRKÖNEN, University of Eastern Finland - Savonlinna Campus, Finland

Preschool Teachers Work with Democratic Learning Processes by observing Children’s interactions in a Swedish preschool
RAUNI KARLSSON, University of Gothenburg - Departement of Education, Communication and Learning, Sweden

B/3
VIDEOING AS A TOOL IN PROFESSIONAL DEVELOPMENT
Individual Papers
Room A13, Mòdul I (MI)

CHAIR: FAYE STANLEY
Wolverhampton University, United Kingdom

Imagination
ANN STEVERLYNCK, Arteveldehogeschool, Belgium

Using video as a tool to explore practitioners values
FAYE STANLEY, Wolverhampton University, United Kingdom

Imagination – Representing interaction and discussing interaction with staff members in early childhood education. Development of a process-oriented tool for pedagogical coaches
GISELINDE BRACKE, INE HOSTYN AND ANN STEVERLYNCK, Artevelde University College Ghent, Belgium
RESEARCH METHODS
Individual Papers
Room A14, Mòdul I (MI)

CHAIR: LYNN ANG
Institute Of Education, United Kingdom

Researcher’s participation in young children’s community in preschool
HRÖNN PALMADOTTIR, University of Iceland, Iceland

Doing Cross-cultural Research Fieldwork in Early Childhood Education & Care: Empirical Experiences from Scotland; Hong Kong; and Mainland China
YUWEI XU, The University of Glasgow, United Kingdom

Using participatory research in early childhood: Methodological Reflections
LYNN ANG, Institute Of Education, United Kingdom

ASSESSMENT AND EVALUATION FOR TRANSFORMATION: A FOUNDATIONAL PEDAGOGIC CREED AND ITS USES IN PRAXIS
Self-organised Symposium
Room A15, Mòdul I (MI)

CHAIR: JULIA FORMOSINHO
Childhood Association (Associação Criança), Portugal

Assessment and evaluation for transformation: a foundational pedagogic creed and its uses in praxis
JULIA FORMOSINHO, Childhood Association (Associação Criança), Portugal

Implementing and evaluating a participatory model of assessment: the Accounting Early for Life Long Learning (AcE) Programme
CHRIS PASCAL AND TONY BERTRAM, Centre for Research in Early Childhood, United Kingdom

Why do the Omo River children paint themselves? A case study on pedagogic evaluation
JOÃO FORMOSINHO, Childhood Association (Associação Criança), Portugal

WORKING WITH DIVERSITY IN ECE
Individual Papers
Room A16, Mòdul I (MI)

CHAIR: KARI KROGSTAD
Telemark University College, Norway

Incorporation into the preschool’s (cultural) traditions
TÜNDE PUSKÁS, Department of Social and Welfare Studies, Sweden

Islamic and Muslim child nurturing in a Norwegian kindergarten context
KARI KROGSTAD, Telemark University College, Norway

Working from the Heart: American and Israeli Jewish Educators on Inclusion in the Early Years
SHELLEY ALEXANDER (1), CLODIE TAL (2), DAVID BRODY (3), SIGAL ACHITUV (4), MEIR MULLER (5), HAGGITH GOR ZIV (6), CHAYA GORSETMAN (7), ROBERTA GOODMAN (8), JANET HARRIS (9), LYNDALL MILLER (10), DEBORAH SCHEIN (11) AND ILENE VOGELSTEIN (12), (1) Gratz College, United States; (2) Levinsky College, Israel; (3) Efrata College, Israel; (4) Oranim Academic College and Gordon Academic College, Israel; (5) University of South Carolina, Columbia, United States; (6) Seminar HaKibutzim (College of Education Technology and Art), Israel; (7) Stern College for Women of Yeshiva University, United States; (8) Agency for Jewish Learning, Pittsburgh, United States; (9) Early Childhood Education Initiative, United States; (10) Jewish Early Childhood Education Leadership Institute, United States; (11) Champlain College, United States; (12) Beth El Early Childhood Center, Baltimore, United States
GENDER AND ECE PEDAGOGY
Individual Papers
Room A18, Mòdul I (MI)

CHAIR: ALEJANDRA CORTAZAR
Universidad Diego Portales, Chile

Do boys and girls experience similar quality experiences in Chilean Prek programs?
ALEJANDRA CORTAZAR, FRANCISCA ROMO AND VIELMA, Universidad Diego Portales, Chile

Boyhood; war toys and weapon games – a self-evident combination?
MIA HEIKKILÄ, Mälardalen University, Sweden

Children’s Perceptions of Play: Developmental Continuity and Sex Differences in middle childhood
TAKAYO SUGIMOTO (1), SHINNOSUKE IKEDA (2), XIAOYUN LU (2), YUTA MIYAMOTO (2), MARIKO MIYATA (2), SAKIKO SAGAWA (2), YUICHIRO TOYAMA (2), MACHIKO TSUJITANI (2) AND KIYOMI AKITA (2), (1) Tokoha University & University of Tokyo, Japan; (2) Univeristy of Tokyo, Japan

B/ 8
MANAGEMENT AND LEADERSHIP ROLES
Individual Papers
Room A21, Mòdul II (MII)

CHAIR: FINN DANIEL RAAEN
Oslo and Akershus University College for Applied Science, Norway

Strategic leadership in ECEC centers in Norway
PER TORE GRANRUSTEN, Queen Maud University College, Norway

Workplace-based kindergartens – a learning arena for teacher education and a spur for own professional development? The possibilities of leadership
FINN DANIEL RAAEN, ANNE FURU AND MARIT GRANHOLT, Oslo and Akershus College of Applied Science, Norway

The Manager in Early Education settings; is the ecec graduate equipped for leadership and management?
JAN PETTERSEN (1) AND MARY MOLONEY (2), (1) Dublin Institute of Technology, Ireland; (2) Mary Immaculate College at University of Limerick, Ireland

B/ 9
TEACHING MATHS IN ECE
Individual Papers
Room A22, Mòdul II (MII)

CHAIR: PAMELA MOFFETT
Stranmillis University College, United Kingdom

Developing number language in early childhood
PAMELA MOFFETT, ANN MARIE CASSERLY AND BAIRBRE TIERNAN, Stranmillis University College, United Kingdom; (2) St. Angela’s College, Sligo, Ireland

Teaching mathematics in Norwegian kindergarten
PER-EINAR SÆBBE, University of Stavanger, Norway

Mathematical Knowledge for Teaching: a Framework of Professional Development for Preschool Teachers
ISABEL SELLAS (1), MONTSE Serrat Prat (2), LAURA VILA (1) AND VICTOR GRAU (1), (1) Universitat de Vic -Universitat Central de Catalunya, Spain; (2) Universitat Autònoma de Barcelona (UAB), Spain
PEER TO PEER MENTORING IN PROFESSIONAL PRACTICE
Individual Papers
Room A24, Mòdul II (MII)

CHAIR: MICHAEL GASPER
Starfish Enterprise, United Kingdom

Pedagogical leaders' language use while mentoring assistants – a starting point for critical thinking?
JULIE NORDAHL AND ELIN ØDEGÅRD, Høgskolen i Telemark, Norway

Using peer to peer support to help prepare early years students for a successful work based learning experience.
NICOLA STOBBS, University of Worcester, United Kingdom

The Nature of Meaningful Student-mentor -relationships in preschool teacher education
TARJA LIINAMAA, University of Jyväskylä/ Department of Education/Early Childhood Education, Finland

BILINGUALISM
Individual Papers
Room A25, Mòdul II (MII)

CHAIR: SARAH COUSINS
University of Bedfordshire, United Kingdom

Constructions of language immersion in Swedish preschool context
ELLINOR SKAREMYR, Karlstad University, Sweden

English as a Second Language in Early Childhood: a Case Study of a Maltese ECEC Setting
IVANA BANKOVIC, Primary school "Branko Radicevic", Serbia

Bilingualisme in Early Childhood Education
RAMONA BERNARD, University College Oslo/Akershus, Norway

SECOND LANGUAGE AND LITERACY DEVELOPMENT IN MINORITY CHILDREN: DISCUSSING SPACE AND INTERACTION.
Self-organised Symposium
Room A26, Mòdul II (MII)

CHAIR: SANDIE MOURÃO
FCSH, Universidade Nova Lisboa, Portugal

Context: A discussion of space in the understanding of multilingual children’s use of recontextualized language in ECEC
MARIT SUNDELIN, UiT the Arctic University of Norway, Norway

Literacy-Related Play Events and Preschool Staff Strategies to Support Swedish Language Development in multilingual and Swedish speaking children
MARTINA NORLING AND ANNE LILLVIST, School of Education, Culture and Communication, Sweden

Ready to read: Discussion around an intervention study involving children learning English as a second language
VICTORIA MURPHY, ARJETTE KAREMAKER, FIONA JELLEY AND KATHY SYLVA, University of Oxford, United Kingdom
B/ 13
PEDAGOGICAL DOCUMENTATION
Individual Papers
Room A27, Mòdul II (MII)
CHAIR: ANNA KILDERRY
Deakin University, Australia

Brave like a spider! Pedagogical documentation as a tool for assessing individual learning processes in pre-primary education
KATI RINTAKORPI, University Of Helsinki, Finland

What do preschool teachers say when they talk about pedagogical documentation?
ELISABETH LINDGREN ENEFLO, Falu kommun, Sweden

Video Based Professional Development to Cultivate Early Childhood Teachers’ Practices on Pedagogical Documentation
FIGEN SAHIN (1), ARIF YILMAZ (2), MEHMET BULDU(3), SELDA ARAS (4), METEHAN BULDU (5), ESRA AKGUL (2), (1) Gazi University, Turkey; (2) Hacettepe University, Turkey; (3) UNICEF Turkey, Turkey; (4) TED University, Turkey; (5) Middle East Technical University, Turkey

B/ 14
HEALTH, WELL-BEING AND PEER RELATIONSHIPS IN ECE
Individual Papers
Room A28, Mòdul II (MII)
CHAIR: JACKIE MUSGRAVE
University of Worcester, United Kingdom

Bullying prevention in early childhood education
LAURA REPO AND NINA SAJANIEMI, University of Helsinki, Finland

How do practitioners support children’s health and wellbeing in early years settings?
JACKIE MUSGRAVE, University of Worcester, United Kingdom

The Montessori teacher and the 21st century educational challenges
KERSTIN SIGNERT, IPKL, Sweden

B/ 15
IMPACT OF NEOLIBERALISM IN ECE
Individual Papers
Room A31, Mòdul III (MIII)
CHAIR: LAURA MÄNTYNEN
Laurea University of Applied Sciences, Finland

Implications of neoliberalism in Early Childhood Education in Finland
LAURA MÄNTYNEN, Laurea University Of Applied Sciences, Finland

Korean ECEC’s love for European ECEC in 21st century: why; how; what and by whom?
EUNJU YUN (1) AND HYOJIN AHN (2), (1) Sookmyung Women’s University, Korea (South); (2) Incheon National University, Korea (South)

Neoliberalism and teachers unions; the Icelandic story
KRISTÍN DYRFJORD, University of Akureyri, Iceland
EXPLORING QUALITY AND ENGAGEMENT IN ECE SETTINGS
Individual Papers
Room A33, Mòdul III (MIII)

CHAIR: MARJA SYRJÄMÄKI
University of Helsinki, Finland

Making preschool relevant: Meeting the needs of children in difficult contexts: A case study
FAY HADLEY AND JACQUELINE HAYDEN, Macquarie University, Australia

Continuing Engagement in Learning: Tuned into Learning?
JOAN MARTLEW AND JENNY CAREY, University of Strathclyde, United Kingdom

Quality of Learning Environment in Finnish Toddler’s Early Childhood Education Settings
MARJA SYRJÄMÄKI AND EIRA SUHONEN, University of Helsinki, Finland

WELLBEING
Individual Papers
Room A35, Mòdul III (MIII)

CHAIR: MARGARET KERNAN
International Child Development Initiatives, Netherlands

Children’s well-being in Norwegian early childhood and care institutions (ECECs): data from the ECEC well-being monitor 2014
ELLEN BEATE HANSEN SANDSETER AND MONICA SELAND, Queen Maud University College of Early Childhood Education, Norway

Putting the spotlight on the psychosocial wellbeing of 5 - 6 year old children in South Africa
MARGARET KERNAN (1) AND FIONI MURRAY (2), (1) International Child Development Initiatives, Netherlands; (2) Khululeka Community Education Development Centre (KCEDC), South Africa

My Self Image and your Interactions; The impact of the early childhood educators` image of the child on children’s wellbeing
RITA MELIA, Early Childhood Ireland & National University of Ireland Galway, Ireland

LEARNING, NEGOTIATING AND CO-CREATING TOGETHER
Individual Papers
Room A36, Mòdul III (MIII)

CHAIR: JENNIFER CLEMENT
Canterbury Christ Church University, United Kingdom

The Party Room: Children’s design and co-creation of their classroom space
JENNIFER CLEMENT, Canterbury Christ Church University, United Kingdom

Free play: A learning and transformational experience with preschool children, teachers and psychologists
CRISTINA HERNÁNDEZ MÁRQUEZ, ROXANNA DENISE PASTOR FASQUELLE, ROSA MARÍA NASHIKI ANGULO, Universidad Nacional Autónoma de México - Facultad de Psicología, Mexico

Affordances, prerequisites and constraints - about negotiations between children, pedagogues and the physical environment of preschool
SOFIA ERIKSSON BERGSTRÖM, Utbildningsvetenskap, Sweden
B/19
LITERACY PROJECTS
Individual Papers
Room A37, Mòdul III (MIII)
CHAIR: GARY BINGHAM
Georgia State University, United States

Read to me I love it! An Innovative Indigenous Family Literacy Project for the Early Years.
LENNIE BARBLETT, Edith Cowan University, Australia

Evaluating a Gift for Family Literacy: Challenges and opportunities
JANE MURRAY AND EUNICE LUMSDEN, University of Northampton, United Kingdom

Making it REAL: Using informational texts in early childhood read alouds
GARY BINGHAM, Georgia State University, United States

B/20
LEARNING IN FARMS, MUD KITCHENS AND LANDSCAPES
Individual Papers
Room A41, Mòdul IV (MIV)
CHAIR: ELLY SINGER
University Utrecht, Netherlands

Understandings space and place through environments and landscape ecology
INGUNN FJØRTOFT, Telemark University College, Norway

Agricultural child centers: participative learning and playing on the farm
ELLY SINGER, University Utrecht, Netherlands

What is a 'Mud Kitchen'? - The use of concept analysis as a research method
MENNA GODFREY, CREC & University of Wolverhampton, United Kingdom

B/21
SIG OUTDOOR PLAY & LEARNING: OUTDOOR PLAY SPACES; PLAY; LEARNING AND PEDAGOGICAL IMPLICATIONS
Self-organised Symposium
Room A43, Mòdul IV (MIV)
CHAIR: HELEN BILTON
University of Reading, United Kingdom

Educators’ reflections on the affordances of Bush School
LIBBY LEE-HAMMOND, Murdoch University, Australia

What is outside? The facilities available in early years outdoor environments and the possible pedagogical implications for these choices. A study conducted in south east England
HELEN BILTON, University of Reading, United Kingdom

Investigating the characteristics of powerful outdoor environments for young children in early childhood programmes – Linking indoors and outdoors through transitional spaces
JAN WHITE, Early Childhood Natural Play, United Kingdom
B/22
OBJECTS IN TRANSITION: ON THE SYMBOLIC RELEVANCE OF ARTEFACTS IN THE TRANSITION TO SCHOOL
Self-organised Symposium
Room A44, Module IV (MIV)

CHAIR: GESINE NEBE
ML University Halle-Wittenberg, Germany

What sweet memories of starting school are made of in Germany: The ZUCKERTÜTE in memories of people starting school between 1938 and 1998
GESINE NEBE AND ANNEGRET FRINDTE, Martin-Luther-University Halle-Wittenberg, Germany

When parents start school - objects as a symbolic link/interface between parents and school
GUNThER GRAßHOFF, Stiftung Universität Hildesheim, Germany

‘We always had our shoes shined.’ Childhood memories about starting school
TUIJA TURUNEN, Faculty of Education - University of Lapland, Finland

B/23
EDUCATOR AND FAMILY PERSPECTIVES ON WORKING TOGETHER; AS CHILDREN START SCHOOL IN AUSTRALIA
Self-organised Symposium
Room A45, Module IV (MIV)

CHAIR: SUSANNE ROGERS
Charles Sturt University, Australia

Multiple perspectives on family-educator partnerships as children start school
SUSANNE ROGERS, Charles Sturt University, Australia

Perspectives on adult relationships and how they support the mathematics learning of children starting school
WENDY GOFF, Monash University, Australia

Teacher Personal Experiences and Perspectives of the Transition to School
SIMONe MACDONALD, Monash University, Australia

B/24
PLAY: ADVENTURE, TOOL KITS, CONCEPTS AND THE DYNAMIC SYSTEM APPROACH
Individual Papers
Room A46, Module IV (MIV)

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

To Play or not to Play: Curriculum for 4 to 6 year olds
DEIRBHILE NIC CRAITH, Irish National Teachers’ Organisation, Ireland

‘Open all hours’: researching access; play and adventure in school grounds
CHANTELLE HAUGHTON (1), JACKY TYRIE (1), SIAN SARWAR (1) AND MARIANNE MANNELLO (2), (1) Cardiff Metropolitan University, United Kingdom; (2) Play Wales, United Kingdom

Dynamic Systems Approach to Play in Early Childhood Education
NADEZDA LEBEDEVA AND IRIS RIDDER, Dalarna University, Sweden
Practice-based research on the effects of The Magical Forest and the implementation in teacher education and the work field
CATHERINE MALFAIT, DIRK SMITS AND MARLIES ALGOET, Odisee, Belgium

Expanding Language Use through Drama and Storytelling for Emergent Bilinguals
MYUNG-JIN KIM, The Ohio State University, United States

Teacher’s role in children’s socio-dramatic and fantasy play: examples from pre-service early years’ students and a case study of an in-service early years’ teacher
ANTHIA MICHAELIDES, MARIA KYRIAKOU, ELENI LOIZOU AND ANNA GEORGIOU, University of Cyprus, Cyprus

Three Core Areas of Learning: Exploring Learning and Professional Development on the Early Years Teacher Status Programme’s Graduate Entry Pathway
GEMMA RYDER, University Of East London, United Kingdom

La formación del profesorado para la educación de la primera infancia en Portugal y Brasil: enfoques y contribuciones al análisis de Pedagogía en Brasil
MARINEIDE OLIVEIRA GOMES, Universidade Federal de São Paulo - campus Guarulhos, Brazil

Evaluating an early years professional development programme
SANDRA MATHERS, Institute of Education; University College London, United Kingdom

Professional skills in Early Childhood Teacher Education. Planning; implementing and evaluating activities in Language; text and mathematics
ÅSE LUND, Buskerud And Vestfold University College, Norway

A provocation; that aspires to reveal the multidimensional qualities of early childhood practitioners
MICHAEL REED, University of Worcester, United Kingdom

Carers or teachers? Professional roles; identity and status: current dilemmas in historical context
JANE READ, University of Roehampton, United Kingdom
NURSERY NURSE TO EARLY YEARS TEACHER; DEVELOPING PROFESSIONALISM; CHANGING PRACTICE WITHIN THE NURSERY
Self-organised Symposium
Room A72, GL

CHAIR: JILL HARRISON
University of Greenwich, United Kingdom

Agents of Change: a study into Early Years Professionals views of professionalism
JILL HARRISON, University of Greenwich, United Kingdom

Bring about change within the nursery
HEATHER MUNN, University of Greenwich, United Kingdom

“Good Talking : Good Listening” Using dialogic pedagogy to develop Early Years Professional Practice of valuing the child’s voice in curriculum planning and raising university academic outcomes
DIANA HARRIS, University of Greenwich, United Kingdom

POLITICIZING THE CONCEPT OF QUALITY IN ECEC
Self-organised Symposium
Room A73, GL

CHAIR: SANDRA CHEESEMAN
Institute of Early Childhood, Australia

Quality curriculum for infants – beyond notions of benevolence
SANDRA CHEESEMAN, Institute of Early Childhood, Australia

The long thread of quality: Tensions in constructions of quality in ECEC policy history
HELEN LOGAN, Charles Sturt University, Australia

Producing quality in Finnish ECEC - tensions and intersections
MAIJU PAANANEN, University of Helsinki, Finland

COMBINING RESEARCH AND PRACTICE
Individual Papers
Room A74, GL

CHAIR: LISBETH SKRELAND
Agder University, Norway

Form-Azione-Ricerca: designing professional development pathways through participatory research
LUCIA BALDUZZI AND ARIANNA LAZZARI, Education Studies Department, Bologna University, Italy

Research and teaching at the same time
HEID OSNES AND HILDE NANCY SKAUG, Oslo and Akershus University College of Applied Sciences, Norway

Research inspired development of pedagogical practice
PIA VINTHER DYRBY AND LAURA DETLEFSEN, The Danish Evaluation Institute, Denmark
Weaving a patchwork of practice: the development of reflective dispositions for Early Childhood students
KAREN HANSON, University of Worcester, United Kingdom

Developing theory for practice: reflective practice as a way of being
KAREN APPLEBY, University of Worcester, United Kingdom

Theory in practice: creating a space for the creation of self-knowledge as developing reflective practitioners through visual representation and narrative
ALISON PROWLE, Centre for Early Childhood, University of Worcester, United Kingdom
WEDNESDAY 9th SEPTEMBER 2015
SYMPOSIUM SET C: 8:00 – 9:30

C/ 1
YOUNG CHILDREN, AESTHETICS AND ART
Individual Papers
Room A11, Mòdul I (MI)

CHAIR: KA LEE CARRIE HO
Hong Kong Institute of Education, Hong Kong

Toddlers and teachers in aesthetic communication
MONICA NILSSON (1), ROBERT LECUSAY (2), LINA MRAK (1), BETH FERHOLT (3) AND KARIN ALNERVIK(1), (1) School of Education and Communication, Sweden; (2) University of California, San Diego, United States; (3) Brooklyn College, City University of New York, United States

Postmodern paradigm from research aim to trustworthiness: An arts-based study on young children’s aesthetic encounters in Hong Kong
KA LEE CARRIE HO, Hong Kong Institute of Education, Hong Kong

Investigating Current Taiwanese Teachers’ Attitudes and Beliefs in Visual Art Education in Preschools
CHING-YUAN HSIAO, National University of Tainan, Taiwan

C/ 2
ART AND AESTHETICAL EXPRESSIONS IN EARLY CHILDHOOD EDUCATION
Self-organised Symposium
Room A12, Mòdul I (MI)

CHAIR: MARI ANN LETNES
Queen Maud University College, Norway

Musician in ECEC context
MORTEN SÆTHER, Queen Maud University College, Norway

Narrative expressions by toddlers - An aesthetic glance at narrative expressions of toddlers in early childhood educational settings
INGVILD OLSEN OLAUSSEN, Queen Maud College - College of Early Childhood Education, Norway

Art-didactic - Creation of meaning when children encountering the art
JØRGEN MOE, Queen Maud University College of Early Childhood Education and Care, Norway

C/ 3
CHILD PARTICIPATION AND SELF DETERMINATION
Individual Papers
Room A13, Mòdul I (MI)

CHAIR: ANGELA SCOLLAN
Middlesex University, United Kingdom

The exploration about the potentials of 4-Year-Olds
YUTA MIYAMOTO, The University Of Tokyo, Japan

Preschool Classroom Activity and the concealment of the nature of being three
MARTIN NEEDHAM, Manchester Metropolitan University, United Kingdom

The hundred meanings of self-determination: protection from harm or promotion of autonomy? Early Years Practitioner Perspectives
ANGELA SCOLLAN AND FEDERICO FARINI, Middlesex University, United Kingdom
PARTICIPATORY CHILD ASSESSMENT
Individual Papers
Room A14, Mòdul I (MI)
CHAIR: JUDITH LOVERIDGE
Victoria University of Wellington, New Zealand

Teacher and parent perceptions toward assessment of children’s learning and their expectations from each other
FEYZA OZKAN AND ARIF YILMAZ, Hacettepe University, Turkey

Assessing young children’s learning and development in an homebased early education programme
JUDITH LOVERIDGE, Victoria University of Wellington, New Zealand

MyProfile: a monitoring tool for 0-5 y that guides practitioners from systematic observation to effective interventions. Insights of the implementation process
INGE LAENEN, Centre for Experiential Education [C-ExE], Leuven University, Belgium

DIGITAL TECHNOLOGIES AND TEACHER DEVELOPMENT
Individual Papers
Room A15, Mòdul I (MI)
CHAIR: DOMINIC GULLO
Drexel University, United States

Pitfalls of Using PowerPoint with Diverse Learners in Early Childhood Teacher Education Programs: An Illustrative Case
ANNA KIROVA (1), CHRISTINE MASSING (1), LARRY PROCHNER (1), AILIE CLEGHORN (2), (1) University of Alberta, Canada; (2) Concordia University, Canada

Digital Literature in Early Childhood: Apps and Literacy Education
NEUS REAL AND CRISTINA CORRERO, Universitat Autònoma de Barcelona, Spain

The Open Lab - experimenting communities in a globalized world
KLAUS THESTRUP, Centre for Teaching Development and Digital Media, Aarhus University, Denmark

PERSPECTIVES IN TRANSITIONS
Individual Papers
Room A16, Mòdul I (MI)
CHAIR: KATEY DE GIOIA
Institute Of Early Childhood; Macquarie University, Australia

Journeys of change: Experiences of transition into prior to school settings for immigrant and refugee families
KATEY DE GIOIA, Institute Of Early Childhood; Macquarie University, Australia

'From a big and competent preschool child to a small school child in need of care'”. Parent’s perspectives on their children’s transition to preschool class
HELENA ACKESJÖ, Linnaeus University, Sweden

1. Transition to school from the perspective of the girls’ and boys’ parents
ANNA KIENIG, University of Bialystok, Poland
C/7
DIGITAL CHILDHOODS: POSITIONING TECHNOLOGIES IN EARLY CHILDHOOD PEDAGOGY AND PLAYROOMS.
Self-organised Symposium
Room A18, Mòdul I (MI)

CHAIR: LORNA ARNOTT
University of Strathclyde, United Kingdom

An ecological exploration of technology in early childhood education
LORNA ARNOTT, University of Strathclyde, United Kingdom

The integration of tablet devices into pedagogic planning in early years classrooms
COLETTE GRAY, JILL DUNN, DENISE MITCHELL AND PAMELA MOFFETT, Stranmillis University College: A College of The Queen's University of Belfast, United Kingdom

Ipads for Learning and Engagement
ADERONKE FOLORUNSHO AND IOANNA PALAIOLOGOU, Canterbury Christ Church University, United Kingdom

C/8
EXPLORING DIVERSITY
Individual Papers
Room A21, Mòdul II (MII)

CHAIR: ANN FARRELL
Queensland University of Technology, Australia

Researching preservice teachers' intercultural understandings of linguistic and cultural diversity in Australia
ANN FARRELL, Queensland University Of Technology, Australia

Respecting Diversity in Croatian kindergartens
DEJANA BOUILLET, Faculty of Teacher Education; University of Zagreb, Croatia

Identity concepts and early childhood education: An ethnographic study of identity discourses and cultural diversity in a South African primary school
JACLYN MURRAY, University of Winchester, United Kingdom

C/9
ATTITUDES TO GENDER EQUALITY
Individual Papers
Room A22, Mòdul II (MII)

CHAIR: TIM ROHRMANN
University of Applied Sciences for Social Work, Education and Nursing, Dresden, Germany

Male Preschool Teachers’ Perceptions of Children’s Rough-and Tumble Play (R&T) in Indoor and Outdoor Environments
RUNE STORLI, Queen Maud University College of Early Childhood Education, Norway

A Both ‘Gendered’ and ‘Non-gendered’ Profession: Teachers’ and Children’s Perceptions of Gender and Teacher-Child Interactions in Scottish and Chinese Early Childhood Settings
YUWEI XU, The University of Glasgow, United Kingdom

Respectable femininities of aspiring female teachers
THORDIS THORDARDOTTIR, University of Iceland, Iceland,
C/ 10
JOINT LEADERSHIP
Individual Papers
Room A24, Mòdul II (MII)
CHAIR: MARJA-LIISA AKSELIN
City of Hämeenlinna, Finland

Towards Joint Leadership - Developing a new ECE leadership model in Finnish municipality context
MARJA-LIISA AKSELIN, City Of Hämeenlinna, Finland

Dialogic leadership in health building organizations
MERETE MOE, Queen Maud University College, Norway

Preschool head teachers’ perceptions on merging of preschools
ARNA H. JONSDOTTIR, University of Iceland - School of Education, Iceland

C/ 11
PERCEPTIONS OF CURRICULUM, SCIENCE AND MATHS IN ECE
Individual Papers
Room A25, Mòdul II (MII)
CHAIR: TUIJA TURUNEN
Faculty of Education; University of Lapland, Finland

Early Mathematical Ability Among Preschool Children in Relation to Age and Maternal Education Level
KEREM AVCI (1) AND EMINE FERDA BEDEL (2), (1) Balikesir University, Turkey; (2) Canakkale Onsekiz Mart University, Turkey

Curriculum and pedagogical leadership in early childhood education
TUIJA TURUNEN AND OUTI YLITAPIO-MÄNTYLÄ, University of Lapland, Finland

C/ 12
SUPPORTING NEWLY QUALIFIED AND FUTURE PROFESSIONALS
Individual Papers
Room A26, Mòdul II (MII)
CHAIR: GEMMA RYDER
University of East London, United Kingdom

The use of autobiographical narratives in the construction of future teachers identity
MARILISA BIRELLO AND MARIA ROSA GIL JUAN, Universidad Autónoma De Barcelona, Spain

Supervision of newly qualified Preschool Teachers
INGUNN REIGSTAD (1) AND RANDI MOE (2), (1) NLA University College, Norway; (2) HIB, Bergen, Norway

An Investigation into the Needs and Experiences of Beginning Early Childhood Educators in British Columbia: Is Induction Necessary?
LAURA DOAN, Thompson Rivers University, Canada
Inter-subjectivity; forms of vitality and affect - a perspective on multiculturalism and language
YLVA NOVOSEL AND GUNILLA DAHLBERG, Stockholm University, Sweden

Observing language in use in an Infant-Toddler center. An analysis of everyday dialogue in Italian ECEC settings
CHIARA BOVE AND PIERA BRAGA, University of Milan Bicocca, Italy

Norwegian pre-school teachers on Educational Language Practices
JOAKIM EVENSEN HANSEN, University of Stavanger, Norway

Pedagogical routines as a learning environment in daycare
SOEREN SMIDT, Department Of Research And Development Ucc, Denmark

American and Turkish preschool teachers’ classroom management practices
RAMAZAN SAK (1), SHAROLYN POLLARD-DURODOLA (2), IKBAL TUBA ŞAHIN SAK AND (1) Yüzüncü Yıl University, Turkey; (2) University of Denver, United States

Learning beyond cognition
GERBERT SIPMAN, UAS of Arnhem and Nijmegen, Netherlands

Stakeholder’s perceptions of internationalisation of early childhood curriculum in a joint partnership between Australia and China universities
JOSEPHINE NG AND BERENICE NYLAND, RMIT University, Australia

Children up to the age three: focus on five national curricula on ECEC
MARITTA HÄNNIKÄINEN, University of Jyvaskyla, Finland

Curriculum design and good practices in early childhood education: an international; multicultural and interdisciplinary approach
LUCÍA CASAL DE LA FUENTE AND MIGUEL ÁNGEL ZABALZA BERAZA, University of Santiago de Compostela, Spain
C/ 16
SUSTAINABILITY AND WORLD DEVELOPMENT IN ECE
Individual Papers
Room A33, Mòdul III (MIII)
CHAIR: VALERIE HUGGINS
Plymouth University, United Kingdom

Enhancing Education for Sustainability in Finnish Early Childhood Education
ANNA-RIITTA MÄKITALO, SYLVIA TAST AND ARTO SALONEN, Metropolia University of Applied Sciences, Finland

Promoting Early Childhood Education for Sustainability (ECEfS) in an Early Childhood Teacher Education programme in England
VALERIE HUGGINS, Plymouth University, United Kingdom

How to develop the child’s ability to reflect the process of development in the world
IGOR SHIIAN (1) AND OLGA SHIYAN (2), (1) Moscow City Teacher Training University, Russia; (2) Russian State University in Humanities, Russia

C/ 17
INTERNATIONAL CONTEMPORARY TRENDS IN INFANT AND TODDLER TEACHER EDUCATION
Self-organised Symposium
Room A35, Mòdul III (MIII)
CHAIR: KATHERINE BUSSEY
Australian Catholic University, Australia

Using videos to enhance early childhood teacher education understanding about children aged birth to 3 years
SUSANNE GARVIS, University of Gothenburg, Sweden

University-Based Infant and Toddler Teacher Educators in Australia and New Zealand
KATHERINE BUSSEY, Australian Catholic University, Australia

Infant-Toddler Teachers Participating in an Early Childhood Scholarship Program at the Community College
DEBORAH NORRIS, University of Oklahoma, United States

C/ 18
CREATING THE RIGHT ENVIRONMENT FOR YOUNG CHILDREN
Individual Papers
Room A36, Mòdul III (MIII)
CHAIR: ELSE CATHRINE MELHUUS
University of Agder - Department of Education, Norway

Methodological challenges with research on materiality; when dealing with non-human agency
ELSE CATHRINE MELHUUS, University Of Agder - Department Of Education, Norway

The Effectiveness of the Lions Quest Program: Skills for Growing on School Climate, Students’ Behaviors, Perceptions of School, and Conflict Resolution Skills
MINE GOL-GUVEN, Bogazici University, Turkey

How Japanese educators reflect on the environment using photograph?
KIYOMI AKITA, The University of Tokyo, Japan
C/ 19
PEDAGOGICAL DUMENTATION
Individual Papers
Room A37, Mòdul III (MIII)

CHAIR: PAULA WILLIS
North Yorkshire County Council, United Kingdom

Developing EYs Provision and Reflective Practice through the ‘Learning Story’ Approach in a Children’s Centre Reach Area (UK)
PAULA WILLIS (1) AND ANDREW LOCKETT (2), (1) North Yorkshire County Council, United Kingdom; (2) Independent Consultant, United Kingdom

Using Documentation as a Teaching Tool in Turkish Early Childhood Programs
ARIF YILMAZ (1), FIGEN SAHIN (2), MEHMET BULDU (3), AYCA ULKER-ERDEM (1), ELIF BULDU (4) AND HAZAL BEGUM UNAL (1), (1) Hacettepe University, Turkey; (2) Gazi University, Turkey; (3) UNICEF Turkey, Turkey; (4) Middle East Technical University, Turkey

Narrative documentation as an experiential learning tool in early childhood education
ELISABETTA BIFFI (1) AND ENZA STRAGAPEDE (2), (1) Department of Human Sciences for Education, University of Milan-Bicocca, Italy; (2) Municipality of Cinisello Balsamo, Italy

C/ 20
TODAY’S PEDAGOGICAL WORK WITH CHILDREN’S LANGUAGE ACQUISITION IN DANISH KINDERGARTENS
Self-organised Symposium
Room A41, Mòdul IV (MIV)

CHAIR: IRENE SALLING KRISTENSEN
VIA University College; Department of Social education, Denmark

Language Acquisition on Formula
ANNIKA WIWE AND IRENE SALLING, VIA University College, Denmark

“Please don’t disturb” - Establishing and maintaining attentive dialogue in day-care. A study of interruptions of attentive dialogues between pedagogues and children
MARIE HØJHOLT, VIA University College - Department of Social Education, Denmark

Space for dialogue in Kindergarten
ELISABETH SCHJØDT LAURSEN, VIA University College - Social Education in Horsens, Denmark

C/ 21
COMMUNICATION BETWEEN PEERS IN ECEC SERVICES
Self-organised Symposium
Room A43, Mòdul IV (MIV)

CHAIR: PASCALE CAMUS
Université de Liège, Belgium

What do they mean? Listening to babies communicating in the daily setting in ECEC service
FLORENCE PIRARD, ANNE LEGRAND AND AURORE MICHEL, University of Liège, Belgium

The inclusive nursery: the communication between deaf children and their hearing peers
NÚRIA SILVESTRE, ANAIS RODRIGUEZ AND MARIA JOSE SANCHEZ, Universitat Autònoma de Barcelona, Spain

Therapy of communication and oral language in deaf children
NÚRIA SERRA, LAURA PAZ, MERCÈ BATLLE AND ELISA GARCÍA, CREDAC Pere Barnils Barcelona, Spain
C/22
OUTDOOR PEDAGOGY
Individual Papers
Room A44, Mòdul IV (MIV)
CHAIR: MARIAN JOVEN
University of applied sciences Leiden, Netherlands

Teachers and Directors Opinions of the Possibilities to Use Outdoor Learning in Estonian Preschools
LEHTE TUULING, AINO UGASTE AND TIIA ŪN, Tallinn University, Estonia

“Can I go outside?” The impact of teachers’ beliefs and practices on children’s physically active play experiences in one New Zealand centre
HELEN EMBERSON, University of Otago, New Zealand

How to optimize the use of outdoor play areas as a play and learning space in Dutch day care
MARIAN JOVEN, RIKI VERHOEVEN AND ELISE PETERS, University of Applied Sciences Leiden, Netherlands

C/23
SIG OUTDOOR PLAY & LEARNING: METHODOLOGICAL TOOLS FOR STUDYING CHILDREN’S OUTDOOR PLAY AND LEARNING
Self-organised Symposium
Room A45, Mòdul IV (MIV)
CHAIR: SHIRLEY WYVER
Macquarie University, Australia

Play on different playgrounds
ANTJE LUCHS AND MONIKA FIKUS, University of Bremen, Germany

Children’s bodily play in kindergarten
MERETE LUND FASTING, University of Agder, Norway

Using GoPro action cameras on preschool children in outdoor research
HENRIK ROSTED NEEGAARD AND ASBJØRN MAGNAR HOV, Oslo and Akershus University College of Applied Science’s, Norway

C/24
SUPPORTING PARENT/CHILD RELATIONSHIPS
Individual Papers
Room A46, Mòdul IV (MIV)
CHAIR: CAROL DUFFY
Early Childhood Ireland, Ireland

Intervention methodology in a multifamily group of families with children between 6 and 8 years
ARNAU CARETA PLANS AND XAVIER GIMENO SORIA, ERIFE, Universitat Autònoma de Barcelona, Spain

Parents as designer’s of the children’s social networks
PÄIVI PIHLAJA AND MARITA NEITOLA, University of Turku, Finland

Study about mother-infant versus educator-infant communication and interaction in free play
MARINA FUERTES, ANDREIA FERREIRA, ISABEL FERNANDES, MIGUEL BRANCO, OTILIA SOUSA, CLARISSE NUNES, MARIA JOÃO ALVES, ISABEL BARROSO, FILIPE PINTO AND TIAGO SOUSA, Escola Superior De Educação De Lisboa, Portugal
C/ 25
PLAY: POWER, SELF IDENTITY, RISK, WELL-BEING AND HEALING
Individual Papers
Room A47, Mòdul IV (MIV)
CHAIR: ZENNA KINGDON
Newman University, United Kingdom

Object Play: Power and Self-Identity; facets of role-play in pack-away settings
ZENNA KINGDON, Newman University, United Kingdom

Do children in the age group one-to-three years engage in risky play? Identifying and characterizing age-related risky play
RASMUS KLEPPE, Kanvas Foundation/Oslo and Akershus University College of Applied Sciences, Norway

C/ 26
THE POWER OF PLAY
Self-organised Symposium
Room A48, Mòdul IV (MIV)
CHAIR: ANNERIEKE BOLAND
University of Applied Sciences iPabo; Academy for teacher education, Netherlands

Girls don’t climb trees – parents’ perspectives on gender and play
LOUISE BERKHOUT, Hogeschool Leiden, Netherlands

Young children’s play and learning viewed through a schematic lens.
JULIE BRIERLEY, University Of Hull, United Kingdom

The relationship between children’s motor senses and free play activities in Waldorf kindergartens
KOEN GORT AND AZIZA MAYO, Hogeschool Leiden, Netherlands

C/ 27
REFLECTIVE PRACTICE IN PROFESSIONAL DEVELOPMENT
Individual Papers
Room A71, GL
CHAIR: SOFIA AVGITIDOU
University of Western Macedonia, Greece

Reflection as a tool in supporting ECE teachers in science education
SOFIA AVGITIDOU, PENEOPE PAPADOPOULOJ, VASSILIKI ALEXIOU, PETROS KARIOTOGLOU, University of Western Macedonia, Greece,

Practitioners perceptions of reflective practice in early years settings.
CEYLON DOWNS, University of East London, United Kingdom
### C/ 28
**DEVELOPMENT OF PROFESSIONAL IDENTITY**

Individual Papers
Room A72, GL

**CHAIR:** GERRY MULHEARN  
Charles Sturt University, Australia

- **The ‘glocal’ teacher - Suggested change of the model of the teacher for Norwegian National Framework for kindergartens**  
  ELIN ERIKSEN ODEGAARD, Bergen University College, Norway

- **The examination of Turkish early childhood education teachers’ professional identity**  
  ZEYNEP BERNA ERDILLER (1), ÖZCAN DOĞAN (2) AND ERDEM KARABULUT (2), (1) Boğaziçi University, Turkey; (2) Hacettepe University, Turkey

- **Notions of professionalism: What do New Zealand teachers think now? A ten-year follow-up study**  
  SUE CHERRINGTON AND CARMEN DALLI, Victoria University of Wellington, New Zealand

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### C/ 29
**INTEGRATING EARLY EDUCATION AND CARE WITH PRIMARY EDUCATION: THE IMPACT ON THE PROFESSIONALISM OF THE EARLY CHILDHOOD WORKFORCE**

Self-organised Symposium
Room A73, GL

**CHAIR:** JANE BERTRAND  
Ontario Institute for Studies in Education/University of Toronto, Canada

- **Public policy and its influence on educators in integrated early learning environments**  
  KERRY MCCUAIG AND EMIS AKBARI, Ontario Institute for Studies in Education/University of Toronto, Canada

- **Schools at the Centre: Implications for educators**  
  ZEENAT JANMOHAMED (1), KERRY MCCUAIG (2), ROMONA GANANATHAN (2), EMIS AKBARI (2), JENNY JENKINS (2), Atkinson Centre, University of Toronto, Canada; (2) Ontario Institute for Studies in Education, Canada

- **Legal and Policy Workforce Implications for ECEs in Integrated Programs**  
  ROMONA GANANATHAN, University of Toronto, Canada

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### C/ 30
**QUALITY IN DAY CARE AND KINDERGARTEN SETTINGS**

Individual Papers
Room A74, GL

**CHAIR:** JANETTE PELLETIER  
University of Toronto, Canada

- **Full-Day Junior and Senior Kindergarten in Ontario; Canada: Innovative Policy and Practice**  
  JANETTE PELLETIER AND CARL CORTER, University of Toronto, Canada

- **Quality in Early Childhood Education and Care Environments: A comparison between day care centers and kindergartens in Greece**  
  OLGA KOULI (1), NIKOLAOS TSIGILIS (2) AND MICHAEL GLUEER (3), (1) Democritus University of Thrace, Greece; (2) Aristotle University of Thessaloniki, Greece, (3) University of Bielefeld, Germany

- **Long Term Effects of Daycare center Attendance on Pragmatic Abilities**  
  ANDRÉANNE GAGNÉ (1), NATHALIE BIGRAS (1), CAROLINE BOUCHARD (2), (1) Université du Québec à Montréal, Canada; (2) Université Laval, Canada
C/ 31
LINKING THEORY AND PRACTICE
Individual Papers
Room A81, GS
CHAIR: IAN BARRON
Manchester Metropolitan University, United Kingdom

University and early childhood setting collaboration in practice and research innovation
IAN BARRON, Manchester Metropolitan University, United Kingdom

Strengthening the theory-practice nexus in EC teacher education programs
WENDY GOFF (1) AND SUSANNE GARVIS (2), (1) Monash University, Australia; (2) University of Gothenberg, Sweden

Developing professional competence in the field of kindergarten teacher education through interaction between educational establishments and kindergartens.
RENATE BANSCHBACH EGGEN AND KRISTIN ØSTREM FLØTTEN, University of Nordland, Norway

C/ 32
PEDAGOGICAL DOCUMENTATION; PLANNING AND DECISION MAKING IN ECE SETTINGS
Self-organised Symposium
Room A82, GS
CHAIR: MAIJA PAANANEN
University of Helsinki, Finland

Making professional decision-making visible through Pedagogical Documentation
ALMA FLEET, Macquarie University, Australia

Documentation as part of the learning process
INGRID PRAMLING SAMUELSSON, ELISABET DOVERBORG AND NIKLAS PRAMLING, Department of Education, Communication and learning, Sweden

Pedagogical documentation as a lens for equality in early childhood education
MAIJA PAANANEN AND LASSE LIPPONEN, University of Helsinki, Finland
D/ 1
COLLABORATIVE ART AND INSTALLATIONS
Individual Papers
Room A11, Mòdul I (MI)
CHAIR: CAROL LOGIE
Family Development Centre; UWI., Trinidad & Tobago

Breathing in, rendering out: unfolding aesthetic frames of identity
LEANNE LAVINA, Macquarie University, Australia

Collaborative creativity to enhance wellbeing in Early Years settings
MONA SAKR AND JACQUELINE HARDING, Middlesex University, United Kingdom

Children; nature and their connections to evolutionary investigations in a Caribbean island: Implications for global collaboration
CAROL LOGIE, Family Development Centre - UWI., Trinidad & Tobago

D/ 2
ASPECTS OF CHILDREN'S PARTICIPATION IN SWEDEN
Individual Papers
Room A12, Mòdul I (MI)
CHAIR: SARA DALGREN
Institution Of Social And Welfare Studies, Sweden

Children's embodied participation in preschool meals
SARA DALGREN, Institution Of Social And Welfare Studies, Sweden

Children's participation and influence in preschool in relation to group size
PIA WILLIAMS, SONJA SHERIDAN AND INGRID PRAMLING SAMUELSSON, Department of Education, Communication and Learning, Gothenburg University, Sweden

Interactions with sign's – different insight into symbolic meaning
MARIA MAGNUSSON, Linneaus University, Sweden
THEORY AND PRACTICE OF CHILD-INITIATED PEDAGOGIES
Self-organised Symposium
Room A13, Mòdul I (MI)

CHAIR: LEENA ROBERTSON
Middlesex University, United Kingdom

The Principles of Child-initiated Pedagogy
NANCY BARBOUR (1), JARMO KINOS (2), LEENA ROBERTSON (3), LEIF ROSQVIST (2), ANGELA SCOLLAN (3), FEDERICO FARINI (3), ANNIKA JÜRBS (4), MAARIKA PUKK (5), (1) James Madison University, United States; (2) University of Turku, Finland; (3) Middlesex University, United Kingdom; (4) Tallinn Rännaku Kindergarten, Estonia; (5) Tallinn University, Estonia

Communality in child-initiated pedagogies – a collective approach for developing a learning environment
JARMO KINOS (1), LEIF ROSQVIST (1), LEENA ROBERTSON (2), NANCY BARBOUR (3), ANGELA SCOLLAN (3), FEDERICO FARINI (2), ANNIKA JÜRBS (4) AND MAARIKA PUKK (4), (1) University of Turku, Finland; (2) Middlesex University, United Kingdom; (3) James Madison University, United States; (4) University of Tallinn, Estonia

Individual children and their right for self-determination within child-initiated pedagogies
LEENA ROBERTSON (1), ANGELA SCOLLAN (1), FEDERICO FARINI (1), JARMO KINOS (2), NANCY BARBOUR (3), ANNIKA JÜRBS (4), LEIF ROSQVIST (2), MAARIKA PUKK (5), (1) Middlesex University, United Kingdom; (2) University of Turku, Finland; (3) James Madison University, United States; (4) Tallinn Rännaku Kindergarten, Estonia; (5) Tallinn University, Estonia

ECE PROFESSIONALS AND THE POSSIBILITIES OF DIGITAL TECHNOLOGY
Individual Papers
Room A14, Mòdul I (MI)

CHAIR: SHARRYN CLARKE
Monash University, Australia

Mentoring Early Childhood Graduates through Facebook: A challenge for all of us
SHARRYN CLARKE, Monash University, Australia

Curricula and conventions: Finnish ECE teachers’; nurses’ and leaders’ views on pedagogic possibilities of information and communication technology in pre-primary education
PEKKA MERTALA, University of Oulu, Finland,

Making it relevant: Practitioner Inquiry as a Professional Learning Model for Technology Integration
KELLY BITTNER, Macquarie University, Australia

YOUNG CHILDREN’S AND TEACHERS’ PERSPECTIVES ON IPADS
Individual Papers
Room A15, Mòdul I (MI)

CHAIR: DEBRA HARWOOD
Brock University, Canada

Asking the Experts: Young Children’s Views on using iPads in Early Years Classrooms
JILL DUNN, COLETTE GRAY, DENISE MITCHELL AND PAMELA MOFFETT, Stranmillis University College: A College of Queen’s University Belfast, United Kingdom

‘Here teacher I can show you how the iPad works”’: Young Children as Competent & Capable Learners
DEBRA HARWOOD AND KATELYN SCOTT, Brock University, Canada

Tablet computers in preschool: possibilities for learning and digital play
MERJA KOIVULA AND MARLEENA MUSTOLA, University of Jyvaskyla, Finland
D/ 6
DIGITAL CHILDHOOD AND EARLY EDUCATIONAL SETTINGS
Self-organised Symposium
Room A16, Mòdul I (MI)

CHAIR: MARI ANN LETNES
Queen Maud University College, Norway

From play to media. From media to play. Exploring with 4-5 year olds.
GRETE SKJEGGSTAD MEYER AND INGVARD BRATEN, NLA University College, Norway

Meaning making and digital media as a part of everyday life in Norwegian EECE (age 1-3) Ethnography
TRUDE KYRKJEBØ, NLA University College, Norway

Digital technology in early childhood educational settings - A review of research
MARI ANN LETNES, Queen Maud University College, Norway

D/ 7
WORKPLACE BASED PROFESSIONAL DEVELOPMENT
Individual Papers
Room A18, Mòdul I (MI)

CHAIR: MARGARETH EILIFSEN
Bergen College University, Norway

Research-based teaching – learning experiences in teacher and students community
MARGARETH EILIFSEN, Bergen College University, Norway, HANNE BLAAFALK, Bergen University College, Norway

Contexts for learning in work-based ECEC teacher education
INGER MARIE LINDBOE, KAREN MARIE EID KAARBY AND ANTON HAVNES, Oslo and Akershus University College, Norway

The practicum in preschool teacher education: How to enhance professional development
DALILA LINO (1), CRISTINA PARENTE (2) AND FÁTIMA VIEIRA (3), (1) Polytechnic Institute of Lisbon/CIED, Portugal; (2) University of Minho, Portugal; (3) University of Minho/ CIEC, Portugal

D/ 8
GENDER AND DIVERSITY IN ECE
Individual Papers
Room A21, Mòdul II (MII)

CHAIR: THORDIS THORDARDOTTIR
University of Iceland, Iceland

Gender equality in Norwegian kindergartens: Current status and recent trends
VIBEKE OPHEIM AND ERICA WAAGENE, NIFU, Norway

Equality in Icelandic preschools
THORDIS THORDARDOTTIR, University of Iceland, Iceland

Not That Book: Future Childcare and Education Professionals’ Awareness of and Attitudes towards Children’s Literature on Social Inclusion
CLARE O’DONOGHUE, Middlesex University, United Kingdom
COLLABORATIVE LEADERSHIP
Individual Papers
Room A22, Mòdul II (MII)
CHAIR: LISE HANNEVIG
Høyskolen i Oslo og Akershus, Norway

When leadership makes a difference - Leaders view on experiences in establishing a collaborative culture and competence development in ECECs and Child Welfare Services
TORILL MOE, Hint, Norway

Pedagogical leaders and co-workers common perception of leadership in ECEC institutions
LISE HANNEVIG AND MAGRITT LUNDESTAD, Oslo and Akershus University College of Applied Sciences, Norway

Cross Institute Collaborative Leadership and how to Ensure Quality
ALEX MELROSE, Manchester Metropolitan University, United Kingdom

D/10
MATHEMATIZING IN EARLY CHILDHOOD
Self-organised Symposium
Room A24, Mòdul II (MII)
CHAIR: OLIVER THIEL
Queen Maud University College of Early Childhood Education, Norway

Mathematical Thinking Processes: Supporting Children's Engagement at the Transition to School
LIZ DUNPHY, St Patrick's College of Education, Ireland

Children's and teachers' interaction in mathematical activities in a Swedish preschool
GABRIELLA GEJARD AND KRISTINA WALLDEN HILLSTRÖM, University of Gävle, Sweden

A room for mathematics in early childhood
OLIVER THIEL, Queen Maud University College of Early Childhood Education, Norway

D/11
MOVEMENT AND LEARNING
Individual Papers
Room A25, Mòdul II (MII)
CHAIR: ISABEL TALLIR
Artevelde University College, Belgium

Systematization of the psychomotor activity and cognitive development
MAIPE MAS PARERA, Universitat Autònoma De Barcelona, Spain

'Moving School": a professional development program for preschool teachers to optimize learning opportunities for; in and through movement
ISABEL TALLIR, BARBARA VANDORPE, KIRSTEN DEVlieGER AND ILSE GENTIER, Artevelde University College, Belgium

Every child needs a break: The influence of teachers' beliefs about recess
JULIA ATILES (1) AND ABIGAIL JEWKES (2), (1) University of Missouri-Kansas City, United States; (2) St. John's, United States
YOUNG CHILDREN’S EXPERIENCE WITH MULTIMODAL TEXTS IN DIFFERENT LANGUAGE CONTEXTS
Self-organised Symposium
Room A26, Mòdul II (MII)

CHAIR: X. CHRISTINE WANG
State University of New York at Buffalo, United States

Reading through Play: Kindergarteners’ Buddy Reading on iPads
X. CHRISTINE WANG (1) AND TANYA CHRIST (2), (1) State University Of New York At Buffalo, United States; (2) Oakland University, United States

Buddies Reading Multimodal iPad App Books
TANYA CHRIST (1) AND X. CHRISTINE WANG(2), (1) Oakland University, United States; (2) University at Buffalo, United States

Emergent Bilingual Children Reading Turkish and English Digital Storybooks
ERSOY ERDEMIR, Boğaziçi University, Turkey

INTERNATIONAL AND CROSS-DISCIPLINARY EXCHANGE
Individual Papers
Room A27, Mòdul II (MII)

CHAIR: HELEN SUTHERLAND
Kingston University, United Kingdom

How can students develop reflective learning and practice during a short visit to view another country’s educational system?
HELEN SUTHERLAND (1) AND KIA KIMHAG (2), (1) Kingston University, United Kingdom; (2) University of Gävle, Sweden

Arts and sciences. A multidisciplinary project in teacher training
CARMINA FOLCH, REINA CAPDEVILA, MONTSERRAT PRAT, NÚRIA BATLLE AND ROSER DOMINGO, FPCEE
Blanquerna, Universitat Ramon Llull, Spain

Learning across cultures: insights from international students
MAELIS KARLSSON LOHMANDER AND SUSANNE GARVIS, University of Gothenburg, Sweden

DEVELOPING WELL-BEING
Individual Papers
Room A28, Mòdul II (MII)

CHAIR: VICTORIA WHITINGTON
University of South Australia, Australia

Well-being in the curriculum: is it caught or taught?
ALYSON LEWIS, Cardiff University, United Kingdom

The Impact of Creative Approaches in Primary Schools on Children’s Wellbeing
CHARLOTTE PAGE (1), ROS MCLELLAN (2), MAURICE GALTON (2) AND SUSAN STEWARD (2), (1) University of East London, United Kingdom; (2) Cambridge University, United Kingdom

Developing a wellbeing classroom
VICTORIA WHITINGTON, ELSPETH MCMINN AND ALEXANDRA DIAMOND, University of South Australia, Australia
Children and their underworld: reframing young children’s humour using a Bakhtinian carnivalesque lens
LAURA TALLANT, UEA, United Kingdom

Children’s Voices within Policy; Practice and Research - Participatory Methodology
ALISON MOORE, Worcester University, United Kingdom

Visual Humor: Research and Theory Issues
MARIA KYRIAKOU AND ELENI LOIZOU, University of Cyprus, Cyprus

Practitioners’ constructions of love in the context of Early Childhood Education and Care
SARAH COUSINS, University Of Bedfordshire, United Kingdom

Pathways to resilience in pre-school learning contexts
MARIA ASSUNÇÃO FOLQUE, Universidade de Évora, Portugal

Developing preschool children’s desire for learning
OLE LUND, VIA University College, Denmark

’Story Time’ in Chinese Family
XINXIN WANG, The Institute Of Education, Hong Kong

‘Tell me your story and I’ll tell you mine’: Curriculum as the co-construction of stories
CARMEL BRENNAN, Early Childhood Ireland, Ireland

’Read Lars again!’ Toddlers and literacy practice in kindergarten
ANNA BEATE STORM-LARSEN, Buskerud and Vestfold University Collage, Norway
D/ 18
VALUES, PRESCHOOL AND PLAY
Individual Papers
Room A36, Mòdul III (MIII)

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

Individual and Collective Values in Preschool - a Field of Tension
LISE-LOTTE BJERVÅS, Linneaus University, Sweden

Children's values of Play
MARIKO MIYATA (1), SHINNOSUKE IKEDA (1), SAKIKO SAGAWA (1), TAKAYO SUGIMOTO (2), , YUICHIRO TOYAMA (1), MACHIKO TSUITANI (1), XIAOYUN LU (1), KIYOMI AKITA (1), (1) Univeristy of Tokyo, Japan; (2) Tokoha University & University of Tokyo, Japan

Values Education in Estonian Preschool Childcare Institutions
PÄRJE ÜLAVERE AND MARIKA VEISSON, Talinn University, Estonia

D/ 19
STARTING RIGHT - APPROACHES TO IMPROVING OUTCOMES FOR CHILDREN
Individual Papers
Room A37, Mòdul III (MIII)

CHAIR: SUSAN KRIEG
School of Education, Australia

Growing up healthy - an organisational development programme for kindergartens - Results related to nutrition
HOLGER HASSEL AND ANNEKATRIN BÜTTERICH, Coburg University Of Applied Sciences And Arts, Germany

What is the relative impact of time and quality in closing the gap for children experiencing social disadvantage?
SUSAN KRIEG, School of Education, Australia

Enabling Early Years practitioners to engage in integrated policy initiatives; which aim to counteract the impact of disadvantage on children's future outcomes
SHIRLEY ALLEN, Middlesex University, United Kingdom

D/ 20
TEXT IN EARLY CHILDHOOD ENVIRONMENTS: IMAGES OF LITERACY PRACTICE AND PARTNERSHIP
Self-organised Symposium
Room A41, Mòdul IV (MIV)

CHAIR: VALERIE MARGRAIN
Australian Catholic University, Australia

Using Text in Swedish Pre-schools– a Learning Environment
ELISABETH MELLGREN, Department of Educaitoin, Communication and Learning, Sweden

Using Text in New Zealand Early Years Settings – Environment Reflecting Values and Culture
VALERIE MARGRAIN, Australian Catholic University, Australia

Vietnamese textual and environmental methodologies. A research collaboration
GWEN GILMORE, Victoria University, Melbourne, Australia
EVALUATION OF THE EARLY CHILDHOOD EDUCATION IN GREECE: RESULTS FROM THE MAIN STUDY OF “THALES EARLY-Q” PROJECT.

Self-organised Symposium
Room A43, Mòdul IV (MIV)

CHAIR: EVRIDIKI ZACHOPOULOU
Alexander Technological Educational Institute of Thessaloniki, Greece

Evaluating the Early Childhood Education & Care quality. Initial results of the application of ECERS-R in Greece
VASILIS GRAMMATIKOPOULOS (1), ATHANASIOS GREGORIADIS (2) AND ELIANA BHERING (3), (1) University of Crete, Greece; (2) Aristotle University of Thessaloniki, Greece; (3) Fundação Carlos Chagas Institute, Brazil

Examining the association between classroom-level interactions and the quality of teacher-child relationships
ATHANASIOS GREGORIADIS (1), EVRIDIKI ZACHOPOULOU (2) AND MICHAEL GLUEER (3), (1) Aristotle University of Thessaloniki, Greece; (2) Alexander Technological Educational Institute of Thessaloniki, Greece; (3) University of Bielefeld, Germany

Psychometric properties of the Greek version of ECERS-R using an item response framework
NIKOLAOS TSIGILIS (1), VASILIS GRAMMATIKOPOULOS (2) AND NIKOS TZAVDIS (3), (1) Aristotle University of Thessaloniki, Greece; (2) University of Crete, Greece; (3) University of Southampton, United Kingdom

OUTDOOR LEARNING, WELL-BEING AND HAPPINESS

Biophilia and the connections young children desire
BEVERLEY NIGHTINGALE, University Campus Suffolk, United Kingdom

Naturalizar: Lessons Learnt from a Chilean Outdoor Learning Programme
JOSEFINA PRIETO (1) AND DOYNA ILLMER (2), (1) Fundacion Ilumina, Chile; (2) Pontificia Universidad Catolica de Chile, Chile

The importance of nature for the happiness of children
IRIT WYROBNIK, Hochschule Koblenz / University of Applied Sciences, Germany

The role of the outdoor environment in children’s learning in educational policy in Iceland
KRISTÍN NORÐDAHL, University of Iceland, Iceland

Outdoor play in preschools in England and South Korea: Learning from polyvocal methods
TIM WALLER (1) AND KWI-OK NAH (2), (1) Anglia Ruskin University, United Kingdom; (2) Soonchunhyang University, Korea (South)

The impact of historical-cultural and social factors in early childhood teachers’ internal processes during outdoor practices
AIDA FIGUEIREDO (1), LÚCIA SANTOS (2) AND ANA COELHO (3), (1) Aveiro University, Portugal; (2) Bissaya Barreto Foundation, Portugal; (3) High School Education of Coimbra, Portugal
D/ 24
THE SEARCH FOR QUALITY: INNOVATIVE PRACTICES, TRANSFORMATIONAL PROCESSES, CHILDREN’S RIGHTS
Individual Papers
Room A46, Mòdul IV (MIV)
CHAIR: JOÃO FORMOSINHO
Childhood Association (Associação Criança), Portugal

The nature and function of rights in early childhood education and care (ECEC)
ALINE COLE-ALBÄCK, CREC And University Of Wolverhampton, United Kingdom

Leadership of the Educational Context in Change
MÔNICA APPEZZATO PINAZZA, School of Education at the University of São Paulo, Brazil

Context-based teacher education and professional learning: The perceived relevance of content and processes in the reconstruction of pedagogy
SARA BARROS ARAÚJO (1) AND JÚLIA OLIVEIRA-FORMOSINHO (2), (1) Polytechnic Institute of Porto, Portugal; (2) Childhood Association (Associação Criança), Portugal

D/ 25
PLAY SPACE AND STRUCTURES
Individual Papers
Room A47, Mòdul IV (MIV)
CHAIR: KATHY RING
York St John University, United Kingdom

Developing a Space for Creativity
KATHY RING, York St John University, United Kingdom

Structural conditions for children’s play in the kindergarten
MARIANNE TORVE MARTINSEN, Telemark university College, Norway

Researching Landscapes of Play: Relational Place and Personal Context
MANDY ANDREWS, Plymouth University, United Kingdom

D/ 26
SYMPOSIUM TITLE: SOUND; MEDIA AND PLAY IN DANISH ECEC PEDAGOGY
Self-organised Symposium
Room A48, Mòdul IV (MIV)
CHAIR: HANNE VÆRUM SØRENSEN
Bergen University College, Norway

The Sound of Childhood Education
ANETTE BOYE KOCH, VIA University College, Denmark

From Analog to Digital Medias in Early Childhood Education
ERIKA BRANDT, VIA University College, Denmark

Physical activity play (PAP) on preschool playground from a child perspective
HANNE VÆRUM SØRENSEN, Bergen University College, Norway
D/ 27
PROFESSIONAL AUTONOMY AND STRESS
Individual Papers
Room A71, GL
CHAIR: ANNELI NIKKO
The University of Eastern Finland, Finland

Career and working conditions of early childhood education teachers in Brazil
BEATRIZ ABUCHAIM (1) AND THIAGO BARTHOLO (2), (1) Fundação Carlos Chagas, Brazil; (2) Universidade Federal do Rio de Janeiro, Brazil

Pedagogical staff and work-related stress in children’s centres in Germany
INGE SCHREYER (1) AND MARTIN KRAUSE (2), (1) State Institute of Early Childhood Research, Germany; (2) Germany

Professional Autonomy in Early Childhood Education
ARDA OOSTERHOFF (1), A.E.M.G. (ALEXANDER) MINNAERT (2), C.E. (INEKE) OENEMA-MOSTERT (1), S. M. (SIENEKE) GOORHUIS-BROUWER (1), (1) Stenden University, Netherlands; (2) University of Groningen, Netherlands

D/ 28
TRANSITIONS - RELATIONSHIPS
Individual Papers
Room A72, GL
CHAIR: PERNILLA KALLBERG
Scoll of Education; culture and communication, Sweden

Conditions for social relations in the transition from preschool class to year one
PERNILLA KALLBERG, School Of Education, Culture And Communication, Sweden

Educational change at the borders: Through the lens of situated social learning
ALMA FLEET (1), KATEY DE GIOIA (1), LORRAINE MADDEN (2) AND ANTHONY SEMANN (2), (1) Macquarie University, Australia; (2) Semann & Slattery, Australia

Collaborative relationships (or not) when supporting children during the transition to school
KAREN WICKETT, Plymouth University, United Kingdom

D/ 29
EXPLORING POSSIBILITIES FOR MUTUAL LEARNING IN A PROFESSIONAL SETTING
Self-organised Symposium
Room A73, GL
CHAIR: LIV TORUNN EIK
Vestfold University College, Norway

Professional language – a tool for critical investigation and mutual learning?
LIV TORUNN EIK, Vestfold University College, Norway

Supporting professional learning in kindergarten
GERD SYLVI STEINNES, Volda University College, Norway

How may mentoring be a part of professional leadership?
ELIN ØDEGÅRD, Telemark University College, Norway
QUALIFICATIONS AND QUALITY IN ECE WORKFORCE

Individual Papers
Room A74, GL

CHAIR: PHIL LYNCH
Early Childhood Ireland, Ireland

Is the quality of preschool childcare measured by qualifications and pay improving in Britain?
ANTONIA SIMON, KATIE HOLLINGWORTH AND CHARLIE OWEN, UCL Institute of Education, United Kingdom

Minimally-qualified early childhood educators as change agents in addressing educational disadvantage
JEN JACKSON, Victoria University, Australia

How can we provide a quality training of trainers programme for the early years care and education sector?
PHIL LYNCH, Early Childhood Ireland, Ireland

WHAT WORKS FOR KIDS: AUSTRALIAN PERSPECTIVES ON TURNING RESEARCH INTO ACTION
Self-organised Symposium
Room A81, GS

CHAIR: DIANNE JACKSON
Australian Research Alliance for Children and Youth, Australia

Together We Can Make a Difference
JUNE MCLoughlin, Doveton College, Australia

The Nest: An Australian initiative for the health and wellbeing of children and young people
DIANNE JACKSON, Australian Research Alliance for Children and Youth, Australia

Nest What Works for Kids: Turning evidence into action
DIANNE JACKSON AND STACEY FOX, Australian Research Alliance for Children and Youth (ARACY), Australia

OBSERVING AND DOCUMENTING IN THE EARLY YEARS-INTERNATIONAL DIALOGUE ONE
Self-organised Symposium
Room A82, GS

CHAIR: ALISON CLARK
Thomas Coram Research Unit; UCL Institute of Education, United Kingdom

Of journeys into the unknown and travel reports about fierce people: Historical aspects of and new perspectives on pedagogical documentation
GESINE NEBE, ML University Halle-Wittenber, Germany

Adapting the Tavistock Observation Method (TOM) for use in early years contexts: what light does the method throw on the view of the young child as fragile and vulnerable or as strong and competent?
PETER ELFER, University of Roehampton, United Kingdom

Turning visible: The influence of documentation on power-balances and children’s being in early childhood environments
PERSILLESCHWARTZ (1), LAURA DETLEFSSEN (1) AND ALISON CLARK (2), (1) The Danish Evaluation Institute, Denmark; (2) The Open University, London, United Kingdom
WEDNESDAY 9th SEPTEMBER 2015
SYMPOSIUM SET E: 12:00 – 13:30

E/1
PLAYING AND LEARNING IN EARLY YEARS SETTINGS
Individual Papers
Room A11, Mòdul I (MI)
CHAIR: JOHANNA EINARSDOTTIR
University of Iceland, Iceland

Towards democracy in preschool - Listening to children's contribution
KRISTÍN KARLSDÓTTIR AND ERLA ÓSK SÆVARSDÓTTIR, University of Iceland, Iceland

Sustainability and science education in young childrens education
KRISTÍN NORDDAHL AND ELÍN GUDRÚN PÁLSDÓTTIR, University of Iceland - School of Education, Iceland

Children's well-being in preschool
BRYNDÍS GARDARSDÓTTIR AND SARA MARGRÉT ÓLAFSDÓTTIR, University of Iceland - School of Education, Iceland

E/2
CHILDREN'S WELL BEING
Self-organised Symposium
Room A12, Mòdul I (MI)
CHAIR: BABS ANDERSON
Liverpool Hope University, United Kingdom

Informal community support for parents of pre-school children within a context of poverty
ALEX OWEN, Liverpool Hope University, United Kingdom

School Readiness: Learning from experience
BABS ANDERSON (1) AND NAOMI MCLEOD (2), (1) Liverpool Hope University, United Kingdom; (2) Edge Hill University, United Kingdom

Can we promote risk literacy in the early childhood classroom?
ZOI NIKIFORIDOU, Liverpool Hope University, United Kingdom

E/3
SIG: OUTDOOR PLAY AND LEARNING: PLAY; LEARNING AND DEVELOPMENT
Self-organised Symposium
Room A13, Mòdul I (MI)
CHAIR: RUNE STORLI
Queen Maud University College of Early Childhood Education, Norway

Promoting learning and development through outdoor play – a Portuguese case study with a two year’s old group
GABRIELA PORTUGAL BENTO AND JORGE ADELINO COSTA, Universidade de Aveiro, Portugal

Pedagogues and parents perceptions of outdoor as a learning environment for children under the age of three years in ECEC settings
KAREN MARIE EID KAARBY AND CATO TANDBERG, Oslo and Akershus University College of Applied Sciences, Norway

Preschool Teachers’ Perceptions of Children’s Rough-and-Tumble Play (R&T) in Indoor and Outdoor Environments
RUNE STORLI AND ELLEN BEATE HANSEN SANDSETER, Queen Maud University College of Early Childhood Education, Norway
TEACHING LITERACY AND PHONICS

Individual Papers
Room A14, Mòdul I (MI)

CHAIR: LORI SEVERINO
Drexel University, United States

Coaching kindergarten teachers in implementing phonics and phonemic awareness instruction in an urban kindergarten setting
LORI SEVERINO, Drexel University, United States

Literacy conversations with children
SIGRUN SLETTNER, Buskerud and Vestfold University College, Norway

Supporting the development of phonological awareness in Early Childhood Educators
ANETTE KEARNS, Early Childhood Ireland, Ireland

INTERCULTURAL PROGRAMMES

Individual Papers
Room A15, Mòdul I (MI)

CHAIR: IOANNA PALAIIOLOGOU
Canterbury Educational services, United Kingdom

Pedagogy of the early “Macunaímica” childhood: in search of decolonizing theories
ANA LÚCIA GOULART DE FARIA, ALEX BARREIRO, FLÁVIO SANTIAGO, ELINA ELIAS DE MACÉDO AND SOLANGE ESTANISLAU DOS SANTOS, UNICAMP, Brazil

Intercultural dimensions in early childhood education policies and curricula: A comparative study between England and Greece
IOANNA PALAIIOLOGOU (1), NEKTARIA PALAIIOLOGOU (2), ESTELLE MARTIN (3), (1) Canterbury Educational services, United Kingdom; (2) Early Childhood Education-School of Education of the University of Western Macedonia, Greece; (3) University of East London, United Kingdom

TRANSITIONS - APPROACHES

Individual Papers
Room A16, Mòdul I (MI)

CHAIR: BOB PERRY
Charles Sturt University, Australia

Continuity of Learning and Effective Transition to School
BOB PERRY AND SUE DOCKETT, Charles Sturt University, Australia

Experiences of continuity and discontinuity in the transition from kindergarten to school - Potential cooperation on boundary objects
HILDE DEHNÆS HOGSNES, Buskerus and Vestforl University College, Norway

Joint learning activities as a mean to ensure smooth transition from preschool to primary school
LAURA RANTAVUORI AND KIRSTI KARILA, University of Tampere, Finland
ARTS-BASED RESEARCH PROJECTS INVESTIGATING CHILDREN UNDER THE AGE OF THREE
Self-organised Symposium
Room A18, Mòdul I (MI)

CHAIR: TORILL VIST
University of Stavanger, Norway

Be Extended - an art project
TONA GULPINAR AND ANNEKE VON DER FEHR, Oslo and Akershus University College, Norway

Time, space and content in Norwegian ECEC when it comes to aesthetic activities in the Norwegian kindergarten (children under the age of 3)
LEIF HERNES, TONA GULPINAR, LEIF HERNES AND LARS GULBRANDSEN, Oslo and Akershus University College, Norway

The aesthetic interview – An arts-based data collection method
TORILL VIST, University of Stavanger, Norway

"I want to engage in an exchange with you". Trying to make young children’s voices in childcare services visible
PASCALE CAMUS, ONE, Université de Liège, Belgium/ Université Paris 13 Sorbonne la Cité, France

Young children’s rights in Wales: voice in policy; voice in practice; voice in research?
JACKY TYRIE (1), JANE WATERS (2), AYLISON LEWIS (3), SARAH CHICKEN (4), CHANTELLIE HAUGHTON (1) AND SIAN SARWAR (1), (1) Cardiff Metropolitan University, United Kingdom; (2) University of Wales Trinity Saint David, Swansea, United Kingdom; (3) Cardiff University, United Kingdom; (4) University of the West of England, United Kingdom

Participation; interaction and children’s voice in Finnish Kindergartens
SAIJA TANHUANPÄÄ, University Of Turku, Finland

Child perspectives in a School age Educare setting
ANNA-LENA LIUSBERG AND ANNELI HIPPINEN AHLGREN, Department of Child and Youth Studies, Sweden

Defining and open listening climate as a pedagogically mediated development for early childhood education and care
HELEN LYNDON, University of Wolverhampton, United Kingdom
E/ 10
OBSERVING AND DOCUMENTING IN THE EARLY YEARS (SYMPOSIUM TWO)
Self-organised Symposium
Room A24, Mòdul II (MII)
CHAIR: ALISON CLARK
Thomas Coram Research Unit, UCL Institute of Education, United Kingdom

Dialogues about Learning: The Impact of Teachers’ Voices
HARTMUT KUPFER, LebensWelt Kita Neukölln gGmbH, Germany

Applying the Tavistock Model of Infant Observation to study babies’ sense of belonging in childcare – the Australian experience
LINDA HARRISON, Charles Sturt University, Australia

‘A room within a room’: documentation as an ‘actor’ in early childhood environments
ALISON CLARK (1) AND PERSILLE SCHWARTZ (2), (2) EVA, Denmark, LAURA DELTLEFSEN, EVA, Denmark; (1) Thomas Coram Research Unit, UCL Institute of Education, United Kingdom,

E/ 11
EXPLORATATIVE AND EXPERIMENTAL PRACTICE
Individual Papers
Room A25, Mòdul II (MII)
CHAIR: MISS. LIZ ROUSE
CREC and University of Wolverhampton, United Kingdom

Children-educators communication and affective behavior in an experimental play situation
MARINA FUERTES, Portugal, ANDREIA FERREIRA, ISABEL FERNANDES, MIGUEL BRANCO, CLARISSE NUNES, ISABEL BARROSO, TIAGO SOUSA, FILIPE PINTO AND OTILIA SOUSA, Escola Superior De Educação De Lisboa, Portugal

A technology-mediated story-making activity – an instructional task with an explorative approach
EWA SKANTZ ABERG, Department of Education; communication and learning, Sweden

Changing practices; making spaces for toddler’s learning
HEGE LOBERG AND KATRINE GIÆVER, Oslo and Akershus University College, Norway

E/ 12
ECEC IN TIMES OF CRISIS: WHAT ROLE OF EARLY CHILDHOOD EDUCATION IN RELATION TO POVERTY, AND WHAT IS THE ROLE OF PRIVATISATION?
Individual Papers
Room A26, Mòdul II (MII)
CHAIR: MICHEL VANDENBROECK
Michel Vandenbroeck, Belgium

Comparative perspectives of privatization on the ECEC systems in Sweden and Spain
ANA ANCHETA ARRABAL (1) AND GUADALUPE FRANCIA (2), (1) University of Valencia, Spain; (2) Uppsala University, Sweden

Routes out of (child) poverty: key strategies of parents and professionals
TINEKE SCHIETTECAT, GRIET ROETS AND MICHEL VANDENBROECK, Ghent University, Belgium

Parents in contexts of economic downturn and the integration of early years social services
FREYA GEINGER, TINEKE SCHIETTECAT, DORIEN VAN HAUTE AND GRIET ROETS, Ghent University, Belgium
LEADERSHIP AND LEARNING
Individual Papers
Room A27, Mòdul II (MII)

CHAIR: YNGVE SKJÆVELAND
Queen Maud University College (QMUC), Norway

Leadership and learning in ECEC centers in Norway related to school
KARI HOÅS MOEN, Queen Maud University College, Norway

Leadership of learning in ECEC- National Guidelines and Local Interpretations
YNGVE SKJÆVELAND, Queen Maud University College (QMUC), Norway

Pedagogical Axes Influence Leadership Behaviour in Early Childhood Settings in Saudi
LUBNA ALAMEEN, Canterbury Christ Church University, United Kingdom

HOW ABOUT TEACHING YOUNG CHILDREN MATHEMATICS THROUGH CHALLENGING PROBLEM SOLVING?
Self-organised Symposium
Room A28, Mòdul II (MII)

CHAIR: HANNA PALMÈR
Linnaeus University, Sweden

Giving young children a mathematical challenge
JORRYT VAN BOMMEL, Karlstad University, Sweden

Combinatorics in pre-school; is it possible?
ANDREAS EBBELIND, Mathematics Education Linnaeus University, Sweden

Is it possible and/or plausible to teach young children mathematics through problem solving?
HANNA PALMÈR, Linnaeus University, Sweden

MENTORING IN ECE
Individual Papers
Room A31, Mòdul III (MIII)

CHAIR: JANE MURRAY
University of Northampton, United Kingdom

Mentoring and Early Childhood Professional Development in Nepal
ASTRID HALSNES (1) AND PITAMBAR NEUPHANE (2), (1) NLA Høgskolen, Norway, (2) Early Childhood Education Centre, Nepal

Aesthetical object and meaning-making activity behind the creation of pre- and post-texts in the mentoring practice
MIKHAIL GRADOVSKI (1) AND KARI SØNDENÅ (1), (1) Telemark University College, Norway; (2) University of Stavanger, Norway

The role of the early childhood mentor and the changing perspectives and practices of educators
DEBBIE MULLEN, Early Childhood Ireland, Ireland
E/16
UNDERSTANDING YOUNG CHILDREN WITH CULTURALLY AND LINGUISTICALLY DIVERSE BACKGROUNDS
Individual Papers
Room A33, Mòdul III (MIII)
CHAIR: X. CHRISTINE WANG
State University of New York at Buffalo, United States

Preschool Children’s Interactions and Discourses of Racial Constancy
CAMILO MALDONADO, SUNY Buffalo State, United States

A Diverse Child’s Socialization In a New Language Environment Across Contexts of School, Home, and Community
ERSOY ERDEMIR, Boğaziçi University, Turkey

Multilingualism in Swedish suburban preschools
HIBA ABOU-DAOUK, IPKL - University of Gothenburg, Sweden

E/17
TOOLS FOR QUALITY ASSESSMENT IN ECE
Individual Papers
Room A35, Mòdul III (MIII)
CHAIR: BERIT IRENE VANNEBO
North Trondelag University College, Norway

Trends to Implement Quality Assessment in Early Childhood Education and Care – Does it contribute to Quality Improvement?
JANINA EBERHART AND BRITTA SCHÄFER, German Youth Institute, Germany

A new perspective on quality evaluation: fostering teachers’ reflectivity using standard-based assessment tools within a participatory framework
VALENTINA PAGANI (1), SUSANNA MANTOVANI (2) AND GIULIA PASTORI (2), (1) Università degli Studi di Milano - Bicocca, Italy; (2) University of Milan-Bicocca, Italy

Quality Reform in the ECEC Sector in Norway
BERIT IRENE VANNEBO AND KJELL ÅGE GOTVASSLI, North Trondelag University College, Norway

E/18
AGENCY AND RESILIENCE IN ECE
Individual Papers
Room A36, Mòdul III (MIII)
CHAIR: RACHEL REVSIN-RAVID
Oranim, Israel

Education for self-regulation in the kindergarten: promoting children’s and student teachers’ agency
RACHEL REVSIN-RAVID AND EINAT LICHTINGER, Oranim Academic Collage, Israel

The influential macrosystem elements that affect resilience learning in Taiwanese public preschools
KUAN-LING LIN, School of Education and Professional Studies Griffith University, Australia

Theorising the development of a sense of learning agency in young children and its relationship with learning processes
DANIELA SOFIA JADUE ROA, University of Chile, Chile
Adapting the Playing-2-gether intervention to an online course: Improving teacher-child interactions for preservice teachers
CAROLINE VAN Craeyveldt (1), ELS BERTRANDS (1), HILDE COLPIN (2), KARINE VERSCHUEREN (2) AND MAAI HUYSE (1), (1) UC Leuven-Limburg; (2) KU Leuven, Belgium

Are Norwegian ECEC (age 1-5) using mealtimes as an opportunity to promote food as a pedagogical activity?
ELLY HERIKSTAD TUSET, Oslo and Akershus University College of Applied Sciences, Norway

Cultural Crossroads: Children’s traditional play in the context of a technologically-oriented world. An Action Framework
WILMA ROBLES-MELENDEZ AND AUDREY HENRY, Nova Southeastern University, United States

Changes in 5-Year-Old Children’s Class Discussion: Analysis of The Children’s Utterances During Problem-Solving Discussions
XIAOYUN LU, Graduate School Of Education; The University Of Tokyo, Japan

Impact of the Marte Meo Programme “Supporting Development through Interaction Moments” on Early Childhood Educators
LILIAN JOYCE, Early Childhood Ireland, Ireland

Dialogues in preschool
MARIA FREDRIKSSON SJÖBERG, Högskolan Dalarna, Sweden

Care in terms of learning and knowledge
ANNICA LÖFDAHL HULTMAN, Karlstad University, Sweden

Care – a vague and poorly defined concept?
KRISTIN R. THOLIN, Buskerud and Vestfold University College, Norway

The ethics of care in developing a national early learning framework: informing the practice of early childhood policy
GERRY MULHEARN, Charles Sturt University, Australia
E/ 22
MORALITY, ETHICS AND SPIRITUALITY IN ECE.
Individual Papers
Room A44, Mòdul IV (MIV)
CHAIR: CLODIE TAL
Levinsky College of Education, Israel

Mechanisms that activate enhancement of teachers' and student teachers' competencies of Moral Classroom Management (MCM) in Early Childhood Education
CLODIE TAL, Levinsky College Of Education, Israel

The spirit of the young child: developing understanding and methodology for spirituality
KATE ADAMS, MARY-LOUISE MAYNES AND REBECCA BULL, Bishop Grosseteste University, United Kingdom

Ethical aspects in the kindergarten teacher profession
ANNELI NIKKO (1) AND RIITTA KORHONEN (2), (1) The University of Eastern Finland, Finland; (2) Department of Teacher Education in Rauma, The University of Turku, Finland

E/ 23
INCLUSIVE WORKING
Individual Papers
Room A45, Mòdul IV (MIV)
CHAIR: FRAN PAFFARD
University of East London, United Kingdom

Like a fish in water? Experiences of Muslim families in the British education system
FRAN PAFFARD, ROSE WHITE AND REBECCA CRUTCHLEY, University of East London, United Kingdom

Intercultural competence among teachers in Early Childhood Education and Care Institutions (ECECs) in Norway
MONICA SELAND, BERIT GROVEN AND KARIANNE FRANCK, Queen Maud University College, Norway

Immigrant parents of young children and US early childhood education: Cultural models in transition
REBECCA NEW, University of North Carolina-Chapel Hill, United States

E/ 24
INDOOR ENVIRONMENTS: EXPERIMENTATION AND RELATIONSHIPS
Self-organised Symposium
Room A46, Mòdul IV (MIV)
CHAIR: TERESA GODALL CASTELL
Universitat de Barcelona, Spain

Looking for transparency in layout of spaces
TERESA GODALL CASTELL (1) AND DANIELE MARQUES VIEIRA (2), (1) Universitat de Barcelona, Spain; (2) UFPR Universidade Federal do Parana, Brazil

Sand atelier. The kitchen of physics and symbolic learning
CLÀUDIA SALAS VALLS (1), ELISABET TAPIAS (1) AND TERESA GODALL CASTELL (2), (1) EBM El Gargot, Spain; (2) Universitat de Barcelona, Spain

Reflecting on the spaces of services for families
MARIA ANTONIA RIERA JAUME AND ANTONIA RIBAS, University of Balearic Islands, Spain
QUALITY ENVIRONMENT AND OUTDOOR LEARNING

Individual Papers
Room A47, Mòdul IV (MIV)

CHAIR: HAZEL WRIGHT
Anglia Ruskin University, United Kingdom

Seeing and Saying: Developing the language to talk about nature
HAZEL WRIGHT, Anglia Ruskin University, United Kingdom

Effectiveness of outdoor exploration on preschooler’s learning of insects
LEE-FENG HUANG, National Ping Tung University, Taiwan

Quality environment for movement activities in Greek Early Childhood Education
EVRIDIKI ZACHOPOULOU (1), VASILIS GRAMMATIKOPOULOS (2) AND OLGA KOULI (3), (1)Alexander Technological Educational Institute of Thessaloniki, Greece; (2) University of Crete, Greece; (3) Democritus University of Thrace, Greece

SIG OUTDOOR PLAY & LEARNING: EARLY CHILDHOOD EDUCATION FOR SUSTAINABILITY

Self-organised Symposium
Room A48, Mòdul IV (MIV)

CHAIR: EVA ÄRLEMALM-HAGSÉR
School of Education; Culture and Communication (UKK), Sweden

Understandings and practices for sustainability in Norwegian preschools
GURI LANGHOLM, ARNE SVEINSON HAUGEN AND KARI HOLTHER, Oslo and Akershus University College of Applied Sciences, Norway

Early Childhood Education for Sustainability: The OMEP World project
INGRID ENGDAHL, Stockholm University, Sweden

Measuring education for sustainability –dilemmas and understandings
EVA ÄRLEMALM-HAGSÉR, School of Education, Culture and Communication (UKK), Sweden

PARENTS: WORK LIFE BALANCE AND EDUCATOR COLLABORATION

Individual Papers
Room A71, GL

CHAIR: FEDERICO FARINI
Middlesex University - Department of Education, United Kingdom

Exploring Parents' Views about the Child's Individual Educational Plan
TUULA DAHLBLOM, RAIJA RAITILA AND MAARIT ALASUUTARI, University of Jyväskylä, Finland

The implications of the ‘Children and Families Act 2014’ for Early Years Provision. A comparative case study research
FEDERICO FARINI AND ANGELA SCOLLAN, Department of Education, Middlesex University, United Kingdom

Teachers and parents together: developing children’s resilience
RENATA MIJEVIC-RIDICKI, DEJANA BOUILLET AND CARMEL CEFALI (2), (1) University of Zagreb, Croatia; (2) University of Malta, Malta
PLAY AND SOCIAL INTERACTIONS

E/28

Individual Papers
Room A72, GL

CHAIR: SARA TOURS
Florida State University, United States

A Multimodal Perspective on Child-Initiated Play
KATE COWAN, UCL Institute Of Education, United Kingdom

The Effects of Play on Social Development in American Children
SARA TOURS AND AHMET SIMSAR, Florida State University, United States

"Now it was meal": How use of tense works as an important social and organization device in preschoolers pretend play.
POLLY BJÖRK-WILLÉN, Department of Social and Welfare Studies; Linköping University, Sweden

E/29

THE GERMAN-FRENCH KIDSBOX: A RESEARCH ON THE INTERCULTURAL DIMENSION OF PRESCHOOL PEDAGOGY
Self-organised Symposium
Room A73, GL

CHAIR: GILLES BROUGÈRE
Université Paris 13 Sorbonne Paris Cité, France

The German-French Kidsbox revealing the cultural issue in French preschool
GILLES BROUGÈRE, Université Paris 13 Sorbonne Paris Cité, France

The German-French Kidsbox: discovering intercultural education in preschool classes
DOMINIQUE MACAIRE, Université de Lorraine, France

The geographical dimension of intercultural learning within the German-French kidsbox project
ANGELIKA KUBANEK, Technical University of Braunschweig, Germany

E/30

REFLECTIVE PROFESSIONAL DEVELOPMENT

Individual Papers
Room A74, GL

CHAIR: UTE WARD
University of Hertfordshire, United Kingdom

What do teachers in early childhood teacher education do to facilitate for the reflections of their student teachers?
ANNA R. MOXNES, HBV, Norway

Reflective practice with early childhood undergraduate students - challenges and possibilities
MARTINA CARTER, Early Childhood Ireland, Ireland

Adult Learning and Andragogy at Pen Green: The Praxeology of Reflection and Action
JO BENFORD, Pen Green Research, Development and Training Base, United Kingdom
HOW CAN PROBLEM BASED LEARNING BE USED AS AN APPROACH TO FACILITATING STUDENT UNDERSTANDING OF INTEGRATED WORKING WITH CHILDREN AND FAMILIES?

Self-organised Symposium
Room A81, GS

CHAIR: KAREN HANSON
University of Worcester, United Kingdom

Problem Based Learning as an approach to facilitating student understanding of integrated working with children and families
JACKIE MUSGRAVE, University of Worcester, United Kingdom

Exploring the research findings using reflective pedagogical conversations
ALISON PROWLE, Centre for Early Childhood, University of Worcester, United Kingdom

Problem Based Learning: A discussion which asks the question; are participants in PrBL acquiring knowledge and constructing knowledge? Is this relevant for teaching ECEC students?
MICHAEL REED, University of Worcester, United Kingdom
WEDNESDAY 9th SEPTEMBER 2015
SYMPOSIUM SET F: 15:00 – 16:30

F/1
EMERGENT MATHEMATICAL THINKING IN THE CONTEXT OF PLAY
Self-organised Symposium
Room A11, Mòdul I (MI)
CHAIR: BERT VAN OERS
VU University, Netherlands

50 wheels? What can we do?
MEQUÈ EDO, MONTSERRAT PRAT AND KAOUTHAR BOUKAFRI, Universitat Autònoma de Barcelona, Spain

Young children’s informal mathematical representations: emergent learning and 'intent participation'
BERT VAN OERS AND MAULFRY WORTHINGTON, VU University Amsterdam, Netherlands

F/2
INFANT-TODDLER CARE AND EDUCATION RESEARCH INTO PRACTICE: REPORTS FROM THE U.S.
Self-organised Symposium
Room A12, Mòdul I (MI)
CHAIR: JIM ELICKER
Indiana University, United States

Perspectives of Practitioners and Families on Relationship-based Practices in Infant Toddler Continuity of Care Programs
JIM ELICKER, Purdue University, United States

Continuity of Care; Caregiver Interactions; and Toddler Social Competence and Problem Behaviors
KAREN RUPRECHT AND JIM ELICKER, Purdue University, United States

How Does Continuity of Care in Infant/Toddler Programs Impact Age 3 Outcomes?
NANCY FILE (1), DIANE HORM (2), DONNA BYRANT (3), ALAN COBO-LEWIS (4), NINA FORESTIERI (3) AND AMY ENCINGER (5), (1) University of Wisconsin-Milwaukee, United States; (2) University of Oklahoma, United States; (3) University of North Carolina-Chapel Hill, United States; (4) Univeristy of Maine, United States; (5) University of Nebraska-Lincoln, United States

F/3
ECE TEACHERS' PERSPECTIVES ON DIGITAL TECHNOLOGIES
Individual Papers
Room A13, Mòdul I (MI)
CHAIR: KELLY BITTNER
Macquarie University, Australia

Aspects of Educational Consciousness in Early Childhood Media Education: A Theoretical Framework
SAARA PÄÄJÄRVI, National Audiovisual Institute / University Of Tampere, Finland

Digital childhoods: Reconceptualising the use of technology in prior-to-school settings
KELLY BITTNER, Macquarie University, Australia

Digital phobia; antagonism and antipathy: early childhood education teachers’ attitudes towards digital technologies and its uses
IOANNA PALAIIOLOGOU, Canterbury Educational services, United Kingdom
F/ 4
PRE-SCHOOL TO SCHOOL TRANSITIONS
Individual Papers
Room A14, Mòdul I (MI)
CHAIR: JOHANNA EINARSDOTTIR
University of Iceland; School of Education, Iceland

Preschool teachers in the eyes of children: Implications for continuity between school levels
JOHANNA EINARSDOTTIR and HRÖNN PALMADOTTIR, University of Iceland, Iceland

DAYCARE CENTER; PRE SCHOOL AND PRIMARY SCHOOL FOR CHILDREN FROM ZERO TO TEN: DIALOGUES BETWEEN ITALY AND BRAZIL
MARIA WALBURGA DOS SANTOS (1), ANA LUCIA GOULART DE FARIA (2), LUISA ZECCA (3), ELISABETTA NIGRIS (3), GABRIELLA SEVESO (3), AGNESE INFANTINO (3) AND FRANCA GIULIANA MARIA ANTONIA ZUCCOLI (4), (1) UFSCAR, Brazil; (2) UNICAMP, Brazil; (3) UNIMIB, Italy; (4) Università degli Studi di Milano-Bicocca, Italy

Supporting children's identity and agency as they start school
PENNY COOK, KIM GRAY and TRACY BAINES, Blair Athol North B-7 School, Australia

F/ 5
TECHNOLOGY AND ART
Individual Papers
Room A15, Mòdul I (MI)
CHAIR: MONA SAKR
Middlesex University, United Kingdom

Parent-child closeness in art-making with digital and non-digital technologies
MONA SAKR, Middlesex University, United Kingdom

Tablet mediated art activities in preschool
MALIN NILSEN, Department of Education, Communication and Learning, Sweden

Assessing development in and through visual arts: case studies of five Hong Kong Preschoolers
LAI HA CHEUNG, Hong Kong Institute Of Education, China

F/ 6
TEACHER’S AND PRESCHOOL TEACHER’S VIEW ON CHILDREN’S LEARNING
Self-organised Symposium
Room A16, Mòdul I (MI)
CHAIR: STIG BROSTRÖM
Aarhus University, Denmark

Sweden and Denmark: A comparative study of preschool teachers and school teacher’s perspectives on children’s learning
INGE JOHANSSON (1), STIG BROSTRÖM (2), ANETTE SANDBERG (3) AND THORLEIF FRÖKJAER (4), (1) Dept of Child and Youth Studies, Sweden; (2) Aarhus University, Denmark; (3) Mälardalen University, Sweden; (4) Professionshojskolen UCC, Denmark

The perspective of primary school teachers on children’s learning – a comparative study in Estonia; Germany and Greece
ANJA SEIFERT (1), MAIRE TUUL (2), CHRISTA KIEFERLE (3), KALLOPE VRINIO (4), AINO UGASTE (2), IOANNIS THOIDIS (4) AND ANGELA ROTH (3), (1) University of Education Ludwigsburg, Germany; (2) Tallinn University, Estonia; (3) State Institute of Early Childhood Research Bavaria, Germany; (4) University of Western Macedonia, Greece

Australia and Russia: a comparative study of teacher’s perspectives on children’s learning
BERENICE NYLAND (1), NIKOLAY VERAKSA (2), KAY MARGETTS (3) AND IGOR BOGDANOVITCH SHIYAN (2), (1) RMIT University, Australia; (2) Moscow City Teachers Training College, Russia; (3) University of Melbourne, Australia
THE CARNIVAL OF THE ANIMALS: AN INTERNATIONAL STUDY TO EXPLORE CHILDREN'S INTERACTIVITY WITH AN APP FOR IPAD
Self-organised Symposium
Room A18, Mòdul I (MI)
CHAIR: JÉSSICA PEREZ
Universitat Autònoma de Barcelona, Spain

Tortoises, elephants and kangaroos: design of the research and method
MARKUS CSLOVJECSEK (1), JESSICA PEREZ (2) AND MARCEL SOLEDA (3), (1) University of Applied Sciences and Arts, Switzerland; (2) UAB Barcelona, Spain; (3) UIUX analyst, Spain

Spanish two-year-olds play with ‘The Carnival’: case study one
JÉSSICA PÉREZ AND NATIVIDAD ORTEGA, Universitat Autònoma de Barcelona, Spain

Finnish six-year-olds play with 'The Carnival': case study two
KAARINA MARIJANEN, Laurea University of Applied Sciences, Finland

DEVELOPING INNOVATIVE LEARNING ENVIRONMENTS IN THE EARLY YEARS
Self-organised Symposium
Room A21, Mòdul II (MII)
CHAIR: SHIRLEY ALLEN
Middlesex University, United Kingdom

The LEYF Approach to the Urban Outdoors
MARION BRESLIN, YVONNE MCEWAN AND JUNE O'SULLIVAN, London Early Years Foundation, United Kingdom

Utilising outdoor space to promote children's curiosity. Practitioners' perception of risks and opportunities for children and adults
ANGELA SCOLLAN, FEDERICO FARINI, SHIRLEY ALLEN, BEVERLEY BARNABY AND VICKY BURGHARDT, Middlesex University, United Kingdom

Nurturing Thinking Skills in Early Years Professionals
VICKY BURGHARDT, BEVERLEY BARNABY, ANGELA SCOLLAN AND FEDERICO FARINI, Middlesex University, United Kingdom

DIVERSITY IN EARLY CHILDHOOD SCIENCE EDUCATION - CHALLENGES AND ADVENTURES
Self-organised Symposium
Room A22, Mòdul II (MII)
CHAIR: SUSANNE KLAAR
Högskolan i Borås, Sweden

To challenge; one of many aspects when teacher teach science in preschool
SUSANNE KLAAR, Högskolan i Borås, Sweden

Children and teachers exploring physical phenomena and chemical processes through everyday verbs
SOFIE ARELIJUNG, Department of Science and Mathematics Education, Umeå University, Sweden

Challenges and adventures when establishing physical phenomena (i.e. sound and density) as content in preschool
JONNA LARSSON, University of Gothenburg; Dep of Education, Sweden,
A BETTER GENDER BALANCE IN ECEC: RESEARCH AND STRATEGIES
Self-organised Symposium
Room A24, Mòdul II (MII)
CHAIR: KARI EMILSEN
Queen Maud University College of Early Childhood Education (QMUC), Norway

Gender balance in ECE: why is there so little progress?
JAN PEETERS (1), TIM ROHRMANN (2) AND KARI EMILSEN (3), (1) Ghent University, Belgium; (2) Evangelische Hochschule Dresden, Germany; (3) Queen Maud University College, Norway

Challenging Gender Policies in ECEC – the Glass Doors Concept
BERNHARD KOCH, University of Innsbruck, Faculty of education, Austria

The attitudes of school principals and daycare directors in achieving gender balance in ECEC
DAVID BRODY, Efrata College of Education, Israel

DRAMA, THEATRE AND ROBOTICS AS PEDAGOGICAL TOOLS
Individual Papers
Room A25, Mòdul II (MII)
CHAIR: MARIA KAMBOURI
University of Reading, United Kingdom

Learning Greek as an Additional Language through the use of Drama Techniques
MARIA KAMBOURI (1) AND MYRIA PIERIDOU (2), (1) University Of Reading, United Kingdom; (2) Open University, United Kingdom

Standing on the Shoulders of Giants: Innovative Robotics Education in the Spirit of ECE Tradition
KYUNGHWA LEE, The University of Georgia, United States

From Theatre to Theatre. Searching for adequate forms of performing art expressions through past centuries to create newer expressions communicating with children of tomorrow
KATALIN KOZAK, Oslo and Akershus University College of Applied Sciences, Norway

THE IMPORTANCE OF MOVEMENT EXPERIENCES IN EVERYDAY ACTIVITIES FOR EARLY DEVELOPMENTAL PROCESSES
Self-organised Symposium
Room A26, Mòdul II (MII)
CHAIR: RENATE ZIMMER
University Osnabrück, Germany

Parental involvement in early language promotion
NADINE MADEIRA FIRMINO, University Osnabrück, Germany

Relations between motor and language skills at age 2:9 and 4:9 - Findings based on authentic assessment in Kindergartens from the Stavanger Project
THOMAS MOSER, ELIN KRISTI REIKERÄS AND FINN EGIL TØNNESSEN, University of Stavanger, Norway

Promoting socio-emotional skills mediated through movement (SESIM) – A longitudinal study
SOPHIE REPPENHORST, Niedersächsisches Institut für frühkindliche Bildung und Entwicklung, Germany
THE DIVERSITY OF PROVISION IN EARLY FOREIGN / SECOND LANGUAGE LEARNING DURING PRE-PRIMARY EDUCATION
Self-organised Symposium
Room A27, Module II (MII)
CHAIR: SANDIE MOURÃO
FCSH; Universidade Nova Lisboa, Portugal

Early language learning in Portugal: the implications of teacher profiles and practices
SANDIE MOURÃO, FCSH, Universidade Nova Lisboa, Portugal

Foreign language teaching/learning in pre-primary education - the case of the Autonomous Region of Madrid
TERESA FLETA, Complutense University of Madrid, Spain

A voice from Poland: what pre-primary foreign language teachers think and practice
JOANNA ROKITA-JASKOW, Pedagogical University, Poland

SYMBOLS, ILLUSTRATIONS AND OBJECTS: LEARNING AFFORDANCES
Individual Papers
Room A28, Module II (MII)
CHAIR: LARA RAGPOT
University of Johannesburg, South Africa

Peer interaction mediated by objects in children’s design-and-make process: An analysis focusing on acts of showing objects
SAKIKO SAGAWA, University Of Tokyo, Japan

Making meaning of illustrations - A study of primary school students and affordances in mathematics textbooks
MALIN NORBERG, Mid Sweden University; Department of Education, Sweden

Pre-schooler’s symbolic learning of mathematics: A description of a group of 3-4 year-olds’ representation of number
LARA RAGPOT, INGRID REYNEKE AND ELIZABETH HENNING, University of Johannesburg, South Africa

CONFLICT RESOLUTION
Individual Papers
Room A31, Module III (MIII)
CHAIR: SUE CHERRINGTON
Victoria University of Wellington, New Zealand

An investigation into behaviour problems in preschool children in Saudi Arabia: parents’ perspectives
BASMA ALGHUFALI, Canterbury Christ Church University, United Kingdom

Stories of difficult moments in early childhood practice: A twenty-year cross sectional study in New Zealand
SUE CHERRINGTON AND CARMEN DALLI, Victoria University of Wellington, New Zealand

Negotiating Norms and Values in Conflict Situations in Kindergartens
LISBETH SKRELAND AND TALE STEEN-JOHNSEN, University of Agder, Norway
Self awareness on children who smoke  
ADE DWI UTAMI, Universitas Negeri Jakarta, Indonesia

Determining Child Vulnerability: An International Perspective  
LAURA MÄNTYNEN (1), PÄIVI MARIJANEN, (1), Finland, ABIGAIL ORNELLAS (2), (1) Laurea University of Applied Sciences, Finland, (2) Stellenbosch University, South Africa

Examining Preschool Children’s Health Perception  
GAMZE BILIR SEYHAN AND SIBEL SÖNMEZ, Ege University, Turkey

A continuous curriculum? Increased agency for teachers  
JOAN MARTLEW AND JENNY CAREY, University of Strathclyde, United Kingdom

Determination of Pedagogy and Pedagogical Process in Early Childhood Education  
KIRSI ALILA (1) AND TUULIKKI UKKONEN-MIKKOLA (2), (1) Ministry of Education and Culture, Finland; (2) University of Tampere, Finland

‘Words are bandied about but what do they mean?’ An exploration of the meaning of the pedagogical term “project” in historical and contemporary contexts  
SARAH CHICKEN, University of the West of England, Bristol, United Kingdom

Positive perceptions; Control perceptions and Family Quality of Life in families with children with Intellectual disabilities in early childhood  
FINA FERRER VIDAL AND ROSA VILASECA, University of Barcelona, Spain

Managing the transition to school for children with special needs in the North & South of Ireland  
COLETTE GRAY (1), ANITA PRUNTY (2), ANNA LOGAN (2), GERALDINE HAYES (2), (1) Stranmillis University College: A College of The Queen’s University of Belfast, United Kingdom; (2) St Patricks’s College Drumcondra, Dublin, Ireland
MANAGING BEHAVIOUR, ANGER AND SELF-REGULATION
Individual Papers
Room A37, Mòdul III (MIII)

CHAIR: ÅSA BARTHOLDSSON
Dalarna University, Sweden

Conceptualizations and Representations of Children's Anger in Programs for Socio-Emotional Training in Swedish Preschools and Schools
ÅSA BARTHOLDSSON, Dalarna University, Sweden

Introducing innovative ways based on the Pyramid model to support early childhood teachers with developing children’s social-emotional competence and dealing with challenging behaviors systematically
KAY HEO (1), NATALYA MCCOMAS (2), (1) Chongshin University, Korea (South), (2) Early childhood CARES, United States

The effects of mindful practices on self-regulation; attention and social skills in preschool children
NINA SAJANIEMI, University of Helsinki, Finland

EQUALITY, QUALITY AND THE IMPACT OF ECE
Individual Papers
Room A41, Mòdul IV (MIV)

CHAIR: CHRISTIAN MORABITO
Faculty of Psychology and Educational Sciences, Belgium

ECCE the greatest of equalizer? Analysis of the JCHP longitudinal cohort Mauritius
CHRISTIAN MORABITO AND MICHEL VANDENBROECK, Ghent University, Belgium

Predicting children's outcomes from classroom quality in kindergarten
ELLA LEVERT-LEVITT (1), YAIR ZIV (1), AVI SAGI-SCHWARTZ (1),ORA AVIEZER (2), (1) University of Haifa, Israel; (2) Oranim College of Education, Israel

Universal access = Universal testing?
SANDRA HESTERMAN, Murdoch University, Australia

SOCIAL INTERACTION AND DEVELOPMENT - BIRTH TO 3
Individual Papers
Room A43, Mòdul IV (MIV)

CHAIR: DAG NOME
University of Agder - Departement of Education, Norway

Studying social relations among toddlers in a Norwegian kindergarten
DAG NOME, University Of Agder - Departement Of Education, Norway

Born to socialize: what does research tell us about babies' interactions?
SISKA VAN DAELLE AND MONIQUE VAN BOOM, Karel de Grote University College, Belgium
DEVELOPMENT OF PERSONALITY, VOCABULARY AND SOCIAL COMPETENCE

Individual Papers

Room A44, Mòdul IV (MIV)

CHAIR: KATE LUCY SMITH
Canterbury Christ Church University, United Kingdom

Early vocabulary development as predictor of toddler’s grammar: Slovenian longitudinal study
LJUBICA MARJANOVIČ-UMEK, URŠKA FEKONJA-PEKLJ, GREGOR SOČAN AND SIMONA KRANJC, Faculty of Arts, University of Ljubljana, Slovenia

Speech as a psychological mediator in personality development
GALINA MISHINA, L.S.Vygotsky Institute for Psychology (VIP) RSUH, Russia

Risk, Resiliency, and Protective Factors: Building a Bioecological Model for Understanding School Readiness and Social Competence in Young Children
DOMINIC GULLO AND MICHEL MILLER, Drexel University, United States

INCLUDING AND SUPPORTING YOUNG CHILDREN WITH HIGH ABILITY IN ECE
Self-organised Symposium

Room A45, Mòdul IV (MIV)

CHAIR: VALERIE MARGRAIN
Australian Catholic University, Australia

Case studies of young children with high ability in ECE: New Zealand stories of inclusion; exclusion and action
VALERIE MARGRAIN, Australian Catholic University, Australia

An early identification tool to support the inclusion of able and creative children: Nebraska Starry Night Observation Protocol and its adaptation in Hungary
SZILVIA PETER-SZARKA, University of Debrecen, Hungary

Getting it Right for Every Child: early years; legislation and high ability in Scotland
MARGARET SUTHERLAND AND NIAMH STACK, University of Glasgow, United Kingdom

CHILDREN’S TEACHERS
Self-organised Symposium

Room A46, Mòdul IV (MIV)

CHAIR: KERSTIN BÄCKMAN
University of Gävle, Sweden

Aesthetic learning processes
BIRGITTA SILFVER, HANNA AHRENBY, University of Gävle, Sweden

Interacting with tablet computers: Preschool children’s access to digital activities
KRISTINA WALLDÉN HILLSTRÖM AND GABRIELLA GEJARD, University of Gävle, Sweden

Preschool Teachers and Their Professional Knowledge – Teaching Mathematics in Preschool
KERSTIN BÄCKMAN, ANNA ERIKSSON AND ANNE HAMMARBERG, University of Gävle, Sweden
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<td>CHAIR: RUTH DAVIES</td>
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<td>Glyndwr University, Wrexham, United Kingdom</td>
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<td>The path to discovery: practitioners' perceptions of Forest Schools</td>
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<td>RUTH DAVIES AND DUANE CHONG, Glyndwr University, Wrexham, United Kingdom,</td>
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<td>A natural journey - A longitudinal case study exploring the impact of outdoor affordances on a child’s development</td>
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<td>CAROL DUFFY, Early Childhood Ireland, Ireland</td>
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<td>Promoting Early Childhood Education for Sustainability (ECEfs) in outdoor learning spaces in a Majority World context</td>
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<td>VALERIE HUGGINS, Plymouth University, United Kingdom</td>
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<td>CHAIR: TIM WALLER</td>
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<td>Anglia Ruskin University, United Kingdom</td>
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<td>Close neighbours? How do practitioners’ aims for children’s outdoor learning relate to curriculum frameworks and/or academic discourse? A comparison between England and Wales</td>
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<td>HELEN BILTON (1), JANE WATERS (2), (1) University of Reading, United Kingdom , (2) University of Wales Trinity Saint David, United Kingdom</td>
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<td>The Young Children; Public Spaces and Democracy Project (BRIC)</td>
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<td>TIM WALLER, Anglia Ruskin University, United Kingdom</td>
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<td>Characteristics of children’s movements and kindergartens’ outdoor spaces</td>
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<td>AIDA FIGUEIREDO, Aveiro University, Portugal</td>
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<td>CHAIR: ALEJANDRA CORTAZAR</td>
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<td>Universidad Diego Portales, Chile</td>
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<td>Early Childhood Care Preferences: Types of Care; Types of Families</td>
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<td>ALEJANDRA CORTAZAR, FRANCESCA FAVERIO, CONSTANZA VIELMA, ERNESTO TREVÍÑO AND LORENA RIVERA, Universidad Diego Portales, Chile</td>
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<td>How does childcare usage compare for different family types in Britain?</td>
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<td>ANTONIA SIMON, KATIE HOLLINGWORTH AND CHARLIE OWEN, UCL Insitute of Education, United Kingdom</td>
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<td>Parenting in Hindsight</td>
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<td>MARIE LAVELLE, Plymouth University - Plymouth Insititue of Education, United Kingdom</td>
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TRANSACTIONAL EXPLORATIONS OF PROFESSIONAL IDENTITIES THROUGH THE VISUAL
Self-organised Symposium
Room A72, GL

CHAIR: CHRISTINE WOODROW
University of Western Sydney, Australia

Strengthening professional identities: Capacity building through a visual methodology approach
LINDA NEWMAN (1) AND CHRISTINE WOODROW (2), (1) The University of Newcastle, Australia; (2) University of Western Sydney, Australia

Chilean early childhood teachers in the school system: an ambivalent professional identity
MARCELA PARDO, Center for Advanced Research on Education - University of Chile, Chile

Professional Identities: Contested Discourses
LEONIE ARTHUR, KUMARA WARD, BEATRIZ CARDONA, KERRY STAPLES AND SON TRUONG, University of Western Sydney, Australia

OFFICIAL GUIDELINES AND IN ACTION PLAY PRACTICES IN DIFFERENT COUNTRIES
Self-organised Symposium
Room A73, GL

CHAIR: SOFIA AVGITIDOU
University of Western Macedonia, Greece

ECE teachers’ practices during play in relation to curriculum guidelines
SOFIA AVGITIDOU, University of Western Macedonia, Greece

Play in Quebec’s childcare services: stated curriculum and enacted practices
NATHALIE BIGRAS AND LISE LEMAY, Université du Québec à Montréal, Canada

The state of play in the Netherlands: the influence of materials on toddlers’ play
ANNE RIEKE BOLAND, ELLEN FAGEL AND ANNEMARIE BOSCHLOO, University of Applied Sciences iPabo, Academy for Teacher Education, Netherlands

EXPLORING PROFESSIONAL IDENTITY AND SELF EFFICACY
Individual Papers
Room A74, GL

CHAIR: MARY MCGUIRE-SCHWARTZ
Rhode Island College, United States

Cross-Cultural Study of American and Israeli Early Childhood Pre-Service Teachers: An Exploration of the Relationships between Self-Efficacy and Reflective Writing
MARY MCGUIRE-SCHWARTZ (1), RACHEL REVSIN-RAVID (2) AND ORIT MEYUCHAS (3), (1) Rhode Island College, United States; (2) Oranim College, Israel; (3) Beit Berl College, Israel

Pre-service Early Childhood Teachers’ Self-efficacy
EUNICE PUI YU YIM, Open University of Hong Kong, Hong Kong

Life stories and professional identity
KAAT VERHAEGHE AND GEERT DE RAEDEMAEKER, Erasmus University College, Brussels, Belgium
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<th>INCORPORATING ELDERS’ OUTDOOR LIVED EXPERIENCES AND VALUES IN INDIGENOUS EARLY CHILDHOOD EDUCATION</th>
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<td>Murdoch University, Australia</td>
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<td>Grandmother’s grouse experiences for Sámi children’s joy and satisfaction – Outdoor activities in preschool on basis of Indigenous worldview</td>
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<td>YLVA JANNOK NUTTI, Ámi Allaskuvla / Sámi University College, Norway</td>
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<td>Fishing with nets under the ice - Working with Elders in weaving contemporary pedagogy with Sami traditions</td>
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<td>LAILA A. NUTTI, Sami University College, Norway</td>
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<td>CHAIR: SUE ROBSON</td>
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<td>University of Roehampton, United Kingdom</td>
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<td>Loved or Listened to?: Parent and practitioner perspectives on young children’s well-being</td>
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<td>SUE ROBSON, SIGRID BROGAARD CLAUSEN, JESSICA PITT, DAVID HARGREAVES AND SUE GREENFIELD, University of Roehampton, United Kingdom</td>
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<td>Getting to know the child: Teachers’ experiences with well-being and learning in piloting on-entry-to-school assessment in England</td>
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<td>SIGRID BROGAARD CLAUSEN, SALLY HOWE, MATHIAS URBAN, MICHELLE COTTLE AND SOFIA GUIMARAES, University of Roehampton, United Kingdom</td>
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<td>Preschool teachers and children of divorce</td>
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<td>RAMAZAN SAK (1), KÜBRA ŞAHIN (2), İKBAL TUBA ŞAHIN SAK (1), (1) Yüzüncü Yıl University, Turkey; (2) Gaziosmanpaşa University, Turkey</td>
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WEDNESDAY 9th SEPTEMBER 2015
SYMPOSIUM SET G: 17:00 – 18:30

G/ 1
DIGITAL CHILDHOOD - IMPLICATIONS FOR LEARNING AND ASSESSMENT
Individual Papers
Room A11, Mòdul I (MI)
CHAIR: CARMEL BRENNAN
Early Childhood Ireland, Ireland

**Dynamic assessment of children's language learning processes with iTEO**
GÉRARD GRETSCH AND SAMANTHA WINANDY, University of Luxembourg, Luxembourg

**Virtual and/or concrete manipulatives: the case of exploring probabilities with young children**
ZOI NIKIFORIDOU, Liverpool Hope University, United Kingdom

**ICT and Emotional Contagion**
JAN PETTERSEN, Dublin Institute of Technology, Ireland

G/ 2
TALK OF TALK. BRINGING BACK THE RESEARCH MATERIAL TO THE PARTICIPANTS.
Self-organised Symposium
Room A12, Mòdul I (MI)
CHAIR: SIGRUN SLETTNER
Buskerud and Vestfold University College, Norway

Talking of talk
SIGRUN SLETTNER, Buskerud and Vestfold University College, Norway

**Listening to children's voices in research**
HILDE DEHNÆS HOGSNES, Buskerud and Vestfold university collage, Norway

**Narratives in progress – does a second interview and co-construction of narratives bring deeper knowledge to the research**
ANNA R. MOXNES, HBV, Norway

G/ 3
MUSIC, SINGING AND YOUNG CHILDREN
Individual Papers
Room A13, Mòdul I (MI)
CHAIR: LUCÍA CASAL DE LA FUENTE
University of Santiago de Compostela, Spain

**The teacher's role as a co-creator in activities with and around a new music technology**
PERNILLA LAGERLÖF, Department Of Education, Communication And Learning, Sweden

**Perspectives on the best practices for singing in Early Childhood Education**
LUCÍA CASAL DE LA FUENTE, University of Santiago de Compostela, Spain

**Singing with babies: whose tune shall we use?**
SACHA POWELL AND KATHY GOOUCH, Canterbury Christ Church University, United Kingdom
Children’s Perspectives on the world of work  
CHRISTINA PERNSTEINER, University Of Graz, Austria

“We go here and there and here and there” - Children’s narratives of their daily life  
JOHANNA MYKKÄNEN AND MARIA LEENA BÖÖK, University of Jyväskylä, Finland

Representation of cyclic processes and executive functioning in preschool children  
NIKOLAY VERAKSA, Russian State University for the Humanities, Russia

Using Tablets with Abies, Children With SEN and for Pedagogical Documentation  
ALINE COLE-ALBÄCK, CREC and University of Wolverhampton, United Kingdom

Children’s actorship in activities with digital media in preschool settings – play or learning?  
JEANETTE SJÖBERG AND ANNIA LAGERGREN, School of Education, Humanities and Social Sciences, Sweden

The use of iPad® by Children with Special Educational Needs  
CLARISSE NUNES, Instituto Politécnico de Lisboa - Escola Superior de Educação, Portugal

The potential of the shared reading of a picture book in traditional vs. interactive app format to support preschool children’s literacy: A critical multimodal exploration  
EMILIA DJONOV, Macquarie University, Australia

Teaching Digital Competence  
CHAIR: MARGARETH EILIFSEN, Bergen College University, Norway

Investigating teachers’ attitudes towards digital tools and their use in Norwegian early childhood setting  
TRINE KOFOED AND HELLE JACOBSEN, The Norwegian centre for ICT in Education, Norway

Early Childhood Teacher Training Students create a drawn picture book with tablets  
KATRINE TUFTA, Høgskolen i Bergen, Norway

Computer use and associations with socio-emotional outcomes in the longitudinal study of Australian children  
ATHANASIOS GREGORIADIS (1), MARILYN FLEER (2) AND MARIA HATZIGIANNI (3), (1) Aristotle University of Thessaloniki, Greece; (2) Monash University, Australia; (3) Macquarie University, Australia
APPLYING SYSTEMS THEORY TO LEADERSHIP PROFESSIONAL DEVELOPMENT THROUGH TEACHING SCHOOLS AND EARLY YEARS TEACHING CENTRES
Self-organised Symposium
Room A18, Mòdul I (MI)

CHAIR: MARGY WHALLEY
Pen Green Integrated Centre for Children and Families and Pen Green Research Training and Development, United Kingdom

Developing Outstanding Practice through Leadership Networks: Applying Praxeological and Phronetic Approaches to Systemic Leadership Capacity
MARGY WHALLEY AND WENDY RIPLEY, Pen Green Integrated Centre for Children and Families and Pen Green Research Training and Development, United Kingdom

How can children’s centre leaders best enable integrated working to flourish?
JULIE VAGGERS, Pen Green Integrated Centre for Children and Families and Pen Green Research Training and Development, United Kingdom

A Systemic approach to Primary School Leadership through Collaborative & Responsive Inquiry & Motivating Staff to Lead Practice Developments through Action Based Research in an Early Years Setting
LIZ KLAVINS AND CHRISTINE PARKER, Pen Green Integrated Centre for Children and Families and Pen Green Research Training and Development, United Kingdom

EARLY CHILDHOOD MATHEMATICS
Self-organised Symposium
Room A21, Mòdul II (MII)

CHAIR: OLIVER THIEL
Queen Maud University College of Early Childhood Education, Norway

Play and Everyday Mathematics in Preschool
KERSTIN BÄCKMAN, University of Gävle, Sweden

Preschool educators working with parents to help children notice their mathematics
BOB PERRY, Charles Sturt University, Australia

Early childhood teachers students’ beliefs about mathematics
OLIVER THIEL (1), SIGRID BLÖMEKE (2), SIMONE DUNEKACKE (3) AND LARS JENßEN (4), (1) Queen Maud University College of Early Childhood Education, Norway; (2) University of Oslo, Norway; (3) Carl-von-Ossietzky-University Oldenburg, Germany; (4) Humboldt-University of Berlin, Germany
ADQUISITION AND ASSESSMENT TO PROFESSIONALS PSYCHOMOTOR COMPETENCES IN EARLY CHILDHOOD TEACHER EDUCATION
Self-organised Symposium
Room A22, Mòdul II (MII)

CHAIR: LURDES MARTÍNEZ-MÍNGUEZ
Universitat Autònoma de Barcelona, Spain

The assessment of competences of the psychomotricist in the education sphere to improve his professional development
XAVIER FORCADELL (1), LURDES MARTÍNEZ (1), MISERICÒRDIA CAMPS (2), (1) Universitat Autònoma de Barcelona, Spain; (2) Universitat Rovira i Virgili, Spain

Self-assessment of professional psychomotor competences
LURDES MARTÍNEZ-MÍNGUEZ (1), LAURA MOYA PRADOS (1), XAVI FORCADELL DRAGO (1), CARME SÁNCHEZ VILA (1) AND LAURA TEIXIDÓ BUSQUETS (2), (1) Universitat Autònoma de Barcelona, Spain; (2) Universitat de Girona, Spain

The accompanying of psychomotricians in the Acquisision of professional psychomotor competences
DOLORES CAÑABATE ORTIZ (1), LLUÍS NOGUÉ VILA (1), MARTA LARA VALLDEPERAS (1), LAURA MOYA PRADOS (2), MAR PÉREZ (2), (1) Universitat de Girona, Spain; (2) Universitat Autònoma de Barcelona, Spain

BILINGUAL AND MULTILINGUAL PRACTICES IN EARLY CHILDHOOD EDUCATION
Self-organised Symposium
Room A24, Mòdul II (MII)

CHAIR: GUNHILD ALSTAD
Hedmark University College, Norway

Flexible bilingual practices: A case of Arabic-Hebrew speaking bilingual kindergarten
MILA SCHWARTZ, Oranim Academic College of Education, Israel

Bilingual staff: how can they diversify the pre-school linguistic environment?
KATRINE GIAEVER (1), KARI BRATLAND (1), ELENA TKACHENKO (1), BUSHRA FATIMA SYED (2), (1) Oslo University College, Norway, (2) Oslo and Akershus University College, Norway

Raising Children Multilingually
HEIN LINDQUIST, Buskerud and Vestfold University College, Norway

EARLY CHILDHOOD INFLUENCES
Individual Papers
Room A25, Mòdul II (MII)

CHAIR: KATHERINE BUSSEY
Australian Catholic University, Australia

Care as Curriculum: Investigating the Learning in Care
KATHERINE BUSSEY, Australian Catholic University, Australia

Safety work in Swedish preschool
LENA OLSSON, ANNICA LÖFDAHL AND MARIA HJALMARSSON, Department of Educational Studies, Sweden
CHILDREN’S LEARNING AND SOCIAL RELATIONSHIPS
Individual Papers
Room A26, Mòdul II (MII)

CHAIR: CAROLYN MORRIS
United Kingdom

Pre- and primary school teachers’ views on children’s learning: A critical appraisal of the Greek case
KALLIOPE VRINIOTI AND IOANNIS THOIDIS, University of Western Macedonia, Greece

Retrospective narratives of childhood learning
CAROLYN MORRIS, United Kingdom

Power and Socialization in Early Childhood Education
CONCEPCIÓN SÁNCHEZ-BLANCO, Faculty of Education Sciences, University of A Coruña, Spain

INTERNATIONAL MODELS OF TRANSITION
Individual Papers
Room A27, Mòdul II (MII)

CHAIR: MIAN YEE CHOY
KK Women’s and Children’s Hospital, Singapore

Preparing Kindergarten Two children for Primary One in Singapore: Perceptions and practices of parents, kindergarten teachers and primary school teachers
MIAN YEE CHOY, KK Women’s And Children's Hospital, Singapore

How the Free Pre-school Year (FPSY) supports children’s transition to primary school in Ireland
DEIRDRE BREATNACH AND MARY MOLONEY, Mary Immaculate College, University of Limerick, Ireland

POLICY INTO PRACTICE
Individual Papers
Room A28, Mòdul II (MII)

CHAIR: WENDY GOFF
Monash University, Australia

The municipal organization and pedagogical development
CATHRINE FROGH, Telemark University College, Norway

Systematic quality work – policy into practice
KARIN LAGER, University of Gothenburg, Sweden

Mapping the international field of early childhood research: Implications for policy and practice
ANN FARRELL (1), SHARON LYNN KAGAN (2), E KAY M TISDALL (3), (1) Queensland University of Technology, Australia; (2) Columbia University, United States (3) Edinburgh University, United Kingdom
CHILD SEX ABUSE, FAMILY LIFE EDUCATION AND RELATIONSHIP NORMS IN ECE
Individual Papers
Room A31, Mòdul III (MIII)

CHAIR: HELENA BERGSTRÖM
Dept. Of Child And Youth Studies, Sweden

How to prevent child sex abuse in preschool – a complex issue
HELENA BERGSTRÖM, CHRISTIAN EIDEVALD AND ANNA WESTBERG BROSTRÖM, Dept. of Child and Youth Studies, Sweden

Children’s Understanding of Norms in Relationships with Others
MACHIKO TSUJITANI, Graduate School Of The University Of Tokyo, Japan

The importance of family life education for young children in the Kingdom of Saudi Arabia
AMAL BANUNNAH, Umm Al-Qura University, Kingdom of Saudi Arabia and University of Sheffield, United Kingdom

TRANS-DISCIPLINING AND CO-TEACHING PEDAGOGIES
Individual Papers
Room A33, Mòdul III (MIII)

CHAIR: HONGLIANG FU
University of Alberta, Canada

Teachers’ pedagogical practices and perceptions on co-teaching: A case study of co-teaching in a Chinese-English International kindergarten
HONGLIANG FU, University Of Alberta, Canada

Layers of Listening: Creating a Collaborative Culture
ESTELLE MARTIN AND RUTH HUNT, University of East London, United Kingdom

SOCIAL AND EMOTIONAL COMPETENCES
Individual Papers
Room A35, Mòdul III (MIII)

CHAIR: OLGA KOZLOVA
Moscow State University of Psychology and Education, Russia

Conditions for the development of social competence
OLGA KOZLOVA, Moscow State University Of Psychology And Education, Russia

Learning stories: making empathy and social relationships visible
WENDY LEE, Educational Leadership Project (Ltd), New Zealand

Measuring children’s social and emotional competence in Norwegian ECEC
INGRID MIDTEIDE LØKKEN (1), THOMAS MOSER (1) AND ELISABETH BJØRNESTAD (2), (1) University College of Buskerud and Vestfold, Norway; (2) University College of Oslo and Akershus, Norway
**G/18**

**INSIGHTS INTO PRACTITIONERS’ AND PARENTS’ REFLECTIONS ON LANGUAGE PRACTICES THROUGH VIDEO-CUED ETHNOGRAPHY**

Self-organised Symposium
Room A36, Mòdul III (MIII)

CHAIR: ELLY SINGER
University Utrecht, Netherlands

**Language learning through storying on ITEO in a nursery school**
CLAUDINE KIRSCH AND LAURENCE DI LETIZIA, University of Luxembourg, Luxembourg

**Educators’ and teachers’ understanding of developing multilingual oracies**
CLAUDINE KIRSCH AND KATJA ANDERSEN, University of Luxembourg, Luxembourg

**Teacher perceptions dealing with cultural diversity and inclusion in Early Childhood Education settings in Catalonia**
MARTA ANA VINGUT RIGGALL, GRADASEL - Universitat Autònoma de Barcelona, Spain

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**G/19**

**VALUES EDUCATION IN NORDIC PRESCHOOLS. SYMPOSIUM NO II: CARING VALUES**

Self-organised Symposium
Room A37, Mòdul III (MIII)

CHAIR: ANNA-MAIJA PUROILA
University of Oulu, Finland

**Prioritized values in an Icelandic preschool**
INGIBJORG SIGURDARDOTTIR AND JOHANNA EINARSDOTTIR, University of Iceland, Iceland

**Communication of caring values**
KRISTIN FUGELSNES, University of Stavanger, Norway

**Arm chair pedagogy – living through the values of caring**
ANNA-MAIJA PUROILA, ELINA VILJAMAA, EILA ESTOLA AND JAANA JUUTINEN, University of Oulu, Finland

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**G/20**

**FLOURISHING IN THE EARLY YEARS: CONCEPTS; PRACTICES AND FUTURES**

Individual Papers
Room A41, Mòdul IV (MIV)

CHAIR: ZENNA KINGDON
Newman University, United Kingdom

**The Creative Curriculum: Flourishing in the play environment**
ZENNA KINGDON, Newman University, United Kingdom

**Parent Partnership for Flourishing in an Age of Austerity**
MICHAEL GASPER, Starfish Enterprise, United Kingdom

**Performativity in Early Childhood Education**
ANNA KILDERRY, Deakin University, Australia
G/ 21
EDUSTEPS
Self-organised Symposium
Room A43, Mòdul IV (MIV)
CHAIR: PÄIVI PIHLAJA
University of Turku, Finland

Association between infant daycare & parent´s working in Finland
TEIJA HOLST, University of Turku - Department of Teacher Education in Turku, Finland

Children's Gendered Play Practices at Home
ANU WARINOWSKI, Department of Teacher Education - University of Turku, Finland

Support steps in pre-primary education in Finland
HELI KETOVUORI, University of Turku, Finland

G/ 22
CARE AND COMMUNICATION IN DIVERSE NORDIC PRESCHOOLS.
Self-organised Symposium
Room A44, Mòdul IV (MIV)
CHAIR: FRIDA BJARNEY JONSDOTTIR
School of Education - University of Iceland, Iceland

Challenge and success – Norwegian kindergartens as learning spaces for cultural inclusion and social justice
KIRSTEN LAURITSEN, Nord-Trondelag University College, Norway

Icelandic preschools as inclusive spaces for multilingual communication and learning
FRIDA BJARNEY JONSDOTTIR, HANNA RAGNARSDÓTTIR AND HILDUR BLONDAL, School of Education - University of Iceland, Iceland

Everything is good – Immigrant parents voices on success; justice and inclusion in early childhood education in Finland
HEINI PAAVOLA AND LAYNE, University of Helsinki, Finland

G/ 23
SIG OUTDOOR PLAY & LEARNING: TRANSFORMING PRESCHOOL TEACHERS’ PERCEPTIONS AND PRACTICES ON OUTDOOR PLAY
Self-organised Symposium
Room A45, Mòdul IV (MIV)
CHAIR: SHIRLEY WYVER
Macquarie University, Australia

Teachers professionalism and outdoor experience
MICHELA SCHENETTI, Department of Educational Sciences - University of Bologna, Italy

The Effect of Outdoor Activities Themed Lessons in Universities to Practice
MEHMET MART (1) AND HICRAN MALIYOK (2), (1) Plymouth University, United Kingdom, (2) The University of Bristol, United Kingdom

Project "Out-of-doors" – Valuing outdoor play and improving pedagogical practices in a Portuguese early childhood setting
GABRIELA PORTUGAL BENTO AND GABRIELA PORTUGAL, Universidade de Aveiro, Portugal
AN EXAMINATION OF REFLECTIVE PRACTICE IN AUSTRALIAN EARLY CHILDHOOD EDUCATION AND CARE SETTINGS
Self-organised Symposium
Room A46, Module IV (MIV)
CHAIR: NATALIE ROBERTSON
Deakin University, Australia

The use of the Respect Reflect Relate tool on reflective practice for quality improvement in early childhood education and care settings
NICOLE DOWNES, Deakin University, Australia

An investigation of educators’ engagement with the Reflect; Respect; Relate instrument for reflective practice
NATALIE ROBERTSON, Deakin University, Australia

Measuring child involvement as an indicator of quality processes within early childhood classrooms
NATALIE ROBERTSON, Deakin University, Australia

SUPPORTIVE FATHERS AND FAMILIES
Individual Papers
Room A47, Module IV (MIV)
CHAIR: SILVIA CESCATO
Università degli Studi di Milano Bicocca, Italy

Supporting networks and paternal involvement: The case of Finnish Fathers
MARKO LÄHTEENMÄKI, SEVCAN HAKYEMEZ AND PÄIVI PIHLAJA, University of Turku, Finland

Rethinking the everyday interactions between children; fathers and teachers in contemporary ECEC settings. A preliminary study in an Italian Infant-toddler center
SILVIA CESCATO, Università degli Studi di Milano Bicocca, Italy

Mathematics in kindergarten. What do parents know about what their children do?
MONTSERRAT PRAT (1), ISABEL SELLAS (2), ERICA VERDAGUER MÁRQUEZ (2), (1) Universitat Autònoma de Barcelona (UAB), Spain; (2) Universitat de Vic, Spain

PLAY TOOLS, PLAY BLOCKS AND PLAY TOYS
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CHAIR: ELENI LOIZOU
University Of Cyprus, Cyprus

Play Tools for Children’s and Adults’ Learning and Development
ELENI LOIZOU, EGLI MOUROUZIDI AND NASIA CHARALAMBOUS, University of Cyprus, Cyprus

How provisioning in the block area effects quality of play
DAVID BRODY, RONIT BEN HEMO AND RUTI NEEMAN, Efrata College of Education, Israel
PLAY DEVELOPMENT AND SELF REGULATION IN PRESCHOOL AGE
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Room A71, GL

CHAIR: PENTTI HAKKARAINEN
University of Educational Sciences, Vilnius, Lithuania

Theoretical model of intervention to play and self-regulation in preschool age
PENTTI HAKKARAINEN, University of Educational Sciences, Vilnius, Lithuania

Play as a mediator of the development of self-regulation
MILDA BREDIKYTE AND GIEDRE SUJETAITE-VOLUNGEVICIENE, Lithuanian University of Educational Sciences, Lithuania

The “real” situation of play in ECEC classrooms
AGNE BRANDISAUSKIENE, Lithuanian University of Educational Sciences, Lithuania

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CHAIR: IAN BARRON
Manchester Metropolitan University, United Kingdom

Education, Training and Identity Amongst ‘Novice’ Early Years Teachers in the UK
IAN BARRON, Manchester Metropolitan University, United Kingdom

Kindergarten student teachers’ metaphorical conceptions of the profession at the beginning of kindergarten teacher education
ANNELI NIKKO, The University of Eastern Finland, Finland

From theory to practice: the placement journey of level four childhood studies students
TRACEY EDWARDS AND ZETA BROWN, University of Wolverhampton, United Kingdom

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TRANSACTIONAL EXPLORATIONS OF PRACTITIONER RESEARCH: PERSPECTIVES FROM THE NORTH AND SOUTH
Self-organised Symposium
Room A73, GL

CHAIR: LINDA NEWMAN
The University of Newcastle, Australia

Practitioner Research in ECEC: Concepts and practices from north and south
CHRISTINE WOODROW (1), KARIN RÖNNERMAN (2), (1) University of Western Sydney, Australia; (2) Göteborgs Universitet, Sweden

Resisting and re-imagining dominant discourses through practitioner research
LEONIE ARTHUR (1), OZNUR AYDEMIR (2), FATIMA MOURAD (3) AND JAN SKATTEBOL (4), (1) University of Western Sydney, Australia; (2) Primary School Teacher, Sydney, Australia; (3) Teacher/Director of an Early Childhood Centre, Sydney, Australia; (4) University of New South Wales, Australia

Personal and systemic transformations through practitioner research
LINDA NEWMAN (1), CHRISTINE WOODROW (2), JANET KEEGAN (3), SILVIA ROJO (4), MÓNICA GALVEZ (5) AND TRISH HEELEY (3), (1) The University of Newcastle, Australia; (2) University of Western Sydney, Australia; (3) Penrith City Council, Australia; (4) Minera Escondida Foundation, Chile; (5) FME Jardin, Chile
MEASURING AND MONITORING QUALITY IN EARLY CHILDHOOD CARE AND EDUCATION FOR 0 TO 3 YEARS IN FLANDERS (BELGIUM)
Self-organized Symposium
Room A74, GL
CHAIR: BART DECLERCQ
Centre for Experiential Education, Belgium

A new curriculum for child care in Flanders
MIEKE DAEMS (1) AND FERRE LAVERS (2), (1) Centre for Experiential Education, Leuven University, Belgium; (2) KU Louvain, Belgium

Giving a voice to parents in the quality debate through a parental survey
JEROEN JANSSEN, Ghent University, Belgium

Measuring ‘pedagogical’ quality with an observation tool: Insights from the pilot study
BART DECLERQ AND FERRE LAEVERS, Centre for Experiential Education, Leuven University, Belgium

TODDLERS EXPLORING NATURAL PHENOMENA WITH TEACHERS AS CO-RESEARCHERS
SOFIE ARELJUNG, Department Of Science And Mathematics Education, Sweden

Adaptation of EARTH-2 Scale for Turkish Kindergartners
SINEM GÜÇHAN ÖZGÜL AND MESUT SĄÇKES, Balıkesir University, Turkey

A longitudinal proposal about light and shadow for 3-6 years old children
SABRINA ROSSI, MONICA CHIARA ONIDA AND ENRICA GIORDANO, Milan-Bicocca University, Italy
A cross-cultural study on educational practice for smooth transition from ECEC to primary school education: Comparison of Japan, Belgium, and US
ASATO YOSHINAGA
Kokugakuin University, Japan

A garden, infinite game spaces
SANDRA SANZ FONTÁN AND MARIBEL CUSCÓ I BARCELÓ
Escola Bressol Municipal Els Pinetons, Spain

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CRISTINA FERRERA
Comune Fiumicino, Italy

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SACHIKO KITANO
Kobe University, Japan

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LEE-FENG HUANG
National Ping Tung University, Taiwan

DIANA HARRIS (1) AND CHRISTOPHER HARRIS (2)
(1) University of Greenwich, United Kingdom; (2) Teacher, United Kingdom
Building Competences for Media Education and Pedagogical use of ICT in Early Childhood Education: Study on Finnish Kindergarten Teacher’s Training Programmes
SAARA PÄÄJÄRVI (1) AND PEKKA MERTALA (2)
(1) University of Tampere, Finland; (2) University of Oulu, Finland

Children’s Questions about Sex and Gender: A Study to Examine Teachers’ Responses towards Young Children’s Questions in the Kingdom of Saudi Arabia
AMAL BANUNNAH
Umm Al-Qura University, Kingdom of Saudi Arabia, and University of Sheffield, United Kingdom

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ELENA GORLOVA
Russian State University for the Humanities, Russia

Creating in Childhood Education
MAR MORÓN AND GEMMA PARÍS
Universitat Autònoma de Barcelona, Spain

Critical aspects in professional development of those who take care of children in vulnerable situations
ARNAU CARETA PLANS (1) AND XAVIER GIMENO SORIA (2)
(1) ERIFE UAB - Research Team about Children, Family and Education, Spain; (2) BES - Barcelona Espai de Supervisió (Barcelona Supervising Space), Spain

Cultures of service in commercial, high-priced daycare centres
MARIUS MADER
Martin-Luther-University Halle-Wittenberg, Germany

Development of a programme for web-based support for children with urinary tract disorders
AGNETA SIMEONSDOTTER SVENSSON (1), ANNA-LENA HELLSTRÖM (2) AND MARGARETHA JENHOLT NOLBRIS (2)
(1) University of Gothenburg, Sweden; (2) Institute of Health and Care Sciences, Sweden
Do you want this? – a study on the meaning of resettled migrant children’s gift offering in daycare

KRIS KALKMAN (1), MARIT HOLM HOPPERSTAD (2) AND MARKO VALENTA (3)
(1) NTNU Samfunnsforskning, Norway; (2) Queen Mauds College University, Norway; (3) NTNU’s Institute for Social work and Health Science, Norway

Early Childhood Teachers’ Social-Emotional Capacity in the United States

CYNTHIA BUETTNER AND LIENY JEON

The Ohio State University, United States

Early diagnosis of difficulties or disorders of a child from 0 to 6 years-old (Preschool Children) in nursery schools and kindergartens

SILVIA MAGGIOLINI, LUIGI D'ALONZO AND ELENA ZANFRONI

Università Cattolica del Sacro Cuore, Milano, Italy

Evidence of quality professional development: A case study in childhood practice

BRENDA DUNN (1), CATRIONA MCDONALD (2) AND DOROTHY JOHNSON (3)
(1) University of Dundee, United Kingdom; (2) University of Aberdeen, United Kingdom; (3) University of West of Scotland, United Kingdom

Experimentation and adventure in Early Childhood

MÓNICA MORALES AND LORENA GONZÁLEZ

Universidad Autónoma de Chile, Chile

Good practices in child education: learning environment

MARIA FERRER,

University of Balearic Islands, Spain

Happy parents make happy children or vice-versa – What do early years professionals think?

LEEN DOM

Karel de Grote University College, Belgium
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TAKAKO NOGUCHI

Jumonji University, Japan

Indicators of educational quality during meal times at Early Childhood schools (0-3-year-olds)

ROSER VENDRELL AND ÀNGELS GEIS

Universitat Ramon Llull, Spain

Innovations in professional development research: Investigating changes in family day care educators’ pedagogical leadership and their epistemological and ontological beliefs

DIANE NAILON

University of Tasmania, Australia

Intervention strategies in interpersonal problem solving by children and work values of female Japanese undergraduates

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

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Kanvas Foundations’ Industrial PhD on Risky Play

ROBERT ULLMANN,

Kanvas Foundation, Norway

Linking adventure, kindness and caring to stretch learning to the edge and beyond!

LORRAINE SANDS

Educational Leadership Project, New Zealand

‘L’obrador de sorra’; a free handling way of play

ELISABET TAPIAS (1), CLAUDIA SALAS (1), MERITXELL CASES (1), MARTA DEL PRADO (1), EVA AYMERICH (1), VANESSA PEREZ (1), ELO CANTO (1), CRISTINA GARCIA (1), INÉS CORRAL (1), TERESA GODALL CASTELL (2)

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Making mathematics accessible to English Language Learner students: Project-Based Instruction in Early Childhood Education
JUDITH FABREGA
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Male-teachers in Early Childhood Education in Estonia
MAIRE TUUL, TIIA ŐUN AND EVELYN NEUDORF
Tallinn University, Estonia

Materials: enablers of discoveries
SANDRA SANZ FONTÁN
Escola Bressol Municipal Els Pinetons, Spain

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ANJA PESCH
UiT The Arctic University of Norway, Norway

Narrated relationships. The importance of good quality relationships in a daycare centre when supporting children who have difficulties in self-regulation
ERJA RAUTAMIES
University of Jyväskylä, Finland

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DANIELE MARQUES VIEIRA
Universidade Federal do Paraná, Brazil

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JULIA HÖKE
University of Paderborn, Germany
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ZLATKA CUGMAS
University of Maribor, Slovenia

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CLODIE TAL AND GILA RUSSO-ZIMET
Levinsky College Of Education, Israel

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LAURA MOYA
Universitat Autònoma de Barcelona, Spain

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LUIISA FISCHER, MATTHIAS MORFELD, ELENA STERDT AND ANNETTE SCHMITT
University of Applied Sciences Magdeburg-Stendal, Germany

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TAINA KYRÖNLAMPI
University of Oulu, Finland

Preschool children’s self-regulation and task orientation capacities predict their primary school social integration and academic performance
NICOLE STURMHOFEL (1), JUDITH STREB (2) AND PETRA A. ARNDT (1)
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AASE NYLENNA AKSLEN (1) AND OVE OLSEN SAELE (2)
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GABRIEL LEMKOW-TOVIAS, CARBALLO-MARQUEZ, JORDI CANTONS PALMITJAVILA, CARME BOSCH-JORBA, IMMA BRUGAROLAS CRIACH AND SILVIA MAMPEL ALANDETE
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Quality of group play for using the case study method in Japan
GOTA MATSUI (1), HIROO MATSUMOTO (1), MOTOKO KATAOKA (1), MIHO TSUNEDA (2), SACHIE SUIZU (3), YOKO TAKAHASHI (4)
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Read, write and create with Joan Miró
MAR MORÓN AND GEMMA PARÍS
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Screen media use by children younger than 6 years
NICOLE STURMHÖFEL, MELANIE OTTO, STEFANIE SCHULER AND KATRIN HILLE
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AIICHIRO SAKAI
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(1) Kyoritsu Women's University, Japan; (2) Kamakura Women's University, Japan; (3) Shiraume Gakuen University, Japan; (4) Kansai Welfare University, Japan
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DORIS DREXL AND JUDITH DURAND
German Youth Institute, Germany

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Escola Bressol Municipal Els Pinetons, Mollet del Vallès, Spain

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ANDREA TURES
Justus Liebig University Giessen, Germany

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GENINA CALAFELL SUBIRÀ AND NEUS BANQUÉ MARTÍNEZ
Universitat Autònoma de Barcelona, Spain

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KAORU ONISHI (1) AND MASAFUMI OHNISHI (2)
(1) Gifu shotoku Gakuin University of Junior College, Japan; (2) University of Fukui, Japan

"The Hipatia laboratory"
MAR PÉREZ MARTÍN (1), MARTA PERALES PÉREZ (2), MARIA MANCIAN TORREBLANCA (2), LAURA ESTEVE RIBAS (2) and RAQUEL PIÑEIRO BRUGET (2)
(1) Escola Bressol Gespa, Spain; (2) Autonomous University of Barcelona, Spain
The Meaning of “Pretend Play of School” in Preschool Years: Sociocultural Approach for Transition to School.
KIICHIRO OKAHANA
Fukuoka Jo Gakuin University, Japan

The Meaning of Family Constructed by Children from Multi-cultural Families with Story Telling using Picture Books
YUENJUNG JOO
Sookmyung Women’s University, Korea (South)

The quality of Basque preschool outdoor environments
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ROSER VENDRELL, MARIONA DALMAU AND ÀNGELS GEIS
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The second report of Japanese teachers’ time management for assessment and recording and planning and preparation
MASUHARU SHIMIZU (1), KOJI TANAKA (2) AND TOSHIAKI MORI (3)
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ZLATKA CUGMAS
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"This is important for us": Quality criterion enounced by children as experts for their transition process from kindergarten to primary school
CATHLEEN BETHKE AND PETRA BÜKER

University Paderborn, Germany

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GABRIELA PORTUGAL (1), HELENA LUIS (2), ISABEL PISCALHO (2) AND LIA PAPPAMIKAIL (2)
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Transformation outdoor area at friendly zone
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Try it with Music! - Lingual Development through Music Activities in Norwegian Kindergartens
ELIN THORESEN AND INGER-LISA MØEN

NLA University College, Norway

What can the children ‘tell’ us today about what activities to do with them tomorrow: Supporting creative learning with meaning in mathematics
MARIANNA EFSTATHIADOU, ANDREA ELIADOU AND CHRYSSTALLA PAPADEMOTRI-KACHRIMANI

European University Cyprus, Cyprus

The difference between reflection patterns of different kindergarten and nursery school teachers by cluster analysis
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EECERA Ethical Code for Early Childhood Researchers

REVISED VERSION 1.2: May 2015

EECERA Working Group:
Tony Bertram, Julia Formosinho, Collette Gray, Chris Pascal, Margy Whalley
EECERA Ethical Code for Early Childhood Researchers

Introduction
The EECERA ethical code is intended as a guiding framework for all those involved in early childhood research and the publication and dissemination of its results. The ethical principles and guidelines have been developed by a working group of EECERA Trustees through a collaborative process with, amongst others, the involvement of the Coordinating Editor of the International Journal of Early Years Education, and also with due respect and full acknowledgement of existing ethical guidelines including those developed by:

- The British Educational Research Association
- The Scottish Educational Research Association
- The American Educational Research Association

We hope that it will support early childhood researchers in their research design decisions and ensure that research is conducted which safeguards the well being of all involved, particularly the very young and vulnerable, and also generates the highest standards of scholarship and research practice.

The EECERA Ethical Code sets out the expectations of ethical conduct expected of early childhood researchers. It is intended that all research conducted by EECERA members, or published and disseminated through EECERA platforms, including its journal, books and conference, will be evaluated according to its adherence to this code.

EECERA Ethical Principles
These principles are set out with the intention of encouraging Early Childhood researchers to work in the spirit of aspiring to achieve these high ethical expectations within all aspects of their work, whilst acknowledging that realising all aspects is very challenging and difficult. We believe that Early Childhood researchers should have an ethic of respect for:

1. The child, family, community and society
   The ethic of respect should:
   - operate for all research participants from pre-birth throughout the course of life;
   - ensure all the research participants are seen as subjects developing in the context of their families and communities, which are culturally situated as part of wider societies;
   - try to ensure that all individuals and communities are treated in a way that is free from prejudice regardless of cultural identity.

2. Democratic values
   The ethic of respect should:
   - ensure all participants in the research process are viewed as subjects, not objects with rights to participate in the research activity, either, directly or indirectly, actively or passively;
   - ensure all participants and communities involved in research are treated fairly, sensitively, with dignity and without prejudice, and respectful of age, religion, language, disability,
health condition, gender identity, sexuality, race, ethnicity, class, national origin, culture, social economic status or marital, domestic or parental status;

- require research to embody a deep respect for the rights of people, especially children and more vulnerable members of a community, to have a voice and participate actively in all decisions and actions which affect them (paying due regard to the UN Convention on the Rights of the Child);
- acknowledge the rights of others to hold values, attitudes and opinions that differ from those of the researcher’s own;
- be sensitive to culture, individual and role differences and strive to eliminate bias of any kind;
- aim to distribute power between all participants as far as possible and in a way that allows all involved to actively have voice in the research process and contribute equitably and appropriately to the research process.

3. Justice and equity

The ethic of respect should:

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

4. Knowing from multiple perspectives

The ethic of respect should:

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

5. Integrity, transparency and respectful interactions

The ethic of respect should:

- make public the set of ethical principles and actions which guide research practice;
- ensure researchers do not knowingly act in ways that jeopardize the welfare of others;
- ensure the avoidance of deception or non-disclosure towards research participants and that all research actions are transparent and documented fully, with data and methods made open for external scrutiny and critical review;
- ensure research processes and outputs are conducted in ways that are honest, fair and acknowledging of all contributions in the research and dissemination process;
- support researchers in making public the results of their research to all involved and the wider public unless to do so would cause harm;
• ensure research findings are communicated in a clear straightforward fashion and in language judged to be appropriate to their intended audience;
• ensure that researchers never compromise ethical behaviour in favour of collegiality.

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

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

8. Social contribution
The ethic of respect should:
• ensure research embodies an awareness of social responsibility towards the communities and societies in which it is conducted;
• ensure research strives to advance scholarly knowledge and practice and serves the public good;
• ensure research has utility and meaning for all those involved in the research process;
• promote research which makes a contribution to the wider research community in a spirit of critical analysis and constructive criticism, and which generates impact on both policy and practice and the enhancement of knowledge in the field.
Research Practice Guidelines

1. Responsibilities towards participants

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

   Anonymity and confidentiality:
   - Researchers must recognise all individual’s right to privacy. The confidentiality and anonymity of research participants should be seen as the norm at all stages in the research, from data collection, to analysis and publication, unless they specifically and explicitly waive this right.
   - Researchers should take care that all copies of data is kept in a secure format and location so that anonymity and confidentiality cannot be breached.

   Participants seen as subjects with rights not objects:
   - All research participants should be respectfully viewed as subjects not objects with rights to agree to or withdraw from the research process at any time.
   - Participants should be viewed as subjects with rights at all times and never objectified or ‘othered’ in the research process.
   - All research must be conducted with the human rights and capabilities of all respondents being give absolute respect and acknowledgement.

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

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

Non-malevolence, no harm should come:

- Researchers must be aware that the research process may put pressure on, or lead to potentially harmful consequences for participants. They should take all necessary steps to reduce the sense of intrusion, pressure or stress which may flow from participation in the research. This may be a particular challenge in relation to newer visual imaging and tracking technology and the consequences of using these methods should be carefully considered.
- Researchers should see themselves as ‘answerable’ for any issues raised as a consequence of their research process.
- Researchers must immediately desist from any actions which cause distress to participants.
- Researchers should aim to minimise the impact of their research on participants, either bureaucratic, emotional, physical or otherwise, seeking to adhere to an ethic of ‘minimal intrusion’ on the lives of participants.

Feedback to all participants:

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

2. Responsibilities towards the research process

High standards of professional integrity, rigour and competence:

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

Participatory approaches with distributed power in research process:

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

**Data protection and security:**
- Research should comply with Data Protection legislation which ensures that all participants know about and have access to personal data stored in relation to them.
- Researchers should ensure confidential data, information or communications are kept securely and are protected from external intrusion and disclosure.
- Researchers must have permission from participants to disclose personal information to third parties or to grant third parties permission to access such data. A record must be kept of any disclosures.
- The above guidelines are particularly important when using visual imaging and tracking technology, and appropriate risk assessments are carried out before fieldwork begins.

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

**Duty of care to researchers – non-exploitation or harassment (safety and welfare)**
- Researcher’s rights and interests should be protected and risks to research staff in conducting research must be carefully assessed and minimised.

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

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

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

**Confidentiality and anonymity:**
- Any decisions to override agreements on confidentiality and anonymity must be taken after careful and thorough deliberation, and participants must be informed beforehand of the intention and reasons for disclosure.
**Intellectual property rights:**
- Sponsored research should follow the norm that researchers have a right to independently publish the findings of research, and that this right should not be lightly waived or unreasonably denied.
- Researchers have the right to disassociate themselves publicly from accounts of research they have conducted if they feel its presentation is misleading or selective.

**Reporting and publishing standards (clarity, audience and accuracy):**
- A wide range of dissemination strategies should be used to ensure greater reach of research outputs, including technology and websites.
- Reporting should adopt a communication style which is straightforward and accessible, and has clarity and fluency for those interested and involved in the research, and in a language that is appropriate to the intended audience.
- Researchers should take steps to ensure the accuracy and trustworthiness of all public communications about the research.

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

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

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

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

2. Rigour and integrity
   
   **Honesty, trustworthiness, reliability and validity**
   - Researchers should ensure that their research processes and findings are transparent, honest and trustworthy, and that inferences and generalisations drawn from their research evidence are valid, reliable and credible.

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

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

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

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

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

4. Malpractice

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

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

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

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

Defamation and libel:
- Researchers must not criticise other researchers or research practice in a defamatory or unprofessional manner.
5. Communication and Publication

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

Responsibilities of researchers, authors, editors and reviewers:
- It is the responsibility of all those involved in the generation and publication of research to ensure that the highest standards of professional competence, integrity, ethics and scholarship are safeguarded and promoted.
- Where researchers, authors, editors and reviewers become aware of malpractice they must present their concerns, in the first instance to those involved. Where possible, public accusations and allegations should be avoided as they bring the research community into disrepute. However, in the absence of resolution, or if it in the public interest, then concerns should be made public.
Facultat de Ciències de l’Educació - Venue 2

Building GL

Faculty Square

Restaurants

Symposia

Building GS

Universitat Autònoma (Station)