28th EECERA ANNUAL CONFERENCE

‘Early Childhood Education, Families and Communities’

Budapest, Hungary

28th – 31st August 2018

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;
- facilitate collaboration and cooperation between European researchers in this field and the wider early childhood community across the world;
- encourage the clear articulation and communication of the links between research, practice and policy;
- offer interaction, development, and support to those interested in early childhood education;
- raise the visibility and status of European research on early childhood education throughout the world.

Faculty of Education for Children and Special Education Needs, University of Debrecen

The Campus of the Faculty of Child and Adult Education is outside of Debrecen in a town called Hajdúböszörmény.

A wide range of educational programmes are offered at the Faculty: Early Childhood Education for kindergarten pedagogues/preschool teachers, Social Pedagogy, Infant and Child Care Studies, Special Education Studies and several specialized in-service education and graduate vocational training programmes. The mission of the Faculty is to provide quality education with highly qualified staff and equip our students with skills and up-to-date knowledge that will enable them to excel professionally. Fulfill their potential in the various fields of education and social care.

Besides the educational and scientific activities offered on site, we seek opportunities for professional collaboration at an international level. We have successful partnerships with several Higher Education (HE) institutions in Europe (or worldwide) with a similar training profile. Our international network offers our students the opportunity to gain experience of studying abroad with scholarships to improve their knowledge and adapt to today’s new challenges requiring flexibility and transferable skills. The professional development at our Faculty is supported by high-quality research work, which also involves our students.

KultúrÁsz Cultural Association is a civil organisation specialised in adult training, event management and tender writing, with a prominent role in the North Hungarian region. The association specialises in the further professional education and training of professionals in the fields of education and culture as well as in the education and training of career starters and young people looking for a job. The Association’s strategic goals include enhancing its current international relations network in the public, civil and corporate sectors.

One of the main strength of our organisation is its highly qualified workforce. Currently, there are 7 full-time employees in the association and another 30 trusted professionals. Annually, 10-12 interns and volunteers help us in our work as well as 144 partner organisations. We have a close relationship with the local higher educational
institution, in our training and programmes there are many teachers and lecturers from the University of Debrecen. Among our professionals there are adult educational specialists, cultural managers, lawyers, teachers, media specialists, sociologists and economists.

Our activities:

• **Adult training**: We organise training programmes on various topics for different target groups. Our members often undertake presentations within the framework of educational and scientific events.

• **Event management**: Our organisation undertakes the implementation of major professional forums and roundtable discussions on request as well as on independent initiative. Our prominent event organisation reference: European Conference on Educational Research (ECER) 2015. Budapest with more than 3000 people.

• **Tenders, projects**: We have several years of knowledge in tender writing and project management. We help the successful professional and financial implementation of project throughout our country and beyond the borders.

• **Researches**: Our members often take part in numerous researches in a wide range of topics (e.g. youth, young adults, civil organizations, civil volunteering etc.) We also undertake the presentation and scientific publication of the research results.

• **Publications, media**: We have our own series of publications, called Civil Dimensions, which was issued for the first time in 2012. The main goal of these publications is providing useful practical skills for the civil sector. In 2013 our educational film series has been launched, which central themes are the healthy lifestyle and promoting the role of communities.

• **Talent management**: Our association is a registered Talentpoint since 2013. Our aim is to supply information for the youth of Debrecen and the Eastern Hungarian Region. We mainly support young people with career counselling and career orientation.

The Centre for Research in Early Childhood, more commonly referred to as CREC, is the home of CREC in Birmingham (Charitable Trust) and Amber Publications & Training Ltd (APT). Established by Professor Chris Pascal and Professor Tony Bertram, CREC has been working to improve early years provision for over 25 years. Located in Birmingham, United Kingdom, CREC specialises in early childhood research which has relevant and meaningful outcomes for practice and policy. Some of its research is transformed into training and development programmes designed for the specific needs of the early years sector. CREC also offers postgraduate research degrees and has a strong reputation for undertaking reviews, reports, evaluations and consultancy work with many UK local authorities, NGOs and countries. Examples include the British Council, QDCA, OECD, Portugal, Qatar, South Australia, Birmingham and Gloucestershire. CREC also runs British Early Childhood Education Research Association (BECERA) Conference and has been EECERA strategic partner supporting the delivery of the annual conference since 2009.

The 28th EECERA Conference has been organised by Centre for Research in Early Childhood, in conjunction with KultúrÁsz Cultural Association. It is hosted by the Faculty of Education for Children and Special Needs, University of Debrecen.
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Dear Colleagues, dear old and new friends of us,

We are delighted to warmly welcome you all at the 28th EECERA Conference in Budapest, Hungary. It is a great honour for us to host such an important and particular forum of researchers, academics and practitioners of early childhood education from all over the world. It is the first time to host such an outstanding Conference in Eastern Europe and in Hungary. We hope this event can encourage to organize similar ones and may make the Hungarian early childhood education attractive.

We want to say thank you for the European Early Childhood Education Research Association and its Board of Trustees – in particular, Christine Pascal, Tony Bertram, Julia Formosinho and Vasilis Grammapolis for their inspiring encouragement, who granted us the unique possibility and their enthusiastic support to be able to organize the Conference.

It is a great honour and privilege for us and we are very proud that Budapest and Hungary can host the 28th EECERA Conference where in 1828 the 1st early childhood provision in the Continent was founded by a noble lady Teréz Brunsvik and it is 190 years of its anniversary this year. Hungary has a long and rich tradition of early childhood education and it can give a unique opportunity of inspiration for early childhood academics. The occasion is a good possibility to have been prepared an exhibition about the history of the kindergarten, early childhood provisions and nurseries during the Conference.

The Conference venue is in Budapest, University of Technology and Economics in Buda part of the Duna River, in the capital but the organiser university is the Faculty of Education for Children and Special Educational needs of the University of Debrecen. The members of the Scientific Committee represent the early childhood academics coming from other Hungarian higher education: Eötvös Loránd University Faculty of Primary and Pre-School Education, Budapest; Eszterházy Károly University of Applied Sciences Eger; University of Kaposvár Faculty of Pedagogy Kaposvár; University of West Hungary Benedek Elek Faculty of Pedagogy Sopron. We would like to thank them for their vital contribution.

We want to keep the great value of the tradition of EECERA and focusing the topic of EECERA 2018, Budapest is Early Childhood Education, Families and Communities. The EECERA 2018 conference will revisit and reassess our knowledge and understanding of the enabling family and community conditions which support young children’s education and well-being. Partnership with parents, innovative possibilities to cooperate with parents are highlighted points of the early childhood education nowadays in Hungary, mainly in those ones where there are children with disadvantages or multiple disadvantages. Our aim is to focus the determining surrounding and persons in early years. We think it is highly important to rethink the early years in a multidiscipline way, to review and research the changing reality, to formulate new aims and new recommendations. We must know how the first and second attachments work in this global world, and what are the roles of us. What changes do the European tendencies of family lives effect in the development of the child? What part do the early childhood provisions, its communities and those ones outside act the life of today’s children? We are seeking that do the children milieu organized by the adults and their policy follow the well-known general rule of the child development or subordinate it the actual economical question. What effect the economic and social polarization of the society on the different families and the child’s development? What solutions exist to compensate children with disadvantages or multiple disadvantages?

During the Conference besides the scientific presentations, programs in connection with early childhood education are being organised. You can see an exhibition of children and students’ work of art, illustrations of the Hungarian children book, and an exhibition of heroes of bedtime stories. You can create your own nursery rhyme on an interactive poster, play a strategy game, and make your own doll helped by the Hungarian Play Association. You can listen to children folk music singing by the students of the Faculty of Education for Children and Special Educational
needs of the University of Debrecen. We sincerely hope that these programmes can help you to understand the key pillars of Hungarian early childhood education approach with some new aspects and methods. Hosting the Conference outside of our University in Budapest makes the organization difficult so we would like to say a great thanks for Erika Juhász and her team, the Kúltúrász Cultural Association, who has to mobilize some extra resources to create the conditions for the Conference.

We honestly hope that the EECERA 2018 Conference provides a professional and collaborative forum for those working in early childhood settings and those researching early childhood education to share pedagogic experiences, ideas and research findings that consider the responsibility of the adult in supporting the development of the child in the XXIst Century. We encourage everyone to reach out to your networks and spread the news about this conference. We look at this conference as more than an event. We are committed to working together with all of you to catalyse new initiatives, to do a research project together. The Conference aim is to create a forum for thoughts provoking discussion on early childhood education, and we wish you a productive and successful Seminar and a pleasant stay amongst us.

Enjoy your participation in the Conference and a memorable time visiting Budapest. We're delighted to offer the most hospitable welcome we can and hope you will be attracted with the joy of Hungarian culture and the sights of the capital and Budapest will not let you down.

Sándor Pálfi, 28th EECERA Conference Chair
Anikó Varga Nagy, 28th EECERA Conference Co-chair
THEME AND STRANDS

- How do early childhood services work more positively and proactively with parents, families and local communities to support children’s home learning and development and what are the critical areas?
- How can multi-professional and multi-agency services be enabled to work more collaboratively with young children and families?
- What is the balance between universal, local strategies and individual family approaches in supporting children’s learning and well-being?

All presenters submitted their papers under one of the themes (as above) and one or more strands (as below):

VALUES AND VALUE EDUCATION
CULTURE, COMMUNITY AND SOCIETY
ECEC CONTEXTS, TRANSITION AND PRACTICES
PLAY AND LEARNING
SUPPORTING FAMILIES IN EARLY YEARS' SETTINGS
INNOVATIVE/ALTERNATIVE APPROACHES
PARENT PARTNERSHIP IN EARLY YEARS' SETTINGS
PROFESSIONALISM & PEDAGOGUES/EDUCATORS ROLE
NATIONAL CURRICULUMS IN ECEC
PARADIGMS, THEORIES & METHODOLOGIES FOR WORKING WITH YOUNG CHILDREN
NATIONAL & INTERNATIONAL RESEARCH IN ECEC
THE PRESENT AND THE FUTURE OF CHILD CENTRED PRACTICE
THE CHILD AND LOCAL COMMUNITY
QUALITY EARLY CHILDHOOD EDUCATION
THE RELATIONSHIP OF HOME LEARNING ENVIRONMENT & LOCAL COMMUNITY
CHILDREN’S POLICY
THE ROLE OF FAMILIES’ CULTURAL AND SOCIAL TRADITIONS

CONFERENCE CHAIR

Sándor Pálfi, University of Debrecen, Faculty of Education for Children and Special Educational Needs, Hungary

CONFERENCE CO-CHAIR

Anikó Varga Nagy, University of Debrecen, Faculty of Education for Children and Special Educational Needs, Hungary

LOCAL ORGANISING COMMITTEE

KultúrÁsz Cultural Association, Debrecen, Hungary
Centre for Research in Early Childhood, Birmingham, United Kingdom
EECERA SCIENTIFIC COMMITTEE

Sándor Pálfi - University of Debrecen Faculty of Education for Children and Special Educational Needs, Hungary
Anikó Varga Nagy - University of Debrecen Faculty of Education for Children and Special Educational Needs, Hungary
Erzsébet Gortka-Rákó - University of Debrecen Faculty of Education for Children and Special Educational Needs, Hungary
Sándor Szerepi - University of Debrecen Faculty of Education for Children and Special Educational Needs, Hungary
Ágnes Nyitrai - University of Kaposvár Faculty of Pedagogy, Hungary
Judit Podráczky - University of Kaposvár Faculty of Pedagogy, Hungary
Sarolta Darvay - Eötvös Loránd University Faculty of Primary and Pre-School Education, Hungary
Mária Dávid - Eszterházy Károly University of Applied Sciences Eger, Hungary
László Varga - University of Sopron Benedek Elek Faculty of Pedagogy, Hungary
Tony Bertram, Centre for Research in Early Childhood, United Kingdom
Maelis Karlson Lohmander, Unit for Individual, Culture and Society, Göteborg University, Sweden
Irene Gunning, Ireland
WE WOULD LIKE TO THANK THE FOLLOWING SPONSORS AND EXHIBITORS FOR SUPPORTING THE 28TH EECERA CONFERENCE

Routledge partners with world-class authors, from leading scientists and researchers, to scholars and professionals operating at the top of their fields. Together, we publish in all areas of the Humanities, Social Sciences, Behavioural Sciences, Science, Technology and Medicine sectors, specialising in Education. We are one of the world’s leading publishers of scholarly journals, books, eBooks, text books and reference works. Visit our stand or our conference hub page [www.routledge.com/collections/13566](http://www.routledge.com/collections/13566) for more information about our full range of delegate benefits. These include a free chapter collection, prize draw, 20% book discount, a 14-day free online access token to all our Education journals and more!

Cappelen Damm Akademisk

Cappelen Damm Akademisk is a Norwegian leading publisher of textbooks and teaching aids aimed at students of university and college education programs. Cappelen Damm Akademisk annually publishes 210-230 titles of high professional quality.

Cappelen Damm Akademisk publishes books for several different professions within both teacher education, healthcare, social studies, economy, law and early childhood education. We collaborate with leading educators and researchers, within the different professions, in order to produce the most important, current and updated books in the field.

This year we have a front list of about 15 titles in the field of early childhood education (ECE) and research. We also have an extensive backlist. Cappelen Damm Akademisk provides a wide range of themes and topics in ECE, such as children’s metal health, aesthetics in early childhood education, diversity, assessment, projects in early childhood education and more.

Fagbokforlaget

Fagbokforlaget is a nationwide, independent publisher of literature, founded in 1992. We develop and distribute knowledge of high academic and educational quality, for use in teaching and professional growth for the entire training course, nursery, primary, secondary, adult and higher education.

Fagbokforlaget has its headquarters in Bergen, with offices in Oslo, Trondheim, Stavanger, Gdansk and Delhi. Fagbokforlaget also publishes a number of journals, and provides distribution services for some smaller publishing companies.

Fagbokforlaget is the largest imprint in the Forlagshuset Vigmostad & Bjørke group. The group also comprises: Forlaget Vigmostad & Bjørke (publishes books in the categories of general interest, fiction, poetry, children’s books, fact, travel, biography and crime), Eide forlag, John Grieg AS, Cantando Musikkforlag, Pira_forlaget, Haugenbok.no, Akademika, Studia, Campus Bok.
### CONFERENCE PROGRAMME

**Pre-conference: Tuesday 28\(^{th}\) August 2018**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.00 – 17.00</td>
<td>Childcare Visits</td>
<td>Various Locations</td>
</tr>
<tr>
<td>10.00 – 12.00</td>
<td>EECERA Editorial Board Meeting</td>
<td>Building K, Ground Floor, KF85</td>
</tr>
<tr>
<td>12.00 – 13.00</td>
<td>SIG Convenors Meeting</td>
<td>Building K, Ground Floor, KF83</td>
</tr>
<tr>
<td>13.00 – 17.00</td>
<td>SIG Meetings</td>
<td>Various locations, refer to page 15</td>
</tr>
<tr>
<td>14.00 – 18.30</td>
<td>Registration</td>
<td>Building K, Mezzanine Floor, main entrance</td>
</tr>
<tr>
<td>16.00 – 17.00</td>
<td>Country Coordinators Meeting</td>
<td>Building K, Ground Floor, KF83</td>
</tr>
<tr>
<td>17.15 – 18.00</td>
<td>Electoral College</td>
<td>Building K, Ground Floor, KF84</td>
</tr>
<tr>
<td>19.00 – 21.30</td>
<td>Opening Ceremony Anikó Varga Nagy Co-chair Chris Pascal, EECERA President Zoltán Szilvássy, Rector of the University of Debrecen Péter Bálint, Dean of the Faculty, University of Debrecen Performance of Bocskai Folk Dance Group and a folk band Gergely Agócs a musician and piper singing and playing Hungarian folk songs</td>
<td>Hungarian National Museum</td>
</tr>
</tbody>
</table>
## CONFERIENCE PROGRAMME

### Day 1: Wednesday 29\textsuperscript{th} August 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.00 – 10.30</td>
<td>Registration Open</td>
<td>Building K, Mezzanine Floor, main entrance</td>
</tr>
<tr>
<td>08.45 – 09.30</td>
<td>Welcome Address</td>
<td>Building K, Ground floor, Room KF51 &amp; KF38</td>
</tr>
<tr>
<td></td>
<td>- Sándor Pálfi, Chair of 2018 Committee</td>
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<tr>
<td></td>
<td>- Chris Pascal, President of EECERA</td>
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</tr>
<tr>
<td>09.30 - 10.30</td>
<td>Keynote I – Nora Milotay</td>
<td>Building K, Ground floor, Room KF51 &amp; KF38</td>
</tr>
<tr>
<td>10.30 – 11.00</td>
<td>Refreshment Break and Exhibition</td>
<td>Building K, Mezzanine Floor Aula &amp; Garden</td>
</tr>
<tr>
<td>11.00 – 12.00</td>
<td>Keynote II – Karen Block</td>
<td>Building K, Ground floor, Room KF51 &amp; KF38</td>
</tr>
<tr>
<td>12.00 – 17.00</td>
<td>Registration</td>
<td>Building K, Mezzanine Floor, main entrance</td>
</tr>
<tr>
<td>12.00 – 13.30</td>
<td>Lunch and Exhibition (\textit{including walk across to symposia rooms})</td>
<td>Building K, Mezzanine Floor Aula, 1\textsuperscript{st} Floor State Room &amp; Gardens</td>
</tr>
<tr>
<td>13.30 – 14.50</td>
<td>Symposium Set A</td>
<td>Building K, various rooms</td>
</tr>
<tr>
<td>14.50 – 15.50</td>
<td>Refreshment Break Exhibition and Poster Symposium Set I</td>
<td>Refreshment Break: Building K, Mezzanine Floor Aula, 1\textsuperscript{st} Floor Corridor, 2nd Floor Corridor, 3rd Floor Corridor Exhibition: Building K, Mezzanine Floor Aula Poster Symposium Set I: Building K, 1\textsuperscript{st} Floor Corridor</td>
</tr>
<tr>
<td>15.50 – 17.10</td>
<td>Symposium Set B</td>
<td>Building K, various rooms</td>
</tr>
<tr>
<td>17.20 – 18.20</td>
<td>EECERA Members AGM</td>
<td>Building K, Ground Floor, KF82</td>
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## CONFERENCE PROGRAMME
### Day 2: Thursday 30\textsuperscript{th} August 2018

<table>
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<th>Time</th>
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<th>Location</th>
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<tbody>
<tr>
<td>08.00 – 17.00</td>
<td>Registration</td>
<td>Building K, Mezzanine Floor, main entrance</td>
</tr>
<tr>
<td>09.00 – 10.20</td>
<td>Symposium Set C</td>
<td>Building K, various rooms</td>
</tr>
<tr>
<td>10.20 – 10.50</td>
<td>Refreshment Break and Exhibition</td>
<td>Refreshment Break: Building K, Mezzanine Floor Aula, 1st Floor Corridor, 2nd Floor Corridor, 3rd Floor Corridor Exhibition: Building K, Mezzanine Floor Aula</td>
</tr>
<tr>
<td>10.50 – 12.10</td>
<td>Symposium Set D</td>
<td>Building K, various rooms</td>
</tr>
<tr>
<td>12.10 – 13.40</td>
<td>Lunch and Exhibition</td>
<td>Building K, Mezzanine Floor Aula, 1\textsuperscript{st} Floor State Room &amp; Gardens</td>
</tr>
<tr>
<td>13.40 – 15.00</td>
<td>Symposium Set E</td>
<td>Building K, various rooms</td>
</tr>
<tr>
<td>15.00 – 16.00</td>
<td>Refreshment Break, Exhibition and Poster Symposium Set II</td>
<td>Refreshment Break: Building K, Mezzanine Floor Aula, 1st Floor Corridor, 2nd Floor Corridor, 3rd Floor Corridor Exhibition: Building K, Mezzanine Floor Aula Poster Symposium Set I.: Building K, 1st Floor Corridor</td>
</tr>
<tr>
<td>16.00 – 17.20</td>
<td>Symposium Set F</td>
<td>Building K, various rooms</td>
</tr>
<tr>
<td>19.00 – 22.00</td>
<td>Gala Dinner (Ticket-only event)</td>
<td>Szilágyi Dezső tér 1. (Dezső Szilágyi square 1) Boarding 19.00 – 19.30 The Europa will depart at 19.30 prompt</td>
</tr>
</tbody>
</table>
## CONFERENCE PROGRAMME

### Day 3: Friday 31st August 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>08.00 – 13.00</td>
<td>Help Desk</td>
<td>Help Desk, Building K, 2nd Floor, in front of Buffet</td>
</tr>
<tr>
<td>09.00 – 10.05</td>
<td>PED Talks</td>
<td>Building K, various rooms</td>
</tr>
<tr>
<td>10.05 – 10.35</td>
<td>Refreshment Break and Exhibition</td>
<td>Building K, 2nd Floor, 3rd Floor &amp; Garden</td>
</tr>
<tr>
<td>10.35 – 11.55</td>
<td>Symposium Set G</td>
<td>Building K, various rooms</td>
</tr>
<tr>
<td>11.55 – 13.20</td>
<td>Lunch</td>
<td>Building K Garden</td>
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<td>Building E, 1st Floor</td>
</tr>
<tr>
<td>13.20 – 13.30</td>
<td>EECERA Awards Ceremony</td>
<td>Building E, Room E1A &amp; B</td>
</tr>
<tr>
<td></td>
<td>Tony Bertram, Coordinating Editor of EECERJ</td>
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<tr>
<td>13.30 – 14.30</td>
<td>Keynote III – Jane Barlow</td>
<td>Building E, Room E1B</td>
</tr>
<tr>
<td>14.30 – 14.55</td>
<td>Refreshment Break</td>
<td>Building E, 1st Floor</td>
</tr>
<tr>
<td>14.55 – 15.55</td>
<td>Keynote IV – Tim Waller, Patrizia Benedetti &amp; Monica Hallborg</td>
<td>Building E, Room E1A &amp; B</td>
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<tr>
<td>15.55 – 16.15</td>
<td>Closing Ceremony</td>
<td>Building E, Room E1A &amp; B</td>
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<tr>
<td></td>
<td>- Maelis Karlson Lohmander, Vice President EECERA</td>
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<td></td>
<td>- Sándor Pálfi and Anikó Varga Nagy, Chair and Co-chair of EECERA 2018</td>
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<td></td>
<td>- Launch of EECERA 2019</td>
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</table>
KEYNOTE ADDRESSES

Day 1: Wednesday 29th August 2018

Building K, Room KF51 & KF38

9:30 – 10:30  Keynote I

Early childhood education and care in EU policies: how can they help?
NORA MILOTAY
European Parliamentary Research Service, Belgium

11.00 – 12.00  Keynote II

How can universal and targeted services ensure supportive environments for children and families of refugee background?
KAREN BLOCK
Centre for Health Equity, Melbourne School of Population and Global Health, Australia

Day 3: Friday 31st August 2018

Building E, Room E1A & E1B

13.30 – 14.30  Keynote III

The importance of infant and toddler mental health for early learning
JANE BARLOW
University of Oxford, United Kingdom

14.55 – 15.55  Keynote IV

Young children, public spaces and democracy – reconstructing early childhood education.
TIM WALLER
Anglia Ruskin University (Emeritus), United Kingdom
PATRIZIA BENEDETTI
Azienda Servizi Bassa Reggiana, Italy
MONICA HALLBORG
Barnpedagogistik Forum, Sweden
# SPECIAL INTEREST GROUP (SIG) MEETINGS

Tuesday 28th August 2018

<table>
<thead>
<tr>
<th>SIG</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>6th SIG Gender Balance Research Conference. Strategies and Realities: approaches to a Better Gender Balance</td>
<td>09.00 – 16.30</td>
<td>Building K, 2nd Floor, K211</td>
</tr>
<tr>
<td>Mathematics Birth to Eight Years</td>
<td>10.00 – 12.00</td>
<td>Building K, 3rd Floor, K371</td>
</tr>
<tr>
<td>Professionalism in Early Childhood Education and Care</td>
<td>10.00 – 12.00</td>
<td>Building K, 3rd Floor, K372</td>
</tr>
<tr>
<td>Transitions</td>
<td>13.00 – 15.00</td>
<td>Building K, 3rd Floor, K371</td>
</tr>
<tr>
<td>Multilingual Childhoods</td>
<td>14.00 – 17.00</td>
<td>Building K, 3rd Floor, K372</td>
</tr>
<tr>
<td>Transforming Assessment, Evaluation and Documentation in Early Childhood Pedagogy</td>
<td>14.00 – 16.00</td>
<td>Building K, 3rd Floor, K373</td>
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<tr>
<td>Young Children’s Perspectives</td>
<td>14.00 – 15.00</td>
<td>Building K, 3rd Floor, K374</td>
</tr>
<tr>
<td>Birth to Three</td>
<td>14.00 – 16.00</td>
<td>Building K, 3rd Floor, K350</td>
</tr>
<tr>
<td>Rethinking Play</td>
<td>14.30 – 15.30</td>
<td>Building K, 3rd Floor, K375</td>
</tr>
<tr>
<td>Outdoor Play and Learning</td>
<td>15.30 - 17:00</td>
<td>Building K, 3rd Floor, K376</td>
</tr>
<tr>
<td>Working With Parents and Families</td>
<td>15.30 - 17.00</td>
<td>Building K, 3rd Floor, K351</td>
</tr>
<tr>
<td>Digital Childhoods</td>
<td>16.00 – 17.00</td>
<td>Building K, 3rd Floor, K353</td>
</tr>
<tr>
<td>Holistic Wellbeing</td>
<td>16.00 – 17.00</td>
<td>Building K, 3rd Floor, K371</td>
</tr>
</tbody>
</table>

To attend any of the above meetings please notify the convenor(s) of the SIG meeting you wish to attend. Their contact details can be found below.
ABOUT SIGs

Birth to Three
Bringing together international perspectives on children birth to three, to:
• Promote the wellbeing of children birth to three, and their families
• Support, share and disseminate SIG members’ research on birth to three and related aspects
• Explore and debate emerging curricula and pedagogy, in relation to children birth to three
• Contribute to debates about birth to threes training, employment and professional development, in relation to the wellbeing of children and adults
• Strengthen understanding of integrated services for children and their families.

* Advocate for further research on children birth to three, families and adults who work with children birth to three.

For more information please contact:
Katherine Bussey kat.bussey@gmail.com
Sara Barros Araújo sararaujo@gmail.com

Digital Childhoods
The Digital Childhoods SIG is an inclusive group of academics and students who are interested in researching young children’s lives in a digital era. We have a broad remit to explore ecologies, pedagogies, curriculum, play and much more in relation to new technologies. Our definition of technologies is broad, encompassing screen-based media, touchscreen technologies, robotics toys or internet-enabled devices. If you are interesting in young children and technology in both formal and informal learning contexts, please do feel free to join us.

We are an active group, attempting to develop collaborative international research opportunities. The members publish widely in relation to digital childhoods and researchers from all stages in their career are welcome to expand our group.

As part of our SIG meeting, we aim to host a workshop about data analysis which may fuel future collaborations. Please bring with you a short snippet of data about children and technology (1-2 minute video, pictures, observations narrative etc.) if you wish to take part in this workshop.

For more information please contact:
Lorna Arnott: lorna.arnott@strath.ac.uk or
Maria Dardanou: maria.dardanou@uit.no


In the past few years, the issue of men in ECEC is back on the agenda in many countries worldwide. Research projects, policy and practice focus on the relevance of men for children’s development, and on ways to develop a better gender balance in ECEC. The EECERA SIG gender balance supports a research-based, critical and reflective approach on gender issues in early childhood, and has played an active role in these developments.

The SIG gender balance conference is a place for researchers to exchange research ideas, strategies, and results in the field of gender balance.

The network invites all interested researchers to its 6th conference.

Strategies and realities: approaches to a better gender balance
When: 28/08/2018, Budapest, Hungary, 09.00-16.30

Conference programme and registration form can be downloaded here: https://www.eecera.org/sigs/gender-balance/ Researchers interested to learn more about the SIG activities are invited to join the first round (9.00 to 9.45) and/or the final round (15.45-16.30) of the SIG conference.
Holistic Wellbeing
The holistic well-being SIG aims to critically reflect on the concept of children’s and families’ well-being. This is timely due to the increased awareness and interest of practitioners, advocates, researchers and policy makers at a cross-national and global level in understanding children’s physical, mental, social, emotional, cognitive, spiritual and cultural well-being. The SIG convened already its inaugural Conference (in June 2018) addressing a range of aspects including ESD in early childhood, child development, cross-cultural elements, policy, empowerment and agency, the role of practitioners, parenting and family contexts. The SIG welcomes international collaboration and innovative research.

For more information contact:
Tim rohrmann@wechselspiel-online.de

Mathematics Birth to Eight Years
The SIG Mathematics at EECERA provides an academic and rigorous forum at European and international level to develop and disseminate high quality research on early childhood mathematics. It aims to coordinate and disseminate research on the international discourse in this field. It intends to create a space for shared thinking and for creating synergies between participants from a wide range of professional and scientific contexts to encourage a clearer articulation and understanding of early childhood mathematics. The SIG has organised presentations at EECERA and is involved in various publications with plans for others. The group welcomes early childhood mathematics education researchers at every level of career experience. The EECERA SIG Mathematics is co-convened by Oliver Thiel from Norway and Bob Perry from Australia.

For more information please contact:
Bob Perry bperry@csu.edu.au
Oliver Thiel oliver.thiel@dmmh.no

Multilingual Childhoods
The Multilingual Childhoods SIG has been set up with a view to bringing together researchers who are investigating the learning of two or more languages in the home, school or community by children from birth to the age of 6 years old – this includes aspects of L1 and L2 language development in contexts of awareness of languages, additional languages, foreign languages, second languages, bilingual education, and immersion. The objectives of the SIG are to bridge the areas of multilingualism and early year’s education and to promote and disseminate research in early year’s multilingualism and its implementation in policy and practice. Furthermore, it seeks to create opportunities for informed and constructive discussion and debate and to foster possibilities for cross-national collaboration and interaction.

The Multilingual Childhoods SIG invites conference delegates to their pre-conference meeting on the topic ‘Approaches to research with multilingual children’ on Tuesday 28 August 2018.

For more information, please contact:
Gunhild Tomter Alstad: gunhild.alstad@inn.no
Sandie Mourão: sjmourao@gmail.com

Outdoor Play and Learning
The SIG Outdoor Play and Learning is an emerging field of interest in international research and practice in early childhood education. Whilst in some countries, especially in Scandinavia, outdoor environments have long been established as crucial sites for learning, in others such as within the UK, the need to provide children with regular outdoor experience has only recently been given more emphasis in policy and practice. This change is due in part to concerns about the restriction of opportunities for outdoor play over the last three generations due to rise in traffic,
greater institutionalisation of childhood and parents’ safety concerns. At the same time, access to the outdoors for
children has become limited with far greater use now of adult controlled and structured space. However, a clear
pedagogy for the use of the outdoors as a site for learning has not been established and there has been relatively little
research on what actually happens in outdoor environments.

The Outdoor Play and Learning SIG at EECERA is well placed to coordinate and disseminate international research on
the international discourse in this emerging field. It aims to:

• create a space for shared thinking about play and learning in outdoor spaces;
• develop synergies between participants from a wide range of professional and scientific contexts;
• Provide an academic and rigorous forum at European and international level to develop and disseminate high
quality research on outdoor play and learning.

For more information, please contact:
Ellen Beate Hansen Sandseter: Ellen.B.Sandseter@dmmh.no
Eva Ärlemalm-Hagsér: eva.arlemalm-hagser@mdh.se
Jane Waters: jane.waters@uwtsd.ac.uk

Rethinking Play
In the context of EECERA, the SIG Rethinking Play aims to encourage dialogue, critical awareness and scientific
proposals regarding the conceptualisation of play and issues that relate to the value and status of young children’s
play on social, educational and policy levels. Studies and research on play by SIG members are multidisciplinary and
either theoretical or practice based, being sensitive to issues of diversity, children’s rights and lived experiences.
The SIG Rethinking Play has indicatively focused upon the study of:
1. Cultural differences in the concept of play and the valuation of the role of play in young children’s learning
and education. Exchange of ideas with non-western colleagues and the implementation of play-based
programmes in non-western countries.
2. The role of the teacher in supporting and stimulating young children’s play and learning, including the
discussion of educational preschool programmes.
3. Play and learning of children under 3 years old in day care centres.

For more information please contact:
Sofia Avgitidou, University of Western Macedonia, Greece savgitidou@gmail.com
Mandy Andrews, University of Plymouth, UK dy.andrews@plymouth.ac.uk

Transforming Assessment, Evaluation and Documentation in Early Childhood Pedagogy
Transforming Assessment, Evaluation and Documentation in Early Childhood Pedagogy
In the field of early childhood education and pedagogy the issues of assessment, evaluation and documentation are
having central role in research and practice that are concerned with effective ways of assessing, evaluating and
documenting children’s development and learning. Moreover, the issues of children’s and parents’ voices,
participation, involvement and engagement in these processes are seen as a challenge when early childhood educators
try to align effective practices and values with external pressures such as policy, government standards.
In this SIG faithful to EECERA values, we aim to open the debate about ways where assessment, evaluation
documentation, children’s and parents’ voices, participation involvement and engagement can be inter-dependant,
inter-connected and woven in a way that forms an ecological thinking, so we can develop rigours and systematic ways
moving away from attempts to “modelise”, “universalise” assessment, evaluation and documentation and formulate
testing as many policies tend to.
Central to the SIG is the exploration of the potentialities of assessment, evaluation and documentation in early
childhood education drawing attention to the pedagogy and open up a discussion of alternative way of thinking about
these concepts in early childhood education vs. approaches oriented by government policies focused on the notion of
academic achievement, attainment and “testology”. The underpinning ideology of this SIG is illustrated in the words
of the founder of Reggio Emilia and it will seek: “A pedagogy that denies children unexpected and ambiguous
encounters to the fantastic and imaginative, to the adventurous, to the risky and the improvised” (Malaguzzi lecture
November 1993)

For more information, please contact:
Transitions

The Transitions SIG provides a forum for researchers investigating educational transitions. We are interested in sharing and exploring perspectives about transitions experiences for children, families, educators and communities, as well as policy and practical approaches that support these. Transition SIG members utilise a diverse range of theoretical approaches and methodological designs to explore transitions in worldwide contexts.

The Transitions SIG provides opportunities to share, explore and debate emerging research, professional practices and theories in relation to transitions. A number of publications have resulted from these opportunities - including the EECERA themed monograph on Transitions (2003) edited by Dunlop and Fabian, an edited book focused on Families and Transitions (Springer), edited by Dockett, Griebel and Perry, and a forthcoming book entitled Listening to Children’s Advice about Starting School and School Age Care.

The Transitions SIG welcomes opportunities to collaborate and contribute to national and international debates around transition, through strengthening understandings of transitions research, approaches and experiences. We invite researchers attending EECERA to join us for the Transitions SIG meeting.

For more information, please contact:
Helena Ackesjö: helena.ackesjo@lnu.se
Sue Dockett: sdockett@csu.edu.au

Working With Parents and Families

The SIG Working with Parents & Families has been part of the EECERA landscape for many years. Through its Facebook site and e-mail members exchange information and stay in touch with each other in between conferences. The discussions at conferences enable members to share their research, discuss recent national and international developments and explore potential gaps in knowledge and current research. Early this year our SIG published an EECERJ Special Issue examining and reconsidering the concept of partnership between practitioners and parents. We are now planning to publish a book regarding families an Early Childhood Education and Care in an International context During the 2018 conference in Budapest there will be updates on the publishing projects, and the SIG meeting will be discussing its mission statement which will outline principles and values for the work with parents and families.

For more information, please contact:
Ute Ward: u.ward3@herts.ac.uk

Young Children’s Perspectives

The Young Children’s Perspectives (YCP) SIG is a well-established group, having been set up in 2004. We currently have 72 members from countries as far apart as Australia, Norway and Chile. We are a very active group and in 2017-18, our members produced and contributed articles to two special issues of international journals:

- Early Child Development and Care journal (188, 7): ‘Young Children’s Emotional Experiences’, edited by Jane Murray and Ioanna Palaiologou, and featuring an article co-authored by Sue Robson.
- In 2017, YCP SIG members were also in print in a ‘Young Children’s Perspectives’ chapter for an international handbook:

- The YCP SIG’s activities fit with the aims and ethos of EECERA by focusing on:
  - Generating critical reflection on children’s perspectives and children’s rights
  - Supporting and encouraging cross-national perspectives on seeking children’s perspectives
  - Supporting SIG members’ research in a collaborative and cooperative manner
  - Sharing innovative and reflexive research on children’s perspectives and children’s rights.

In this way, the YCP SIG...
• Promotes and disseminates multi-disciplinary research on early childhood and its applications to policy and practice
• Seeks to sustain and develop the rich tradition of European early childhood thought in a context of appreciation for other equally rich early childhood traditions and concepts across the World
• Encourages the exploration of new paradigms, methodologies, concepts and applications in the ever-changing context of early childhood studies.
• We will be meeting next at EECERA Conference 2018 in Budapest and we have exciting plans for the future, particularly in respect of publications, and networking. If you are interested in joining this vibrant, active group focused on young children’s perspectives, do contact one of the YCP SIG Convenors:

For more information, please contact:
Dr Jane Murray - jane.murray@northampton.ac.uk
Dr Daniela Jadue Roa – dsjadue@gmail.com

Professionalism in Early Childhood Education and Care
Globally nation states wish to establish early childhood as a profession. Attempts to establish an early childhood profession include the development and implementation of quality standards, inspection regimes, early childhood curricula and various CPD programmes. Yet the sector remains undervalued and underappreciated, with early childhood "teachers"/"pedagogues"/"educarers" the most poorly paid within the education sector. The professionalisation SIG provides an opportunity for those with an interest in professionalisation, and/or researching in this area to share ideas, to generate common understandings of what it means to be a professional in early childhood, as well as the factors that support or impede the establishment of a profession and, to work collaboratively to advance the professionalisation of early childhood.

Based on our work since last year’s SIG, those attending the meeting this year will explore:
• The diversity of contexts in which early childhood services are developed across different nation states
• How these diverse contexts hinder the evolution of the sector as a profession
• Who and what should be included in the early childhood profession
• The tension between neo-liberalism and the principles that underpin a profession

Attendees will also have an opportunity to develop a plan so that we leave the meeting with a plan of what we will do in the next year.
This meeting will be facilitated by: Mary Moloney, Mary Immaculate College, Limerick, Ireland; Pamela Calder London South Bank University, London and Antje Rothe Leibniz Universität Hannover, Hannover

For more information, please contact:
Mary Moloney, mary.moloney@mic.ul.ie
### ADDITIONAL ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making your own finger puppet</td>
<td>29 – 30th August 2018</td>
<td>10:00 – 15:00</td>
<td>Building K, Mezzanine Floor</td>
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<tr>
<td>Handmade strategy table games, made by László Sütheő</td>
<td>29 – 30th August 2018</td>
<td>14:00 – 16:00</td>
<td>Building K, Mezzanine Floor</td>
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<tr>
<td>Árpád Benedek Music Pedagogue and the folk band of ‘Little star’ Calvinist music kindergarten, singing folk songs together with all participants</td>
<td>29th August 2018</td>
<td>before the plenary session</td>
<td>Building K, Ground floor, Room KF51</td>
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<tr>
<td>How the WeDo Lego robot rule the world in 3 easy steps?</td>
<td>30th August 2018</td>
<td>12:10 - 13:40</td>
<td>Building K, Ground Floor, KF88</td>
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<tr>
<td>Handmade strategy table games, made by László Sütheő</td>
<td>29 – 30th August 2018</td>
<td>14:00 – 16:00</td>
<td>Building K, Mezzanine Floor</td>
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<tr>
<td>Doll exhibition and making your own doll called Fruzsi organized by the Hungarian Society “Áron Kiss” for Play and Toys and helped by Mrs. István Som, Aunt Gréta.</td>
<td>30th August 2018</td>
<td>14:00 – 17:00</td>
<td>2/b. Orlay street, Budapest, 5 minutes’ walk from the University building</td>
<td>€ 13</td>
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<tr>
<td>Students’ performance: singing and playing children folk songs</td>
<td>30th August 2018</td>
<td>Lunch time</td>
<td>Building K, Garden</td>
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<tr>
<td>A musical film about Kodály method</td>
<td>31st August 2018</td>
<td>before the plenary session</td>
<td>Building E, 1st Floor, E1B</td>
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<tr>
<td>Children’s Art exhibition</td>
<td>During the Conference</td>
<td>Building K, Mezzanine Floor</td>
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<tr>
<td>‘This is the way we tell bedtime stories’ Students’ Art exhibition of equipment using telling nursery rhymes or stories for children</td>
<td>During the Conference</td>
<td>Building K, Mezzanine Floor</td>
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<tr>
<td>Hopscotch nursery rhyme</td>
<td>Throughout the Conference</td>
<td>10:00 – 16:00 Daily</td>
<td>1st Floor, Poster Session</td>
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<tr>
<td>‘Nations, languages, nursery rhymes’ – Making an Interactive Poster</td>
<td>Throughout the Conference</td>
<td>10:00 – 16:00 Daily</td>
<td>1st Floor, Poster Session</td>
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<tr>
<td>Making paper puppet while learning a Hungarian nursery rhyme</td>
<td>Throughout the Conference</td>
<td>10:00 – 16:00 Daily</td>
<td>1st Floor, Poster Session</td>
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<tr>
<td>Exhibition of Hungarian Nursery Books illustrated by Hungarian Artists</td>
<td>Throughout the Conference</td>
<td>Building K, Mezzanine Floor</td>
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<tr>
<td>‘Our Family – Let’s write a rhyme together in different languages’</td>
<td>Throughout the Conference</td>
<td>Building K, Mezzanine Floor</td>
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<tr>
<td>Once upon a time... - a playful children literature</td>
<td>Throughout the Conference</td>
<td>1st Floor, Poster Session</td>
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GENERAL INFORMATION

Conference and Venue Information
The conference venue will be the Budapest University of Technology and Economics which is a prestigious higher education institution in Hungary. Its main mission is to educate professionals for the industry in the disciplines of technology, informatics, natural sciences, economics, business and management. The university’s mission, inseparable from the education, is to cultivate the sciences, to make scientific research, which encompasses fundamental and applied research, technological product and service development, and exploitation of results making up the innovation chain.

Thanks to the high level undergraduate degree programmes built on a general basis, and the subsequent master’s programmes for the fine-tuning of their knowledge, students graduating from BME have a wide range of employment opportunities geographically and in terms of the field of employment as well. the institution’s several doctoral schools qualify students for scientific researcher-developer careers. In the Hungarian higher education rankings the university’s technology and informatics degree programmes take the first place, and the sciences and economics degree programmes are among the best ones. For BME, however, international rankings are the real measure.

The venue is located in the heart of Budapest, the canteen where the meals will be during the conference is nearby. Restaurants, spas, places for leisure and shopping are also nearby to the venue. Easily accessible by public transport and by car as well. The building is on the bank of the Danube, so it has a fabulous view of the river.

Registration and Information Desk
To collect your badge and delegate pack, or to speak to a member of our conference team, please visit our registration desk, which is located:

- Tuesday 28th August 2018 14.00 - 18.30 Building K, Mezzanine Floor Aula of Budapest University of Technology and Economics
- Wednesday 29th August 2018 08.00 – 17.00 Building K, Mezzanine Floor Aula of Budapest University of Technology and Economics
- Thursday 30th August 2018 08.00 – 17.00 Building K, Mezzanine Floor Aula of Budapest University of Technology and Economics
- Friday 31st August 2018 08.00 – 13.00 Building K, 2nd Floor, in front of buffet, Budapest University of Technology and Economics

Lunch places
Wednesday 29th August & Thursday 30th August:
- K Building, Mezzanine Floor Aula, 1st floor State Room & Gardens
Friday 31st August:
- K Building, Gardens & E Building, 1st Floor

Please take advantage of all locations for faster service.

Conference passes
Please ensure to wear your pass at all times during the conference as without it you will not be able to gain access to the conference sessions and meals.

If you lose your badge, please visit the conference registration desk.

Accessibility
If you require assistance please visit the conference registration desk and we will be happy to help.

Mobile devices
As a courtesy to speakers and colleagues, please remember to switch off your mobile phone during sessions. If you are presenting please do not have a mobile phone on you when you are near the microphones.
Wi-Fi
If you need Wi-Fi access please select “visitor” on your devices, and use the password collected from either the registration desk or in your meeting room. Please note that due to the age and fabrication of the building wi-fi coverage is unavailable in certain areas of the campus.

Social media
The Twitter hashtag for the conference is #EECERA2018. We would love to have a lively stream of tweets and posts during the conference using EECERA Facebook and Twitter accounts.

Photographs
We will be taking photographs and recording during the conference. If you do not wish to be included in this, please check with the photographer. A selection of photographs will be uploaded to the conference website (www.eecera2018.org) after the conference.

Welcome Reception and Conference Dinner
The Opening Ceremony will take place on Tuesday August 28th from 19.00 to 21.30 at the Hungarian National Museum. The cost is included in the registration fee.

The Gala Dinner will take place on Thursday 30th August from 19.00 to 22.00 on board the Europa Boat. The conference dinner will take place on board while we cruise along the majestic river Danube. Pre-booking is required & please remember to bring your ticket for admission, a limited number of tickets will be available for purchase from the registration desk during the conference. Please arrive at Szilágyi Dezső tér 1. (Dezső Szilágyi square 1) for 19.00 for a 19.30 prompt departure.

Evaluation of the conference
We value your feedback regarding the 2018 EECERA Conference. Please complete the online evaluation which we will send to you after the conference.

Certificates of attendance
Certificates of Attendance will be emailed to individuals on request. If you wish to obtain a certificate of attendance and/or presentation, please email enquiries@eecera2018.org after the conference, quoting any specific wording that you require including for submission to your university/funder.

Accommodation
If you wish to check a list of the accommodations the KultúrÁsz Cultural Association has an arrangement with for the duration of the conference, please check the full list of partner hotels at: http://www.eecera2018.org/travel-and-accommodation/accommodation.

Liability
The EECERA 2018 Conference and the local organising committee (KultúrÁsz Cultural Association) accepts no liability for loss or damage to articles during the event.

Car parking and moving around the city
Parking is available in front of the Main Building of Budapest University of Technology (Budapest, Műegyetem rkp/wharf) please be aware that parking charges apply. Budapest has a very well organised public transport system, so everyone can easily reach the conference venues. Taxis are also available, please check rates with the taxi company directly.
Recommended taxi companies:
- Budapest Taxi: +36 1 777 7777 or +36 70 777 7777
- 6x6 Taxi: +36 1 666 6666
- City Taxi: + 36 1 211 1111

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Restaurants in the area
There are plenty of restaurants in Budapest, which can satisfy any requirement, from traditional Hungarian food to ethnic and vegetarian/vegan choices. If you need more information, please refer to the staff members who will be glad to assist you during the conference.

Poster set up and removal
All posters will be displayed on the 1st Floor, outside K190-196 and K170-179. Poster presenters whose presentations have been allocated to Poster Symposium I should put up their posters on Wednesday 29th August between 12.00 and 14.00. These should be left on display until the end of their poster symposium. Poster presenters whose presentations have been allocated to Poster Symposium II should put up their posters on Thursday 30th August between 12.30 and 14.30. These should be left on display until the end of their poster symposium.

Poster Symposia sessions
The poster symposia will take place on Wednesday 29th August between 14:50 and 15:50 and Thursday 30th August between 15.00 and 16.00.
All poster presenters are required to be present at their stands during their poster symposium.

Instructions for Speakers
Speakers are required to arrive several minutes before their presentation in the assigned room. A member of staff will be present in the room to assist you with anything you need.

Printing facilities
It is not possible to print at the conference venue. BME Copy Centre is the closest copying centre to the conference site, you can find it on Egry József Street 1. It is open from 9.00 until 15.00. The copy centre is about 5 minutes on foot from the main building.

In the session
Please check the time and venue of your session in the Conference Programme. Kindly arrive before your session is due to start, in order to meet the session chair and technician.
Please observe the time given for your presentation. You will not be permitted to speak for longer than the time given.
Other useful Information

Electricity
220 volts. 2 Pin Plug.

Driving in Hungary
Traffic in Hungary drives on the right.

Insurance
The Conference Organising Committee or its agents will not be responsible for any medical expenses, loss or accidents incurred during the conference. Delegates are strongly advised to arrange their own personal insurance to cover medical and other expenses including any accident or loss. Where a delegate has to cancel for medical reasons, the normal cancellation policy will apply. It is recommended that citizens from EU countries bring with them a current EHIC card. The University first aid room is room KMF64, on the Mezzanine Floor.

Language
The official language of the country is Hungarian

Money
The Hungarian Forint (HUF or Ft) is the currency in Hungary. This currency has coins in denominations of 5, 10, 20, 50, 100 & 200 Forint. Hungarian Forint notes come in denominations of 500, 1000, 2000, 5000, 10000 and 20000 Forint.

Currency exchanges are available in most banks and exchange offices. There is an ATM on the ground floor of the university building.

Smoking
Under current legislation, smoking is banned in all public areas and work places, including restaurants, pubs and bars. There are designated smoking areas. There are substantial penalties in place for those found breaching of these regulations.

Tax
Value Added Tax (VAT) is charged at 27% on most goods.

Time
Hungary operates on GMT Greenwich Mean Time + 1 hour.

Tipping
Tips are sometimes mandatory in Hungary in restaurants. If you do not see the „Mandatory tip” sign somewhere on the Menu, a tip is not mandatory, but the staff will appreciate it. The average rate of the tip is 10 percent of your consumption.

Weather
The climate of Hungary can be described as typical European continental influenced climate with warm, dry summers and fairly cold winters. In summer daytime temperatures reach 20-25°C, but sometimes quite higher, 30°C or more. In most of the time is dry weather with sunny spells, although sometimes heavy thunderstorms can occur at the end of the day.

Shops
The nearest supermarket is SPAR Market, Csiky utca (street) 3. (400 meters, 5 minutes’ walk) & the nearest pharmacy is Karinthy Frigyes út (street) 2. (1 km, 15 minutes’ walk) should you require them.

Water
Tap water is drinkable in Hungary.
<table>
<thead>
<tr>
<th></th>
<th>Building</th>
<th>Room</th>
<th>Symposium Title</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>1 Building K, Ground Floor</td>
<td>KF88</td>
<td>Health, early years educators, parents &amp; community</td>
</tr>
<tr>
<td>A</td>
<td>2 Building K, Ground Floor</td>
<td>KF87</td>
<td>Perspectives on the uses and role of digital technology</td>
</tr>
<tr>
<td>A</td>
<td>3 Building K, Ground Floor</td>
<td>KF86</td>
<td>Innovative creative environments &amp; approaches</td>
</tr>
<tr>
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<td>4 Building K, Ground Floor</td>
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**WEDNESDAY 29TH AUGUST 2018**  
**SYMPOSIUM SET B: 15:50 – 17:10**

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<td>SIG Outdoor Play and Learning IV: Outdoor Play and Learning: cross-cultural perspectives</td>
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<td>Child protection, traumas &amp; furnishing wellbeing</td>
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<td>Positionality: insider versus outsider perspectives</td>
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<td>Mutual expectations of parents and early childcare professionals in Germany</td>
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<td>G 1</td>
<td>Building K, Ground Floor</td>
<td>KF88</td>
<td>Student research discovers how multi professional and multi-agency services are enabled to work collaboratively with children and young people</td>
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<td>G 2</td>
<td>Building K, Ground Floor</td>
<td>KF87</td>
<td>Approaches to teacher development &amp; training</td>
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<td>G 3</td>
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<td>Ways of measuring &amp; monitoring</td>
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<td>Ethics &amp; values in EC practice</td>
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<td>G 6</td>
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<td>Children’s voices &amp; outdoor space</td>
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<td>G 7</td>
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<td>KF82</td>
<td>Early years teachers work-based training</td>
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<td>G 8</td>
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<td>Urban gardens, learning environments &amp; playground rules</td>
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<td>G 9</td>
<td>Building K, Mezzanine Floor</td>
<td>KMF79</td>
<td>Multilingual interactions in communities, at home &amp; with peers</td>
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<td>G 10</td>
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<td>Storytelling, literature &amp; reading acquisition</td>
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<td>Multilingual development</td>
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<td>(Re)conceptualising children’s rights in infant-toddler care and education.</td>
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<td>Improvisation, sensitivity and chaos - working with toddlers</td>
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<td>Global competence in early years</td>
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<td>Building K, 2nd Floor</td>
<td>K255</td>
<td>Overcoming barriers for male participation in the ECEC work force</td>
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<td>G 16</td>
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<td>K250</td>
<td>Outdoor Play and Learning: a site for sustainability, social play and 'ecological identity'</td>
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<td>G 17</td>
<td>Building K, 2nd Floor</td>
<td>K213</td>
<td>Food choices</td>
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<td>K212</td>
<td>Conversations &amp; relationships between teachers &amp; children</td>
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<td>G 19</td>
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<td>K211</td>
<td>The International Impact of Dr Emmi Pikler’s work</td>
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<td>K353</td>
<td>Social and emotional experiences in transition through the early years: an international multi-site study</td>
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<td>Reconceptualising care: thinking beyond child-centred practice</td>
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<td>Parent/practitioner relationships, collaborative pedagogies and professionalism</td>
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<td>G 23</td>
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<td>Innovative Approaches to Eliciting Children’s Views on Matters which Affect them</td>
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PROGRAMME OVERVIEW
WEDNESDAY 29TH AUGUST 2018
SYMPOSIUM SET A: 13:30 – 14:50

A /1
HEALTH, EARLY YEARS EDUCATORS, PARENTS & COMMUNITY
Individual Paper Presentation
Ground Floor, KF88, Building K

CHAIR: NATALIE MACDONALD, University of Wales Trinity Saint David, United Kingdom

Health behaviours of early childhood educators
MELINDA CSIMA, BRIGITTA NAGYNÉ ÁRGÁNY AND JUDIT FINÁNCZ, Kaposvár University, Hungary

Parental and health visitor assessment of children development, and affecting factors of children development assessment in Hungary
KRISZTINA DEUTSCH (1), JÓZSEF BETLEHEM (1), BÁLINT BÁNFAI (1), SÁRA JEGES (1), DÓRA DOMINA-TANCSICS (2), AND KINGA LAMPEK (1), (1) University of Pécs, Hungary; (2) Hospital of Markusovszky, Hungary

Combining a communal health promotion network with organisational development in ECE institutions
ULLRICH BÖTTINGER (1) AND KATHARINA RAUH (2), (1) Landratsamt Ortenaukreis, Germany; (2) Zentrum für Kinder- und Jugendforschung, Germany

A /2
PERSPECTIVES ON THE USES AND ROLE OF DIGITAL TECHNOLOGY
Individual Paper Presentation
Ground Floor, KF87, Building K

CHAIR: GEMMA RYDER, Anglia Ruskin University, United Kingdom

"Is that an education app or just a game app?" Parents’ and teachers’ perspectives of young children's digital literacy practices
NICOLE JAMISON, SUZANNA WONG AND ANNA KIROVA, University of Alberta, Canada

Solving playful mathematical tasks on conventional and digital devices
BEÁTA BALOGH, GÁBOR SZABÓ AND MÓNika FAZEKAS KOVÁCS, University of Debrecen Training Kindergarten, Hungary

Digitalization - play and aesthetics in preschool
LENA O MAGNUSSON, University of Gävle, Sweden

A /3
INNOVATIVE CREATIVE ENVIRONMENTS & APPROACHES
Individual Paper Presentation
Ground Floor, KF86, Building K

CHAIR: ANNA LINDQVIST, Umeå University, Sweden

New forms of musical interaction and exploration of artistic expressions with preschool children
ANNA LINDQVIST, Umeå University, Sweden

How preschool children responded in a series of educational drama lessons which were designed to enrich specific children’s sociodramatic and imaginative play skills: A doctoral pilot study
ANNA GEORGIOU, University of Cyprus, Cyprus

Active care of culture of childhood: Kindergarteners in the museum. Are you kidding?
NEDDA KOLOSAI (1), SÁRolta MÉszároSné DARVAY (1), GABRIELLA PATAKY (1), JUDIT KOÓSNÉ SINKÓ (1), ANNA BERCZKINÉ ZALUSZKI (1), VERONIKA NAGY (2) AND MIKLÓS LEHMANN (1), (1) ELTE Eötvös Loránd University, Hungary; (2) 'Hetedhét' Toy Museum, Hungary
PARTICIPATING PEDAGOGIC PRACTICE
Individual Paper Presentation
Ground Floor, KF85, Building K

CHAIR: RAGNHILD FAUSKE, Volda University College, Norway

How existential dialogues between children and preschool teachers play out in formal settings in early childhood education centers in the western part of Norway. A qualitative video study
RAGNHILD FAUSKE, Volda University College, Norway

Reflective teacher and flexible planner: The importance of analysing children’s play in planning mathematical activities
MARIANNA EFSTATHIADOU, European University Cyprus, Cyprus

Including children’s voices in a multiple stakeholder study on a community wide approach to improving quality in early years setting
SHIRLEY MARTIN (1), JENNA RUSSELL (2) AND LYNN BUCKLEY (3), (1) University College Cork, Ireland; (2) Barnardo’s, Ireland; (3) Young Knocknaheeny ABC, Ireland

FINDING THE PEDAGOGUE: REFLECTING ON PROFESSIONALISM AND THE DEVELOPMENT OF THE PRACTITIONER
Self Organised Symposium
Ground Floor, KF84, Building K

CHAIR: ZENNA KINGDON, University of Wolverhampton, United Kingdom

Mentoring and coaching in Ireland: reflective practice effects positive change
MICHAEL GASPER, Starfish Enterprise, United Kingdom

Communities of practice in early childhood education: Obstacles, opportunities, and reasons for optimism
LAURA DOAN, Thompson Rivers University, Canada

The Flourishing Practitioner: Developing the personal and the professional
ZENNA KINGDON, University of Wolverhampton, United Kingdom

PARENTS & FAMILY VALUES & INFLUENCES
Individual Paper Presentation
Ground Floor, KF83, Building K

CHAIR: DANIELA FOERCH, Florida International University, United States

Quality of both parents’ cognitive guidance and quantity of early childhood education: Influences on pre-mathematical development
ANNE SORARIUTTA, University of Turku, Finland

Comparative study of family childcare in Japan and England: findings from a survey of the Tokyo-Family-Childcare-Association members
MIKIKO TABU (1) AND RYOKO KODAMA (2), (1) Seioku University, Japan; (2) Ochanomizu University, Japan

Changes in parenting values in Korea: Implications for policy
MUGYEONG MOON, Korea Institute of Child Care and Education, South Korea

MATHEMATICS BIRTH TO EIGHT YEARS SIG SYMPOSIUM
Self Organised Symposium
Ground Floor, KF82, Building K

CHAIR: OLIVER THIEL, Queen Maud University College, Norway

Teaching ECEC students to support children in learning mathematics
DORIS DREXL, EVA BORN-RAUCHENECKER AND KATHARINA WEBER, German Youth Institute, Germany
Gender differences in mathematics in toddler and preschool age
ELIN KIRSTI LEI REIKERÅS (1) AND TONE SALOMONSEN (2), (1) University of Stavanger, Norway; (2) The Reading Centre, The University of Stavanger, Norway

Noticing preschool children's engagement with powerful mathematical ideas
ROBERT PERRY AND SUE DOCKETT, Charles Sturt University and Peridot Education Pty Ltd, Australia

A /8
SCHOOL READINESS & TRANSITION TO SCHOOL
Individual Paper Presentation
Ground Floor, KF81, Building K

CHAIR: IDA SOMOLANJI TOKIĆ, Faculty of Education, Croatia

Transition to school – Croatian perspective
IDA SOMOLANJI TOKIĆ, Faculty of Education, Croatia

Preparing young children for school entry in rural China: Do preschool education and home learning environment matter?
XIAOFEI QI, Faculty of Education, University of Cambridge, United Kingdom

Perceptions of school readiness
MÁIRE HANNIFFY, IT Sligo, Ireland

A /9
CHILRENS' RIGHTS & PARTICPATRY PRACTICE
Individual Paper Presentation
Mezzanine Floor, KMF79, Building K

CHAIR: FETIYE ERBIL, Bogazici University, Turkey

Children's participation in the preschool classroom: an ethnographic case study
FETIYE ERBIL (1) AND ZEYNEP B. ERDILLER-YATMAZ (2), (1) Bogazici University, Turkey; (2) Primary Education Department, Boğaziçi University, Turkey

Young children's collective agency and participatory experiences in the education of children's human rights in preschool
SARA FRÖDÉN, School of Humanities, Education and Social Sciences, Sweden

How do preschool teachers work with children's human rights in preschool?
BRITT TELLGREN, School of Humanities, Education and Social Sciences, Sweden

A /10
ECE POLICY IN INDIA, CHINA & CHILE
Individual Paper Presentation
1st Floor, K155, Building K

CHAIR: ELENI LOIZOU, University of Cyprus, Cyprus

From a fragmented collection of policies to a systemic institutionality for early childhood education in Chile
MARCELA PARDO (1) AND CYNTHIA ADLERSTEIN (2), (1) Universidad de Chile, Chile; (2) Pontificia Universidad Católica de Chile, Chile

Exploring organisational culture in private sector early childhood educational institution- a multiple case study in China
YI ZHANG, University of Leicester, United Kingdom

Early childhood education in India – Balancing western intervention with appropriate local practice
SINEAD MATSON, Maynooth University, Ireland
PRACTITIONERS CONCEPTIONS OF LEARNING, CHILD DEVELOPMENT & PLAY

Individual Paper Presentation

1st Floor, K150, Building K

CHAIR: BRIGID DOWNING, Manchester Metropolitan University, United Kingdom

Early childhood (ECTs) teachers' beliefs on play and learning
ANTHIA MICHAELIDES AND ELENI LOIZOU, UNIVERSITY OF CYPRUS, Cyprus

Estonian and Finnish preschool teachers' conceptions of learning
ANNELI NIKKO (1) AND AINO UGASTE (2), (1) The University of Eastern Finland, Finland; (2) Tallinn University, Estonia

Cultivating a critical understanding of child development to re-engage and rejuvenate conversations about the professional status of practitioners.
BRIGID DOWNING, Manchester Metropolitan University, United Kingdom

OUTDOORS & RISK

Individual Paper Presentation

1st Floor, K196, Building K

CHAIR: ANITA NIEHUES, San Jose State University, United States

Promoting parental involvement in order to improve the quality of children's play and learning outdoors
GEORGIA GESSIOU AND MARIA SAKELLARIOU, University of Ioannina, Greece

Parents' perceptions of risk and the influence on children's everyday occupations
ANITA NIEHUES (1) AND ANITA BUNDY (2), (1) San Jose State University, United States; (2) Colorado State University, United States

Making the school playground which children like to play
BOYOUNG PARK (1), HEE JIN KIM (1), SHUNAH CHUNG (1) AND HAEMOON PHYEN (2), (1) Sookmyung Women's University, South Korea; (2) Playground Activist, South Korea

TEACHING SCIENCE & MATHS

Individual Paper Presentation

1st Floor, K195, Building K

CHAIR: ITHEL JONES, Florida State University, United States

Starting early and following through: Girls, STEM and the early years
CHRIS SPELDEWINDE (1), LINDA HOBBS (1), JAN VAN DRIEL (2) AND VICTORIA MILLAR (2), (1) Deakin University, Australia; (2) University of Melbourne, Australia

Teacher child relationships and interactions during science lessons
ITHEL JONES AND BULENT KOYIGIT, Florida State University, United States

Reception class practitioners' understandings on the role of teaching assistants, in particular supporting children in mathematics
NURSEL BEKTAS, Hacettepe University, Turkey

THE ROLE OF MUSIC IN EARLY YEARS

Individual Paper Presentation

1st Floor, K172, Building K

CHAIR: NORA BILALOVIC KULSET, Norwegian University of Science and Technology (NTNU), Norway

Productive practices of musical interactions during pre-school group time - A case study
ORIT MUALEM, Levinsky College of Education, Israel
Singing in the multi-cultural kindergarten. What does it take and what does it do and why is it so important?
NORA BILALOVIC KULSET, Norwegian University of Science and Technology (NTNU), Norway

A /15
EARLY WRITING & LITERACY
Individual Paper Presentation
2nd Floor, K255, Building K

CHAIR: PAT BECKLEY, Bishop Grosseteste University, United Kingdom

Literacy-events in preschool – among bodies, places and pictures
HANNA THURESSON, Örebro University, Sweden

Comparative strategies and family approaches in supporting children’s literacy learning in selected settings in England, Norway and Uganda.
PAT BECKLEY, Bishop Grosseteste University, United Kingdom

Examining Teachers’ Knowledge and Beliefs about Early Writing Development: Associations with Classroom Practice
GARY BINGHAM, Georgia State University, United States

A /16
INCLUSION & EXCLUSION IN EARLY YEARS
Individual Paper Presentation
2nd Floor, K250, Building K

CHAIR: NUALA CONNOLLY, Barnardo’s, Ireland

Multicultural practice in four Norwegian preschools.
MERETE NORNES-NYMARK AND ANE BERGERSEN, Western Norway University of Applied Sciences, Norway

Toys as boundaries and bridges in multi-ethnic ECEC
DAG NOME, University of Agder, Norway

Young children’s moral evaluations of inclusion and exclusion in play in cultural and aggressive stereotypic peer contexts
LAURA SCHOLES (1), SUSAN WALKER (1), JOANNE LUNN BROWNLEE (1) AND EVA JOHANSSON (2), (1) Queensland University of Technology, Australia; (2) University of Stavanger, Norway

A /17
ETHICAL METHODS IN EARLY YEARS RESEARCH
Individual Paper Presentation
2nd Floor, K213, Building K

CHAIR: DEBRA HARWOOD, Brock University, Canada

Methodologies to explore young children’s socio-material worlds
DEBRA HARWOOD, JAIME BARRATT, JENNIFER ROWSELL AND DIANE COLLIER, Brock University, Canada

Adapting researcher’s approaches towards seeking a more ethically appropriate informed assent/dissent in early years
LOREAIN MARTINEZ LEJARRETA, University of Strathclyde, United Kingdom

Research protocol: Research project with practitioners in kindergarten
MARGRETHE JERNES, ANNE MANGEN AND TRUDE HOEL, University of Stavanger, Norway

A /18
HEALTHY EATING
Individual Paper Presentation
2nd Floor, K212, Building K

CHAIR: ELENI TYMPA, Technological Educational Institute of Epirus, Greece
“I’ll never try lentils! They are brown and dark!” How can picture books and educational programs change children’s view about eating habits and disliked food?
SOFIA STEFANIDOU (1), ELENI TYMPA (2), CLEOPATRA PAGIAVLI (1) AND VASILIKI KARAVIDA (2), (1) Mpilios Preschool Centre, Greece; (2) Technological Institute of Epirus, Greece

“For a healthy heart I jump and eat smart” – How can a picture book increase children’s willingness to change eating habits and love physical activity
ELENI TYMPA (1), SOFIA STEFANIDOU (2), GEORGE VRIONIS (1), AND CLEOPATRA PAGIAVLI (2), (1) Technological Educational Institute of Epirus, Greece; (2) Mpilios Preschool Centre, Greece

Effective interventions programs against obesity for early childhood
VASILIKI KARAVIDA (1), ELENI TYMPA (1), GEORGE PANOUSIS (2), THEOFANIS KOTSIS (3), EUGENIA ZIOGA (4) AND EUAGELIA VRIONI (5), (1) Technological Educational Institute of Epirus, Greece; (2) Democritus University of Thrace, Greece; (3) Primary School of Arta, Greece; (4) Laboratory of Research & Application in Infant Touch, Department of Early Childhood Care and Education, Greece; (5) University of Ioannina, Greece

A /19
HOlISTIC WELL-BEING SIG: CARING PEDAGOGIES
Self Organised Symposium
2nd Floor, K211, Building K

CHAIR: BABS ANDERSON, Liverpool Hope University, United Kingdom

Compassion-centred pedagogies and early childhood education practice
DIAHANN GALLARD, Liverpool John Moore’s University, United Kingdom

Children as active agents in family therapy and network meetings by use of digital stories
ANETTE BOYE KOCH AND ERIKA ZIMMER BRANDT, VIA University College, Denmark

Promoting wellbeing through children’s agency in classrooms
MALLIKA KANYAL AND PAULETTE LUFF, Anglia Ruskin University, United Kingdom

A /20
AN ACTION RESEARCH TO DEVELOP ASSESSMENT METHODS FOR THE 21ST CENTURY
Self Organised Symposium
3rd Floor, K353, Building K

CHAIR: KRISTÍN KARLSDÓTTIR, University of Iceland, Iceland

Children’s learning and well-being in a learning community
MARGRÉT S. BJÖRNSDÓTTIR AND DANÍEL STEINGRÍMSSON, University of Iceland, Iceland

Benefits and challenges of participating in the action research
BRYNDÍS GARDARSDÓTTIR, LINDA RÓS JÓHANNSDÓTTIR AND INGIBJÖRG ÓSK SIGURDARDÓTTIR, University of Iceland, Iceland

Impact and sustainability of participating in an action research
KRISTÍN KARLSDÓTTIR, JELENA KUZMINOVA AND SARA MARGRÉT ÓLAFSÍDÓTTIR, University of Iceland, Iceland

A /21
INNOVATIVE APPROACHES TO STRENGTHENING AND SUPPORTING FAMILIES AND CHILDREN
Self Organised Symposium
3rd Floor, K351, Building K

CHAIR: LENNIE BARBLETT, Edith Cowan University, Australia

Child and parent centres in Western Australia
ROBYN KINKADE AND ROSEMARY CAHILL, Department of Education, Western Australia, Australia
Ask and you will hear! Evaluating a book gifting program for Aboriginal families.
LENNIE BARBLETT AND CAROLINE BARRATT-PUGH, Edith Cowan University, Australia

KindiLink: Connecting families, schools and communities
MARIANNE KNAUS, CAROLINE BARRATT-PUGH, LENNIE BARBLETT AND TRUDI COOPER, Edith Cowan University, Australia

A /22
SOCIAL CLASS & HOME LEARNING EXPERIENCES
Individual Paper Presentation
3rd Floor, K350, Building K

CHAIR: FREDERICK DE MOLL, Goethe University Frankfurt am Main, Germany

Parent preparation for children entering preschool education within the United States based on socioeconomic class
JESSICA JORDAN AND SARA B. TOURS, Slippery Rock University, United States

Social class patterns in early childhood in Germany: Parents’ views and activities of preschool education and care
FREDERICK DE MOLL AND TANJA BETZ, Goethe University Frankfurt am Main, Germany

Hungarian case study: Disadvantaged children in kindergartens
ROLAND HEGEDŰS, University of Debrecen, Hungary

A /23
EMBODIED LEARNING - HOW PERCEPTUAL AND MOVEMENT EXPERIENCES SUPPORT THE DEVELOPMENT OF BASIC SKILLS WITHIN THE MOTOR, LANGUAGE AND SOCIAL DOMAIN DURING INFANCY AND TODDLERHOOD
Self Organised Symposium
3rd Floor, K376, Building K

CHAIR: RENATE ZIMMER, University of Osnabrueck, Germany

Implementation of a daily integrated language promotion through movement in institutions at elementary level in the state of North Rhine-Westphalia
NADINE MADEIRA FIRMINO (1) AND RENATE ZIMMER (2), (1) Fliedner FH Düsseldorf - University of applied Science, Germany; (2) University of Osnabruck, Germany

Improving language promotion by observation and movement
CAROLIN MACHENS, Universität Osnabrück, Germany

Bewegungskindergärten - the children’s benefit of visiting a pre-school with the main focus on movement and physical education
PETER KESSEL, Niedersächsisches Institut für frühkindliche Bildung und Entwicklung (nifbe), Germany

A /24
AUSTERITY AND ITS IMPACT ON INFORMAL AND FAMILY LEARNING OPPORTUNITIES IN DISADVANTAGED URBAN COMMUNITIES IN ENGLAND AND PORTUGAL
Self Organised Symposium
3rd Floor, K375, Building K

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

Austerity and Family Learning (AFL) Project: Research design and methodological challenges
CHRIS PASCAL, Centre for Research in Early Childhood, United Kingdom

Agreeing neighbourhood indicators and developing the cultural mapping tool
TONY BERTRAM, Centre For Research in Early Childhood, United Kingdom

Creating family and service case studies: Ethical and methodological considerations
JOÃO FORMOSINHO AND JÚLIA FORMOSINHO, Childhood Association, Portugal
A /25
BUILDING AND SUSTAINING EQUAL AND ACTIVE RELATIONSHIPS WITH PARENTS LIVING THROUGH COMPLEXITY, RAISING CHILDREN WITH SEND OR OTHER VULNERABILITIES.
Self Organised Symposium
3rd Floor, K374, Building K

CHAIR: ANNETTE CUMMINGS, Pen Green Centre for Children and their Families, United Kingdom

Parents’ involvement in their child’s learning and development whilst supporting their transition from a maintained nursery school to a SEND special school
AMY DEVINE, Pen Green Centre for Children and their Families, United Kingdom

Parents involvement in their children’s learning and development across a community drop in group and a nursery.
KERRY MCNULTY, Pen Green Centre for Children and their Families, United Kingdom

Building and sustaining equal and active relationships with parents living through complexity
TRACY STUDDERS, Pen Green Centre for Children and their Families, United Kingdom

A /26
BEYOND INSTRUMENTALISATION OF PARENTS: GIVING VOICE AND SHARING POWER WITH PARENTS DURING THE TRANSITION TO SCHOOL
Self Organised Symposium
3rd Floor, K373, Building K

CHAIR: JOANNE LEHRER, Université du Québec en Outaouais, Canada

Setting the scene / theoretical and empirical musings on democratic relationships with families
JOANNE LEHRER, Université du Québec en Outaouais, Canada

What is the balance between universal, local strategies and individual family approaches in supporting children’s learning and well-being?
LUCIA BALDUZZI, Università degli Studi di Bologna, Italy

‘Can the subaltern speak?’
KATRIEN VAN LAERE, VBJK Centre for Innovation in Early Years / Ghent University, Belgium

A /27
(UN-)EQUAL ACCESS TO QUALITY ECEC: THE ROLE OF GOVERNANCE, REGULATIONS AND (CULTURAL) CONTEXT
Self Organised Symposium
3rd Floor, K372, Building K

CHAIR: NICOLE KLINKHAMMER, German Youth Institute, Germany

Understanding inequality in access to early childhood education and care in Germany and Sweden from a governance perspective
DANA HARRING, German Youth Institute, Germany

Monitoring access – The role of monitoring systems in steering (un)equal access. Comparing Germany and Sweden
NICOLE KLINKHAMMER, German Youth Institute, Germany

Preschool composition as a quality dimension: provider structures and segregation from a local perspective
NINA HOGREBE, Westfälische Wilhelms-Universität Münster, Germany
Symposium Set B: 15:50 – 17:10

B/1 BORDERS, VULNERABILITIES & RESILIENCE = TRANSITIONS TO SCHOOL
Individual Paper Presentation
Ground Floor, KF88, Building K

CHAIR: CHRISTINA PERNSTEINER-KOLLER, University of Graz, Austria

- Overcoming boundaries – Transition processes between kindergarten and primary school in border regions
  CHRISTINA PERNSTEINER-KOLLER, University of Graz, Austria

- Early years transitions: Supporting children and families at risk of experiencing vulnerability
  ANNA KILDERRY AND Andrea Nolan, Deakin University, Australia

B/2 THE CONTRIBUTION OF NEUROSCIENCE IN ECE PEDAGOGY
Individual Paper Presentation
Ground Floor, KF87, Building K

CHAIR: CLIONAGH BOYLE, Liverpool Hope University, United Kingdom

- Key discourses in early childhood intervention: A case study of an early intervention city
  CLIONAGH BOYLE, Liverpool Hope University, United Kingdom

- Approaches in the interpretation of early childhood neuropedagogy
  LÁSZLÓ VARGA, University of Sopron Benedek Elek, Hungary

- Emotional capital in the earliest years: A critical area?
  ANDI SALAMON, Australian Catholic University, Australia

B/3 CREATIVITY & CRITICAL THINKING
Individual Paper Presentation
Ground Floor, KF86, Building K

CHAIR: SULE ALICI, Middle East Technical University, Turkey

- Understanding of development processes as a development trajectory of creative thinking at preschool age
  OLGA SHIYAN AND IGOR SHIYAN, Moscow City University, Russia

- “Oh, I am not a creative person”: Pre-service teachers’ attitude towards creativity and problem solving
  SULE ALICI AND SERAP SEVIMLI CELIK, Middle East Technical University, Turkey

- Young children questioning
  JANE MURRAY, University of Northampton, United Kingdom

B/4 PRESCHOOL BEHAVIOUR GUIDANCE
Individual Paper Presentation
Ground Floor, KF85, Building K
Behaviour guidance by nursery practitioners measured during a novel present giving task
KINGA GYÖNGY AND MAGDA KALMÁR, Eötvös Loránd University, Hungary

Examining the 36-72 month-old children's misbehaviours in the classroom environment.
KADER KARADENIZ AKDOĞAN, CAGLAYAN DINCER AND KAAN ZULFIKAR DENIZ, Ankara University, Turkey

Targeting behaviour problems of preschoolers: Changing children's developmental trajectory
IRIS HESKIA BARAD, ORIT TOPELBERG AND ALONA RODED, Tel Aviv-Yafo Municipality, Israel

Professional identity in the infant room: Making pedagogical decisions for learning and wellbeing
BELINDA DAVIS, Macquarie University, Australia

The importance of developing creativity through preschool and early education: Teachers’ self-perceptions of creativity
MARIJANA ZUPANIC BENIC, Faculty of teacher Education University of Zagreb, Croatia

Kindergarten teacher’s beliefs and self-perception: on the way to professionalism and wellbeing
MÁRIA HERCZ AND ZSUZSA F. LASSÚ, Eötvös Loránd University, Hungary

The analysis of the strategies that preschool teachers use for classroom management and conformity of these strategies.
EMEL DURMAZ, CAGLAYAN DINCER AND KAAN ZULFIKAR DENIZ, Ankara University, Turkey

Determining free play content of 36-72 month-old children exhibiting undesirable behaviour
CAGLAYAN DINCER (1), KADER KARADENIZ AKDOGAN (1), EGE AKGUN AKGUN (1) AND CAROLYN WEBSTER-STRATTON (2), (1) Ankara University, Turkey; (2) University of Washington, United States

Space, time and flow in young children's creative engagement
BRIDGET EGAN, University of Winchester, United Kingdom

Social values, organisational cultures and pedagogical environments
ISTVÁN PERJES, Kaposvár University, Hungary

Being in times of becoming
JOKE DEN HAESE (1) AND KAAT VERHAEGHE (2), (1) Erasmus University College, Belgium, (2) Urban Coaching & Education Centre, Belgium

Value learning – A study on how Norwegian preschools are working with the values stated in the object clause of the Kindergarten act
SISSEL MØRREAUNET AND ARVE GUNNESTAD, Queen Maud University College of Early Childhood Education (QMUC), Norway
CHILDREN OUTDOORS IN GERMANY, IRELAND & NORWAY
Individual Paper Presentation
Ground Floor, KF81, Building K

CHAIR: KARI-ANNE JØRGENSEN, University College Southeast Norway, Norway

Changing landscapes - children's habitats in outdoor areas
KARI-ANNE JØRGENSEN, University College Southeast Norway, Norway

An ethnographic study on the use of the outdoors in an early years' setting in rural Ireland
ANNA ROSE MAGUIRE-CODD, Athlone Institute of Technology, Ireland

A review of exploration security and its application in early childhood education
MICHAEL GLÜER, Fachhochschule Südwestfalen, Germany

YOUNG CHILDREN USING HUMOUR & CARTOONS
Individual Paper Presentation
Mezzanine Floor, KMF79, Building K

CHAIR: MARJA-LEENA RÖNKKÖ, University of Turku, Finland

Humour inspiring children’s hands-on activities
MARJA-LEENA RÖNKKÖ AND JULI-ANNA AERILA, University of Turku, Finland

Cartoons as an educational tool to fight disability stereotypes
ELENI LOIZOU AND SIMONI SYMEONIDOU, University of Cyprus, Cyprus

The case of two kindergarten children’s humorous and creative productions
EVI LOIZOU, University of Cyprus, Cyprus

THE DEVELOPMENT OF CREATIVITY, IMAGINATION AND LANGUAGE THROUGH GAMES AND IT
Individual Paper Presentation
1st Floor, K155, Building K

CHAIR: KALLIOPI KANAKI, University of Crete, Greece

Psychological conditions for developing central psychological neoformation in preschool age
ANNA IAKSHINA, Moscow City University, Russia

The development of computational thinking in early childhood education through the creation of digital games
KALLIOPI KANAKI AND MICHAEL KALOGIANNAKIS, University of Crete, Department of Preschool Education, Greece

Relationship between language development and infocommunication technology usage in early childhood
MÁRIA DÁVID (1) AND ZSUZSANNA FABIAN (2), (1) Eszterházy Károly University, Hungary; (2) Professional Diagnostic and Educational Expert Team, Eger, Hungary

PARENTAL SHARED READING & EARLY LITERACY SKILLS
Individual Paper Presentation
1st Floor, K150, Building K

CHAIR: LORI SEVERINO, Drexel University, United States

Parent engagement workshop on early literacy skills
LORI SEVERINO, Drexel University, United States
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<td>B /12</td>
<td>Paradoxical pedagogies - supporting mothers to support their young children's literacy</td>
<td>HELEN VICTORIA SMITH, University of Nottingham, United Kingdom</td>
<td>1st Floor, K196, Building K</td>
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<td>The dialogic and dialectic in a parental story-reading project</td>
<td>JOAN KIELY, Marino Institute of Education, Ireland</td>
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<td>B /13</td>
<td>Approaches to literacy</td>
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<td>We want you to teach phonics! Parental perceptions of phonics and code-related literacy teaching in prior-to-school settings</td>
<td>STACEY CAMPBELL, Queensland University of Technology, Australia</td>
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<td>Children's early literacy: The effect of preschool and family factors</td>
<td>URŠKA FEKONJA, LJUBICA MARIANOVIČ-UMEK AND KAJA HACIN, University of Ljubljana, Faculty of Arts, Slovenia</td>
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<td>Evaluation of a summer literacy camp for struggling readers</td>
<td>ALIA AMMAR AND LORI SEVERINO, Drexel University, United States</td>
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<td>B /14</td>
<td>Parents, families &amp; intergenerational practice</td>
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<td>Parents as partners: A child-led and managed early learning program</td>
<td>CATHERINE KAPLUN (1), REBEKAH GRACE (2), LYNN KEMP (1) AND FUTURE PROBLEM SOLVERS TEAM (3), (1) Western Sydney University/Ingham Institute for Applied Medical Research, Australia; (2) Macquarie University, Australia; (3) Curran Public School, Australia</td>
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<td>Together Old and Young: Developing quality intergenerational practice</td>
<td>MARGARET KERNAN (1), GIULIA CORTELLESI (1), CARLA DESSI (2) AND ILARIA FARINA (2), (1) International Child Development Initiatives, Netherlands; (2) Retesalute, Italy</td>
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<td>Partnership and family involvement in Hungarian daily nurseries</td>
<td>GYULA SZABÓ, ERZSÉBET GORTKA-RÁKÓ AND ZSOLT SOÓS, University of Debrecen, Hungary</td>
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<td>B /15</td>
<td>Childcare markets alternative provision in ECEC</td>
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<td>Kindergarten educators over the compulsory education system - hospital education in Hungary</td>
<td>SZILVIA GOLYÁN, Hungary, Kindergarten educators over the compulsory education system - hospital education in Hungary</td>
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<td>The comparative study of childcare market in Japan and England: focus on cost, quality and parent's choice.</td>
<td>HIROKO INOKUMA, Ochanomizu University, Japan</td>
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<td>Developing sustainability through the usage of personal learning plans with pre-service teachers</td>
<td>ARLINDA BEKA, University of Prishtina, Faculty of Education, Kosovo</td>
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<td>B /15</td>
<td>Gender in early years</td>
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The kindergarten's teachers' self-evaluation process about gender education: a pedagogical research in intercultural contexts  
VITTORIA CASTAGNA, Università degli Studi di Palermo, Italy

The contributions of child temperament to their relationships with parents: The moderating role of child gender  
IBRAHIM H. ACAR, Istanbul Medipol University, Turkey

B /16  
MIXED RACE IDENTITY & THE 'UNIVERSAL NORM'  
Individual Paper Presentation  
2nd Floor, K250, Building K  
CHAIR: SHARON COLILLES, Leeds Beckett University, United Kingdom

We're still being dragged to be white': Learning from Yolŋu growing up children in two worlds  
ANNE LOWELL (1), MEGAN YUNUPINGU (2), LYN FASOLI(1), LAWURRPA MAYPILAMA LAWURRPA MAYPILAMA (1), ROSEMARY GUNDJARRANBUY (2), ABBEY GUYULA (1), EMILY ARMSTRONG (1), JENINE GODWIN-THOMPSON (3) AND ROSE MCELDOWNEY (1), (1) Charles Darwin University, Australia; (2) Yalu Marngithinyaraw Indigenous Corporation, Australia; (3) SNAICC: National Voice for our Children, Australia

Playful pedagogy: Mixed race identity formation in the early years  
SHARON COLILLES, Leeds Beckett University, United Kingdom

Balancing between universal local strategies and individual family approaches  
LIV METTE STRØMME, University of Stavanger, Norway

B /17  
INCLUSION, INEQUALITY & DIVERSITY  
Individual Paper Presentation  
2nd Floor, K213, Building K  
CHAIR: TERESA HEENEY, Early Childhood Ireland, Ireland

Is there inequality in current early childhood services in Japan? -The participation of ethnic minorities and immigrant children  
YUKI NAGAE, The University of Tokyo, Japan

The emerging role of the Inclusion Co-ordinator, an evaluation of the new Irish leadership for Inclusion (LINC) programme  
TERESA HEENEY (1), FINTAN BREEN (2), SARAH KELLEHER (2) AND EMER RING (2), (1) Early Childhood Ireland, Ireland; (2) Mary Immaculate College, Limerick, Ireland

Kindergarten and home - Co-operation in a modern multicultural Society  
RAMONA BERNARD, University College of Oslo and Akershus, Norway

B /18  
AUTISM & POLICY RIGHTS OF YOUNG CHILDREN WITH DISABILITIES  
Individual Paper Presentation  
2nd Floor, K212, Building K  
CHAIR: SUE WALKER, Queensland University of Technology, Australia

"High Quality Practice" for children with autism in Swedish preschools: Supports and barriers that may affect implementation  
ingrid olsson (1), mise lise pettersson (2) and shahla ala'i rosales (3), (1) Department of Education, Sweden; (2) Stockholm University, Sweden; (3) University of North Texas, United States

Cultural-historical foundations of education and training of a special child  
YULIYA PROKHOROVA, Russian State University for the Humanities, Russia
Implementing a pedagogy of play
MARIA KYRIAKOU, University of Cyprus, Cyprus

Exploring teachers’ pedagogy content knowledge (PCK) in practicing play-based curriculum: A study of kindergarten teachers in Hong Kong
CHRYSA KEUNG PUI CHI AND CHANEL FUNG KIT HO, The Chinese University of Hong Kong, Hong Kong

Play-based pedagogy under threat? Teachers’ and pupils’ perceptions of pedagogical discontinuity in the transition to primary school
PHILIP NICHOLSON, Bishop Grosseteste University, United Kingdom

Sexual harassment and gender stereotypes. Teacher students' views of the importance of gender equality education.
THORDIS THORDARDOTTIR AND GUDNY GUDBJORNSDOTTIR, University of Iceland, Iceland

Should I stay or should I go? Male student's motivation for attending ECEC bachelor studies.
ARNNT NORDLI, OLAV B.LYSKLETT AND KARI EMILSEN, Queen Maud University College, Norway

The gender-diverse practitioners in early childhood education and care (ECEC)
YUWEI XU, University of Portsmouth, United Kingdom

Using 'quality' measures of children's learning experiences to target professional learning in early years pre-school staff: the experience of one local authority in Wales
JANE WATERS AND NATALIE MACDONALD, University of Wales Trinity Saint David, United Kingdom

Early childhood education and care assessment policies in thirteen countries
ELIANA BHERING, Fundação Carlos Chagas, Brazil

Facilitating school learning communities for educational partnership
MARJOLEIN DOBER, MARINA ILIÁS AND AGNES WILLEMEN, Vrije Universiteit Amsterdam, Netherlands
The role of the facilitator in building a school learning community between parents and teachers.
LEVINEKE VAN DER MEER, de Activiteit, Netherlands

Exploring the replication of a school learning community approach in a South African context
ANNELIESE MARITZ (1), CHERISE SICKLE (2) AND ANNELINE SAULS (2), (1) ICDP Trust/Lebone Centre, South Africa; (2) Lebone Centre, South Africa

B /23
KINDERGARTEN-BASED COMPETENCE BUILDING
Self Organised Symposium
3rd Floor, K376, Building K

CHAIR: RANDI MYKLEBUST, Volda University College, Norway

Developing a multicultural kindergarten
BIRGITTE FONDEVIK, RANDI MYKLEBUST, GUNNHILD BERGST AND GUNNHILD BERGST, Volda University College, Norway

A critical view on local development work
SILJE IMS LIED, Volda university College, Norway

Head teachers’ use of mentoring to support organizational learning in kindergarten
KARI LONGVA, Volda University College, Norway

B /24
INEQUALITY IN PARTNERSHIPS WITH FAMILIES: EMPIRICAL EVIDENCE FROM NEW ZEALAND AND GERMANY
Self Organised Symposium
3rd Floor, K375, Building K

CHAIR: TANJA BETZ, Goethe-University Frankfurt, Germany

Parent-teacher partnership in a superdiverse New Zealand
ANGEL CHAN, University of Auckland, New Zealand

Collaboration of parents, ECEC settings – and children? The role of children in come-ECEC-relations
BRITTA MARIA MENZEL, Goethe-University Frankfurt am Main, Germany

Children’s orientations and perspectives on parent-teacher partnerships in Germany
NICOLETTA EUNICKE, Goethe-University Frankfurt/Main, Germany

B /25
HOW TO IMPROVE ECEC QUALITY BY COLLABORATIONS WITH PROFESSIONALS AT LOCAL DISTRICT LEVEL: SHARING EXPERIENCES FROM EAST ASIA
Self Organised Symposium
3rd Floor, K374, Building K

CHAIR: MINYI LI, Beijing Normal University, China

The role and challenges of ECEC advisers in Japan: as a cornerstone of improving ECEC quality in local municipalities.
YUMI YODOGAWA, SACHIKO NOZAWA AND KIYOMI AKITA, The Centre for Early Childhood Development, Education, and Policy Research. The University of Tokyo, Japan

Kindergarten and childcare consulting systems in Korea: Beyond regulation in enhancing quality of services at local level
MUGYEONG MOON, Korea Institute of Child Care and Education, South Korea

How to enhance professional learning in early childhood settings by collaborations with professionals in a Beijing school district
MINYI LI AND ZHIJUN YANG, Beijing Normal University, China
**B /26**

**HOLISTIC CHILDREN’S WELLBEING: FRIENDSHIP AND HAPPINESS**

Self Organised Symposium

3rd Floor, K373, Building K

**CHAIR: WILMA ROBLES-MELENDEZ, Nova Southeastern University, United States**

**Young children’s experiences of forest nursery: what makes them happy?**

BABBS ANDERSON, Liverpool Hope University, United Kingdom

**Young children’s perceptions of home education**

HARRIET PATTISON, Liverpool Hope University, United Kingdom

**Acceptance and preference dilemmas in choosing playmates**

KYRIAKOS DEMETRIOU, Liverpool Hope University, United Kingdom

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**B /27**

**AN INTEGRATED APPROACH FOR SCIENCE EDUCATION AND MOVEMENT IN EARLY CHILDHOOD EDUCATION.**

Self Organised Symposium

3rd Floor, K372, Building K

**CHAIR: ISABEL TALLIR, Artevelde University College, Belgium**

**Place-dependent differences in preschool teachers’ focus areas in movement and science education**

TUULA H. SKARSTEIN, INGUNN BERRENFJORD UGELSTAD AND KRISTIN GRÅSVIK, University of Stavanger, Norway

**Exploring possibilities and challenges in integrating movement and science education in Norwegian kindergartens.**

INGUNN BERRENFJORD UGELSTAD (1), SYNNOVE EIKELAND (1), TUULA H. SKARSTEIN (1), THOMAS REMERIE (2) AND ISABEL TALLIR (3), (1) University of Stavanger, Norway; (2) Artevelde University College, Belgium; (3) Artevelde University College, Belgium

**Opportunities to integrate movement and science education: inspiration from Belgian preschools.**

THOMAS REMERIE (1), ISABEL TALLIR (1), INGUNN BERRENFJORD UGELSTAD (2) AND TUULA H. SKARSTEIN (2), (1) Artevelde University College, Belgium; (2) University of Stavanger, Norway

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**B /28**

**MULTILINGUALISM AND CONDITIONS FOR EMERGENT LITERACY DEVELOPMENT IN EARLY CHILDHOOD EDUCATION: DISCUSSING COLLABORATION, PARTICIPATION AND PEDAGOGICAL PRACTICES.**

Self Organised Symposium

3rd Floor, K371, Building K

**CHAIR: MARTINA NORLING, School of Education, Culture and Communication, Sweden**

**Involvement of multilingual parents in Norwegian ECEC practices**

ANJA PESCH AND MARIA DARDANOU, UiT the Arctic University of Norway, Norway

**Social language environment – preschool teacher’s didactic strategies to support multilingual children’s language and literacy learning in play-activities.**

MARTINA NORLING, School of Education, Culture and Communication, Sweden

**Give wings to voices, the preschool as a just learning space for interaction and understanding.**

FRÍÐA BJARNEY JÓNSDÓTTIR, University of Iceland School of Education, Iceland

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THURSDAY 30TH AUGUST 2018
SYMPOSIUM SET C: 09:00 – 10:20

C /1
INEQUALITY & QUALITY IN ECE
Individual Paper Presentation
Ground Floor, KF88, Building K

CHAIR: ZSUZSA MILLEI, University of Tampere, Finland

The paradox of universal access: Alleviating or perpetuating inequality for children in NSW Australia
ZSUZSA MILLEI (1) AND JANNELLE GALLAGHER (2), (1) University of Tampere, Finland; (2) Kurri Kurri Preschool, Australia

Quality in early childhood care and education in low and middle-income country: a lesson from Cambodia
YOUNGMIN SEO (1) AND MARGARET O’BRIEN (2), (1) UCL Institute of Education, United Kingdom; (2) Thomas Coram Research Unit, UCL Institute of Education, United Kingdom

Ensuring equity and quality in early childhood education by using differential practices: The case of University of Cyprus Nursery and Kindergarten
VICTORIA MICHAELIDOU AND NASIA CHARALAMBOUS, University of Cyprus Nursery and Kindergarten, Cyprus

C /2
PARENTS & EDUCATORS LEARNING TOGETHER
Individual Paper Presentation
Ground Floor, KF87, Building K

CHAIR: MARINA FUERTES, Escola Superior de Educação do Instituto Politécnico de Lisboa, Portugal

Can parents and educators learn from each other experience and can we all learn with them example?
MARINA FUERTES, OTÍLIA SOUSA, DALILIA LINO AND CLARISSE NUNES, Escola Superior de Educação do Instituto Politécnico de Lisboa, Portugal

Comparing parents and educators communication with preschool children
OTÍLIA SOUSA (1), MARINA FUERTES (2), DALILIA LINO LINO (1), (1) Instituto Politécnico de Lisboa, Portugal; (2) Instituto Politécnico de Lisboa/Universidade do Porto, Portugal

Mutual trust in the collaboration between parents and child care institutions
PAULA CAVADA-HREPICH AND NOOMI MATTHIESEN, Aalborg University, Denmark

C /3
THE USE OF TECHNOLOGY IN EC PEDAGOGY
Individual Paper Presentation
Ground Floor, KF86, Building K

CHAIR: EMILIA DJONOV, Department of Educational Studies, Macquarie University, Australia

Preliminary behavioural study for visualizing learning process of children - Estimating interest using AI technology –
TETSUJI YAMADA AND TAKASHI OMORI, Tamagawa University Faculty of Engineering, Japan

Phenomenon-based learning to enhance young learners’ ICT skills
SUSANNA PONTINEN AND SINIKKA RÄTY-ZÁBORSZKY, University of Eastern Finland, Finland

C /4
PEDAGOGICAL PRACTICES WITH YOUNG CHILDREN
Individual Paper Presentation
Ground Floor, KF85, Building K

CHAIR: CHRISTINA MACRAE, Manchester Metropolitan University, United Kingdom
Schemas: a material and ecological approach  
CHRISTINA MACRAE, Manchester Metropolitan University, United Kingdom

Scaffolding in preschool- a systematic review  
IDA BERTELL, Department of Child and youth Studies/ Division for Early Childhood Education, Sweden

Exploring time in children’s daily school lives: A diffractive analysis  
HEEJIN KIM AND HYEYOUNG JUNG, Pusan National University, South Korea

C /5  
PARENT/TEACHER RELATIONSHIPS  
Individual Paper Presentation  
Ground Floor, KF84, Building K

CHAIR: SUSANNE ROGERS, Charles Sturt University, Australia

What can be cornerstone or stumbling block in a relationship between parents and teachers?  
TIJANA BOROVAC (1), SILVIA RUČEVIĆ (2), DINO KRUPIĆ (2) AND SANDRA VUČKOVIĆ (2), (1) Faculty of Education, Osijek, Croatia; (2) Faculty of Humanities and Social Sciences, Osijek, Croatia

"What are you talking about?" - Improving interactions between EC-professionals and families  
SARAH GIRLICH AND ROBERT JURLETA, State Institute of Language Promotion Saxony, Germany

The conundrum of home learning - what is valued and by whom?  
SUSANNE ROGERS, Charles Sturt University, Australia

C /6  
REFRAISING & CONCEPTUALISING GCEC  
Individual Paper Presentation  
Ground Floor, KF83, Building K

CHAIR: RHONA MCGINN, Dublin Institute of Technology, Ireland

Words from the wise’. Re-framing and scaffolding multi-professional understandings of early childhood education  
RHONA MCGINN (1), NOÏRÎN HAYES (2) AND ANN MARIE HALPENNY (1), (1) Dublin Institute of Technology, Ireland; (2) Trinity College Dublin, Ireland

The Great Divide: separation of care and education in Wales an examination of policy, reform and research evidence  
NATALIE MACDONALD, University of Wales Trinity Saint David, United Kingdom

Articulating the ‘work and play’ of English early childhood settings through a paradigm of social hauntings  
LINDA SHAW, Oxford Brookes University, United Kingdom

C /7  
ALTERNATIVE PEDAGOGIES IN PRESCHOOL  
Individual Paper Presentation  
Ground Floor, KF82, Building K

CHAIR: MADONNA STINSON, Griffith University, Australia

Striving for range and balance: pedagogies in the preparatory year.  
MADONNA STINSON, JULIE DUNN, ELIZABETH WHEELEY AND BEV FLUCKIGER, Griffith University, Australia

Individual or collective? Democratic education in Swedish preschools  
CARINA HJELMÉR, Umeå University, Sweden

Reimagining early childhood in South Australia: leaders’ perspectives  
VICTORIA WHITINGTON, JAMIE HUFF-SISSON, ANNE-MARIE SHIN AND BARBARA COMBER, University of South Australia, Australia
COMMUNITY, "BOTTOM-UP" & WRAPAROUND APPROACHES

Individual Paper Presentation
Ground Floor, KF81, Building K

CHAIR: SIGAL ACHITUV, MOFET Institute, Oranim Academic College, and Gordon Academic College, Israel

"Sowing the seeds of community" Identities of Daycare Managers Participating in a Community Approach Project
SIGAL ACHITUV (1) AND ESTHER HERTZOG (2), (1) MOFET Institute, Oranim Academic College, Gordon Academic College, Israel; (2) Zefat Academic College, Levinsky Academic College, Israel

Wraparound in the early years: Developing, piloting and evaluating an early intervention approach in Barnardo’s Ireland
NUALA CONNOLLY AND KERRI SMITH, Barnardo’s, Ireland

Bottom-up quality practices in ECEC services – The SEQUENCES Project
ORSOLYA KURUCZ, Corvinus University of Budapest, Hungary

PARENT-TEACHER PARTNERSHIPS

Individual Paper Presentation
Mezzanine Floor, KMF79, Building K

CHAIR: JOANNA GRACE PHILLIPS, Swinburne University of Technology, Australia

Analysing of preschool teachers’ problems working with children whose mother tongue is not Turkish during the process of supporting early literacy skills
GOKCE KARAMAN BENLI, CAGLAYAN DINCER AND NURULLAH DÜZEN, Ankara University, Turkey

The feasibility of TOGETHER: A collaborative parent-educator program for teaching social and emotional competence in young children
JOANNA GRACE PHILLIPS (1), GAYE TYLER-MERRICK (2) AND SIVANES PHILLIPSON (1), (1) Swinburne University of Technology, Australia; (2) Nottingham Trent University, United Kingdom

A community-oriented program to support linguistically diverse families during the transition period to primary schools in Japan
CHIHARU UCHIDA, Toyo University, Japan

DRAWING, DRAMA & CREATIVE ENQUIRY

Individual Paper Presentation
1st Floor, K155, Building K

CHAIR: ESME GLAUERT, UCL Institute of Education, United Kingdom

Collaborative approaches to designing a professional development course and materials to foster creativity and inquiry in early years science
ESME GLAUERT (1), FANI STYLIANIDOU (2), JILLIAN TREVETHAN (1), TERESA CREMIN (3), TATJANA DRAGOVIC-ANDERSEN (3), JESSICA BAINES-HOLMES (3), ADELINA SPOREA (4), DAN SPOREA (4), BEA MERCKX (5), JOZEFIEN SCHAFFLER (5) AND DIMITRIS ROSSIS (6), (1) UCL Institute of Education, United Kingdom; (2) Ellinogermaniki Agogi, Greece; (3) Open University, United Kingdom; (4) National Institute for Laser, Plasma and Radiation, Romania; (5) Artevelde University College, Belgium; (6) Ellinogermaniki Agogi, Greece

Who’s got the power? A reflection in teaching drama improvisation with young children
HO KA LEE CARRIE, University of Saint Joseph, Macau

What happens when kindergarten students draw together: Horizontal mutual appropriation among peers on learning cultural artefacts
HIROAKI ISHIGURO, Rikkyo University, Japan

GAME-BASED LEARNING

Individual Paper Presentation
1st Floor, K150, Building K

57
ALTERNATIVE STIMULATION OF COGNITIVE CHILDREN ABILITY THROUGH THE APPLICATION OF LEARNING STRATEGY BASED ON COMPREHENSIVE GAMES
SRI TATMININGSIH, UNIVERSITAS TERBUKA, Indonesia

Ability development by OxIPO-model
KATALIN MEZŐ, University of Debrecen, Hungary

How early is early enough? Rehabilitation interventions for children with brain injuries with Tunyogi Game Therapy
ANNAMARIA KOFRÁNNÉ RÉMI (1), ERZSÉBET TUNYOGI (1) AND EMESE BODOR (2), (1) Tunyogi Pedagógiai Szakszolgálat, Hungary; (2) Magyar Tudományos Akadémia, Hungary

C /12
CHILDREN’S VOICES IN TRANSITION TO SCHOOL
Individual Paper Presentation
1st Floor, K196, Building K

CHAIR: MEGAN TADDEO, University of Winchester, United Kingdom

Followings children’s advices about transitioning from preschool to primary school
SARA MARGRET OLAFOSSDOTTIR AND JOHANNA EINARSDOTTIR, University of Iceland, Iceland

Power, knowledge and the expertise of children in transition
MEGAN TADDEO, University of Winchester, United Kingdom

Children’s voices in transition – transition from preschool to Grade 1 in Sri Lanka and Germany
MIRJA KEKERITZ, DAAD/ Postdoc-Stipend by DAAD, Germany

C /13
CHRISTMAS, BIRTHDAYS & MORAL SITUATIONS: CULTURAL SOCIALIZATION IN EARLY YEARS
Individual Paper Presentation
1st Floor, K195, Building K

CHAIR: TÜNDE PUSKÁS, Linköping University, Sweden

Birthday ceremonies in Israeli kindergartens as a meeting space for children, families and educators: children’s perspective
SHULAMIT MANZURA, Oranim academic college, Israel

A cross-cultural comparison of child rearing strategies in moral situations by preschool teachers from Indonesia and Germany
SRI INDAH PUJIASTUTI, MELANIE SCHWARZ AND MANFRED HOLODYNISKI, University of Muenster, Germany

A secular advent. A video-ethnographic study of the preparations for Christmas in Swedish preschools
TÜNDE PUSKÁS, Linköping University, Sweden

C /14
INTERCULTURAL & CROSSCULTURAL UNDERSTANDINGS IN THE EARLY YEARS
Individual Paper Presentation
1st Floor, K172, Building K

CHAIR: SAMANTHA MCMAHON, University of Huddersfield, United Kingdom

How do 3 Norwegian preschools utilize their workers competence with multicultural background?
ANE BERGERSEN AND MERETE NORNES-NYMARK, Western Norway University of Applied Sciences, Norway

Parental engagement among Muslim mothers in Texas
NAZNEEN HYDER ASKARI AND RADHIKA VIRURU, Texas A&M University, United States
Multiple childhoods from history to the contemporary era. A dialogue between Italy, Brazil and Sweden

ANA LÚCIA GOULART DE FARIA (1), FRANCA GIULIANA MARIA ANTONIA ZUCCOLI (2), ADRIANA ALVES SILVA (3) AND FLÁVIO SANTIAGO (4), (1) Universidade Estadual de Campinas, UNICAMP, Brazil; (2) UNIMIB, Italy; (3) Udesc, Brazil; (4) Unicamp, Brazil

C /15
EDUCATORS ROLE IN PARENT PARTNERSHIPS
Individual Paper Presentation
2nd Floor, K255, Building K

CHAIR: MARIA VIVIANI, Universidad de los Andes, Chile

Illustrating tensions and agreements: Exploring the role(s) of early childhood educators in creating relationships with families and communities in Chile.

MARIÁ VIVIANI, Universidad de los Andes, Chile

'Please don’t call the parents too soon!' How pedagogues construct parent partnership in ECEC settings.

ANIKO GÖBEL, FRAUKE GERSTENBERG, PETER CLOOS AND ISABEL KRÄHNERT, Stiftung Universität Hildesheim, Germany

Challenges in cooperation with parents - experiences of Croatian teachers

ADRIJANA VISNJIC JEVTIĆ, University of Zagreb, Croatia

C /16
WELLBEING OF CHILDREN & FAMILIES
Individual Paper Presentation
2nd Floor, K250, Building K

CHAIR: HELEN SUTHERLAND, Kingston University, United Kingdom

Parenting stress, social support and family well-being in early parenthood: A comparison in East Asia

DUAN TIANXUE (1), MINYI LI (1), ATSUSHI NAKANO (2) AND JUNG HWAN (3), (1) Beijing Normal University, China; (2) Hiroshima University, Japan; (3) Seoul Theological University, South Korea

Case study impact report of the ToWe project (toddler wellbeing)

HELEN SUTHERLAND (1) AND YNGVE ROSELL (2), (1) Kingston University, United Kingdom; (2) University of Stavanger, Norway

Supporting children not to BeSAD - role of educators

BARBARA MCCONNELL (1), AOIFE LYNAM (2) AND CONOR MCGUCKIN (3), (1) Stranmillis University College, United Kingdom; (2) Hibernia College, Ireland; (3) Trinity College Dublin, Ireland

C /17
SIG: TRANSFORMING ASSESSMENT EVALUATION & DOCUMENTATION - PEDAGOGICAL DOCUMENTATION
Individual Paper Presentation
2nd Floor, K213, Building K

CHAIR: KAREN MCMINNES, Norland College, United Kingdom

Strengthening pre-service early childhood teachers’ confidence and competence in assessing children’s learning through their pedagogical documentation experiences

METEHAN BULDU, Kırıkkale University, Turkey

Exploring pedagogical documentation in an Irish context

MARLENE MCCORMACK, Dublin City University, Ireland

Involving parents in their reception children’s literacy learning journey under the statutory assessment of England

KUBRA FİRAT, the University of Nottingham, United Kingdom
SIG: TRANSFORMING ASSESSMENT EVALUATION & DOCUMENTATION - THE ECE PROFESSIONAL AS A POLITICAL SUBJECT - TRANSFORMING ASSESSMENT, EVALUATION AND DOCUMENTATION
Self Organised Symposium
2nd Floor, K212, Building K

CHAIR: CHRISTIAN AABRO, University College Copenhagen, Denmark

Pedagogical professionalism in light of an insisting learning agenda
CHRISTINA HAANDBÆK SCHMIDT, University College Lillebaelt, Denmark

Systems of (mis)trust? - Municipal ECE intervention and professional patterns of reception
CHRISTIAN AABRO, University College Copenhagen, Denmark

Practices and reflections of pedagogues exposed to neoliberal steering mechanisms and pedagogical concepts and programs
NIELS WARRING, Roskilde University, Denmark

C /19

RESEARCHERS, PRACTITIONERS AND PROVIDERS WORKING IN PARTNERSHIP TO DESIGN AND IMPLEMENT EVIDENCE-BASED PRACTICES: THREE AUSTRALIAN EXAMPLES
Self Organised Symposium
2nd Floor, K211, Building K

CHAIR: LINDA HARRISON, Charles Sturt University, Australia

Co-development of an educator reflection and assessment tool for children under-3
LINDA HARRISON (1), GERARDINE MULHEARN (1), MAGDALENA JANUS (2), KATE WILLIAMS (3), SHEENA ELWICK (1), WENDY ALEXANDER (1), JENNIFER SUMSION (1) AND SHARYNNE MCLEOD (1), Charles Sturt University, Australia; (2) McMaster University, Canada; (3) Queensland University of Technology, Australia

Assessing and improving pedagogical quality: An implementation science approach
GREG ANTCLIFF, SANDIE WONG AND KATE LILEY, Goodstart Early Learning, Australia

Supporting early childhood educators to work in evidence-based transdisciplinary ways: The Goodstart Early Childhood Educator Occupational Therapy Champion Approach
SALLY GALLOWAY, Goodstart Early Learning, Australia

C /20

PLAY IN ADULT-CHILD INTERACTION: INTERNATIONAL INSIGHTS AND INTERACTIONAL PERSPECTIVES
Self Organised Symposium
3rd Floor, K353, Building K

CHAIR: LASSE LIPPONEN, University of Helsinki, Finland

Morality and pretend play in the New Zealand bushland
AMANDA BATEMAN (1) AND PERI ROBERTS (2), (1) Swansea University, United Kingdom; (2) Cardiff University, United Kingdom

Educators' responses to children's crying in play conflicts
MALVA HOLM KVIST, Department of Thematic studies, Child studies, Sweden

Emotional and playful stance taking in joint play between adults and very young children
ANNUKKA PURSI, Lasse Lipponen AND NINA SAJANIEMI, University of Helsinki, Finland

C /21

OUTDOOR PLAY AND LEARNING: PHYSICAL ENVIRONMENTS IN ECEC INSTITUTIONS
Self Organised Symposium
3rd Floor, K351, Building K

CHAIR: ELLEN BEATE HANSEN SANDSETER, Queen Maud University College of Early Childhood Education, Norway
Competence for developing early childhood education and care (ECEC) institutions' indoor- and outdoor environments
ELLEN BEATE HANSEN SANDSETTER (1) AND MAY LISS TOBIASSEN (2), (1) Queen Maud University College of Early Childhood Education; (2) Norway National knowledge centre for kindergartens, Norway

Well-being, involvement and physical activity in the outdoor environment
OLE JOHAN SANDO, Queen Maud University College, Norway

Criteria for ECEC indoor-/outdoor environments that promote children’s physical and psychosocial health
RUNE STORLI (1) AND RANDI EVENSTAD (2), (1) Queen Maud University College, Norway; (2) Oslo Metropolitan University, Norway

C /22
MEN IN EARLY CHILDHOOD EDUCATION
Individual Paper Presentation
3rd Floor, K350, Building K

CHAIR: JEAN-YVES PLAISIR, Borough of Manhattan Community College, United States

Contemporary challenges and the rise of men in early childhood education and care in Greece
ELENI MOUSENA AND SIDIROPOULOU TRIFENI, University of West Attica, Greece

Swedish media discourses about child sexual abuse in preschools: the best interest of the child and continued trust in male teachers
ANNA WESTBORG-BROSTROM (1) HELENA BERGSTROM (2) AND CHRISTIAN EIDEVALD (2), (1) Dept. of child and youth studies, Sweden; (2) Department of child and youth studies, Sweden

It’s more than ‘He Jumps Well With The Kids’: Recruiting and positioning men in early years’ settings
JEAN-YVES PLAISIR, KIRSTEN COLE AND MINDI REICH-SHAPIRO, Borough of Manhattan Community College, United States

C /23
EXPLORING RELATIONAL SPACES IN EARLY CHILDHOOD MESOSYSTEMS: FAMILY, COMMUNITY, AND PROFESSIONAL PARTNERSHIPS AT WORK
Self Organised Symposium
3rd Floor, K376, Building K

CHAIR: MICHAEL GAFFNEY, University of Otago College of Education, New Zealand

How does pedagogy support parental learning alongside that of children and teachers?
MICHAEL GAFFNEY, University of Otago College of Education, New Zealand

Disability and the possibilities of a pedagogy of respectful listening in early childhood settings: Drawing teachers and families together
KATE MCANELLY, University of Otago College of Education, New Zealand

Conversations between children and adults: What shapes an adult’s ability to listen to and hear children’s perspectives in their everyday interactions
MARILYN CASLEY, Griffith University, Australia

C /24
DEVELOPMENTAL EDUCATION: AN INCLUSIVE ENCOUNTER
Self Organised Symposium
3rd Floor, K375, Building K

CHAIR: BERT VAN OEERS, VU University Amsterdam, Netherlands

Innovating classroom practice in multilingual settings
BEA POMPERT, De Activiteit, Netherlands

The contribution of a DE directors network on implementing inclusiveness in their schools
LEVINEKE VAN DER MEER, de Activiteit, Netherlands

Learning stories as a means for partnership with parents
HERMIEN DE WAARD, Vrije Universiteit, Netherlands
C /25
CONSTRUCTING CULTURE, IDENTITY AND FAMILY CONNECTIONS THROUGH NARRATIVE ASSESSMENT (LEARNING STORIES): PERSPECTIVES FROM AOTEAROA/ NEW ZEALAND.
Self Organised Symposium
3rd Floor, K374, Building K

CHAIR: WENDY LEE, Educational Leadership Project Ltd, New Zealand

Acknowledging and empowering the spiritual nature of children and their families through the assessment practice of Learning Stories
TANIA BULLICK, Educational Leadership Project Ltd, New Zealand

Constructing culture, identity and family connections through narrative assessment (Learning Stories): Perspectives from Aotearoa/ New Zealand.
CAROL MARKS, Education Leadership Project, New Zealand

How can we Honour Whānau/Family Voice in Learning Stories?
KIM HOPE, Educational Leadership Project (Ltd), New Zealand

C /26
CHANGING CHILDHOODS: THE PLACE FOR DIGITAL TECHNOLOGY IN LIFE AND LEARNING.
Self Organised Symposium
3rd Floor, K373, Building K

CHAIR: LORNA ARNOTT, University of Strathclyde, United Kingdom

The Internet of Toys - ecologies across home and nursery and the entanglement of digital and non-digital play
LORNA ARNOTT (1), IOANNA PALAIOLÓGOU (2) AND COLETTÉ GRAY (3), (1) University of Strathclyde, United Kingdom; (2) UCL Institute of Education, United Kingdom; (3) Stranmillis University College, United Kingdom

Early childhood educators’ attitudes and beliefs around the use of touchscreen technologies by children under three years of age in UK, Norway, Australia and Greece
JANE O’CONNOR (1), TORSTEIN UNSTAD (2), OLGA FOTAKOPOULOU (1), MARIA HATZIGIANNI HATZIGIANNI (3) AND MARIA DARDANOU (2), (1) Birmingham City University, United Kingdom; (2) The Artic University, Norway; (3) Macquarie University, Australia

Digital photography in Norway: A photobook approach takes playful learning from kindergarten to home
ELENA SEVERINA AND ESPEN HELGESEN, Western Norway University of Applied Sciences, Norway

C /27
A ROLE OF THE BACKGROUND FACTORS IN YOUNG BILINGUAL CHILDREN’S LANGUAGE AND LITERACY DEVELOPMENT
Self Organised Symposium
3rd Floor, K372, Building K

CHAIR: MILA SCHWARTZ, Oranim Academic College of Education, Israel

Early literacy development in immigrant families: How bilingual ideology, management, and practice predict children’s early literacy
MIRYAM MINKOV, Tel Aviv University, Israel

Developing narrative competencies in Slovak language of Roma children from socially disadvantaged environment in school
ZLATICA ZACHAROVÁ, Comenius University in Bratislava, Slovakia

Narrative abilities in bilingual preschoolers in Germany – Relevance of socio-economic variables
CARINA MARIE MÜLLER, Leibniz University Hanover, Germany

C /28
THE USE OF TECHNOLOGY IN SUPPORTING PARENT INVOLVEMENT
Individual Paper Presentation
3rd Floor, K371, Building K

CHAIR: SUSAN K WALKER, University of Minnesota, United States
Offline to online: Extending the parent learning community
SUSAN K WALKER, University of Minnesota, United States

'Parents don't care': using a digital application to improve quality, family involvement and communication in early childhood education and care
AYOOLUWA OKE, JUDITH BUTLER, JOE MOYNIHAN AND CIAN O'NEIL, Cork IT in Cork, Ireland

Technology use in parental involvement: Views and practices of Turkish early childhood teachers
SEVCAN HAKYEMEZ-PAUL (1) AND AHMET SAMI KONCA (2), (1) University of Turku, Finland; (2) Ahi Evran University, Turkey
THURSDAY 30TH AUGUST 2018
SYMPOSIUM SET D: 10:50 – 12:10

D /1
THE DEVELOPMENT OF PROFESSIONAL IDENTITY IN ECE
Individual Paper Presentation
Ground Floor, KF88, Building K

CHAIR: NANCY BARBOUR, James Madison University, United States

Is early childhood education a profession?
NANCY BARBOUR (1), MARY HARRILL (2) AND KATHERINE KEMPE (2), (1) James Madison University, United States; (2) National Association for the Education of Young Children, United States

Holding a mirror up to nature - reflective early years professional practice
MICHAEL GASPER, Starfish Enterprise, United Kingdom

Understanding Taiwanese preschool teachers' beliefs about developmentally appropriate practice: patterns and the influences from the onsite in-service training
YULING SU AND YA-HUI CHUNUG, University of Taipei, Taiwan

D /2
PERSPECTIVES ON CHILDMINDING
Individual Paper Presentation
Ground Floor, KF87, Building K

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

Process quality in home based childcare settings and the perspectives of childminders on their job. Insights from the MeMoQ Baseline study in Flanders (Belgium)
MIEKE DAEMS (1), FERRE LAEVERS (1), BART DECLERCQ (1), CHARLOTTE VAN CLEYNENBREUGEL (1), MICHEL VANDENBROECK (2), JEROEN JANSSEN (2) AND HESTER HULPIA (3), (1) Centre for Experiential Education, KU Leuven University, Belgium (2) Ghent University, Belgium; (3) VBJK, Belgium

Interpreting childminders voices through crystallization
KAY AARONRICKS, Anglia Ruskin University, United Kingdom

Understanding home-based childminding as an ecocultural niche
MIRIAM O'REGAN, Dublin Institute of Technology, Ireland

D /3
NURTURING & CREATING SUSTAINABLE SELVES
Self Organised Symposium
Ground Floor, KF86, Building K

CHAIR: TERESA HARRIS, James Madison University, United States

Narratives from schooling during the apartheid days: What lessons can be learned in cultivating sustainable selves amongst young children
NKIDI PHATUDI, University of South Africa, South Africa

Starting at the beginning: Nurturing sustainable selves in early childhood teacher preparation
TERESA HARRIS, James Madison University, United States

Nurturing as guidance in preschool?
ANNA RANTALA, Umeå University, Sweden
**D/4**

**PLANNING & DOCUMENTING YOUNG CHILDREN'S LEARNING**

Individual Paper Presentation  
Ground Floor, KF85, Building K

**CHAIR:** SONJA RUTAR, University of Primorska, Faculty of Education, Slovenia

**Pedagogical planning in Slovenia and Finland, cross-cultural context**  
SONJA RUTAR (1), TUULIKKI UKKONEN-MIKKOLA (2), TINA ŠTEMBERGER (1) AND SONJA ČOTAR KONRAD (1), (1) University of Primorska, Slovenia; (2) University of Tampere, Faculty of Education, Finland

**A Study on documenting young children's learning of preschool teacher in Japan**  
THOEN SEENUAN, Pibulsongkram Rajabhat University, Thailand

**Creating a learning environment in which a sense of belonging is supported through pedagogical documentation**  
ELIF BULDU (1) AND REFIKA OLGAN (2), (1) Bayburt University, Turkey; (2) Middle East Technical University, Turkey

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**D/5**

**PEDAGOGICAL ENVIRONMENT & MATERIALS**

Individual Paper Presentation  
Ground Floor, KF84, Building K

**CHAIR:** XIAOFEI QI, Faculty of Education, University of Cambridge, United Kingdom

**Selection and availability of play materials in Norwegian ECEC**  
TONE ROVE NILSEN, Nord University, Norway

**Bringing universal design to ECE**  
TERESA HEENEY AND MAIRE CORBETT, Early Childhood Ireland, Ireland

**Relational constitution of small group pedagogy in ECEC**  
RAIJA RAITTILA, University of Jyväskylä, Finland

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**D/6**

**PROFESSIONALISM & PROFESSIONALISATION**

Individual Paper Presentation  
Ground Floor, KF83, Building K

**CHAIR:** MARGARET KERNAN, International Child Development Initiatives, Netherlands

**Romantic myths and shock of reality? Kindergarten educator students’ conceptions of childhood impressed by the pedagogical practice**  
RÉKA KISSNÉ ZSÁMBOKI AND GÁBOR PATYI, University of Sopron, Hungary

**Exploring Chilean early years teacher’s professional identities through their Figured Worlds: A phenomenological approach**  
MARÍA JOSÉ OPAZO, University of Nottingham, United Kingdom

**Early childhood professionalisation: what does it really mean?**  
MARY MOLONEY (1), MARCELA PARDO (2), MARÍA JOSÉ OPAZO (3), SARAH GIRLICH (4), PAMELA CALDER (5), ANTJE ROTHE (6), MARGARET SIMS (7), MANJULA WANIGANAYAKE (8), LISA SONTOR (7) AND CYNTHIA BUETTNER (9), (1) Mary Immaculate College, Ireland; (2) University of Chile, Chile; (3) University of Nottingham, United Kingdom; (4) Institute of Language Promotion Saxony, Germany; (5) London South Bank University, United Kingdom; (6) Hanover University, Germany; (7) University of New England, Australia; (8) Macquarie University, Australia; (9) Ohio State University, United States

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**D/7**

**BACK TO THE FUTURE**

Self Organised Symposium  
Ground Floor, KF82, Building K

**CHAIR:** FRAN PAFFARD, University of East London, United Kingdom
Octopus and Noodles: narrowing the gap by broadening children’s horizons
FRAN PAFFARD (1), ROSE WHITE (1) AND LISA CLARKE (2), (1) University of East London, United Kingdom; (2) Comet Nursery School and Children’s Centre, United Kingdom

An exploration of resilience and social agency in refugee communities
REBECCA CRUTCHLEY, University of East London, United Kingdom

Can you hear me? An exploration of the structural barriers to children’s evaluation of their learning
RUTH HUNT, University of East London, United Kingdom

D /8
EARLY YEARS: ISSUES OF MUSICALITY
Individual Paper Presentation
Ground Floor, KF81, Building K

CHAIR: INGRID BJØRKØY, Queen Maud University, Norway

Communicative musicality in intra-actions with the youngest children in ECEC
INGRID BJØRKØY, Queen Maud University, Norway

Continuous formation with music, teachers and children in early childhood education: a sensitive experience
CLARICE DE CAMPOS BOURSCHED AND MARIA CARMEN SILVEIRA BARBOSA, UFRGS, Brazil

Research of musical background of Hungarian pre-school teacher students in a complex approach
BRIGITTA NAGYNÉ ÁRGÁNY, Kaposvár University, Hungary

D /9
ADULT-CHILD PEDAGOGIC INTERACTIONS & RELATIONSHIPS
Individual Paper Presentation
Mezzanine Floor, KMF79, Building K

CHAIR: MEFHARET VEZIROGLU CELIK, Istanbul Medipol University, Turkey

The association between teacher-child relationship quality and children’s early learning behaviours
MEFHARET VEZIROGLU CELIK, Istanbul Medipol University, Turkey

Space of child realization
NIKOLAY VERAKSA, Moscow City University, Russia

The effects of the PedaSens intervention in supporting early childhood education professional’s pedagogical sensitivity
SIVI HARKOMA (1), NINA SAJANIEMI (1), EIRA SUHONEN (1), JUKKA MÄKELÄ (2) AND MARI NISLIN (3), (1) University of Helsinki, Finland; (2) National Institute for Health and Welfare, Finland; (3) The Education University of Hong Kong, China

D /10
LANGUAGE LEARNING
Individual Paper Presentation
1st Floor, K155, Building K

CHAIR: ALIZA ALI, Open University Malaysia, Malaysia

Moving from concrete to abstract: how play-based learning activities promote children’s engagement in language learning
ALIZA ALI, Open University Malaysia, Malaysia

StoRe - Stories make readers - project creating a society of readers
JULI-ANNA AERILA (1) AND MERJA KAUPPINEN (2), (1) University of Turku, Finland; (2) FINEEC, Finland

The role of context in early childhood curriculum enactment
MARGARET O DONOGHUE, The Institute of Technology Blanchardstown, Ireland
D /11
THE SIGNIFICANCE OF TOUCH
Individual Paper Presentation
1st Floor, K150, Building K

CHAIR: MAGNUS ÅBERG, Centre for Gender Studies, Karlstad University, Sweden

Touch in preschool - care or risk?
MARIA HEDLIN (1), CAROLINE JOHANSSON (1) AND MAGNUS ÅBERG (2), (1)Linnaeus University, Sweden; (2) Karlstad University, Sweden

Disappearing bodies – conflicting norms on touch in preschool
MAGNUS ÅBERG (1), MARIA HEDLIN (2) AND CAROLINE JOHANSSON (2), (1) Centre for Gender Studies, Karlstad University, Sweden; (2) Linnaeus University, Sweden

Touching in ECEC in Hungarian Kindergarten Educators’ Practice
ANIKŐ VARGA NAGY, SÁNDOR PÁLFI AND SÁNDOR SZEREPÍ, University of Debrecen Faculty of Education for Children and Special Educational Needs, Hungary

D /12
THE DEVELOPMENT OF EXECUTIVE FUNCTIONING SKILLS
Individual Paper Presentation
1st Floor, K196, Building K

CHAIR: KRISZTIAN JOZSA, University of Szeged, Hungary

Dimensions of mastery motivation in Hungarian toddlers
AGNES NYITRAI (1), JUDIT PODRÁCZKY (1) AND KRISZTIAN JOZSA (2), (1) Kaposvar University, Hungary; (2) University of Szeged, Hungary

The relation of home environment to mastery motivation among Hungarian toddlers
KRISZTIAN JOZSA (1), AGNES NYITRAI (2) AND JUDIT PODRÁCZKY (2), (1) University of Szeged, Hungary; (2) Kaposvar University, Hungary

Enhancing executive function through imaginary play
SUE WALKER (1), MARILYN FLEER (2) AND NIKOLAI VERESOV (2), (1) Queensland University of Technology, Australia; (2) Monash University, Australia

D /13
TRANSITIONS FROM PRE-SCHOOL
Individual Paper Presentation
1st Floor, K195, Building K

CHAIR: ELIZABETH ROUSE, Deakin University, Australia

Transition to school - what challenges teachers?
ELIZABETH ROUSE, MARIA NICHOLAS, ROSEMARIE GARNER AND CHRISTOPHER SPELDEWINDE, Deakin University, Australia

A smooth transition from ECE to elementary school education (ESE) focused on literacy education: Through a comparative case study between Japan and the UK
YUJI FUJIMORI (1) AND ASATO YOSHINAGA (2), (1) Shinshu University, Japan; (2) Kokugakuin University, Japan

The making of transitions from kindergarten to school – A case from Denmark
KIRA SAABYE CHRISTENSEN, DPU, Denmark

D /14
WORKING WITH PARENTS
Individual Paper Presentation
1st Floor, K172, Building K

CHAIR: ANNEGRET AHRENKIEL, The Danish Centre for Research in Early Childhood Education and Care, Roskilde University, Denmark
Consumers, clients or participants? Formal and informal collaboration with parents.
ANNEGRETHE AHRENKIEL, The Danish Centre for Research in Early Childhood Education and Care, Roskilde University, Denmark

Prosociality, pedagogy and parents: A case-study of Pikler and Steiner Waldorf inspired parent and child and family groups.
GEMMA RYDER, Anglia Ruskin University, United Kingdom

University and School: a joint effort to acquire competencies on how to engage families in the early childhood educational journey
MARÍA ELENA GONZÁLEZ ALFAYA, MARIA ANGELES OLIVARES GARCÍA, JULIA RODRIGUEZ CARRILLO AND ROSARIO MERIDA-SERRANO, University of Cordoba, Spain

D /15
SOCIAL CONSTRUCTIONS OF GENDER & MOTHERHOOD
Individual Paper Presentation
2nd Floor, K255, Building K

CHAIR: ARNA H. JONSDOTTIR, University of Iceland, Iceland

Analysis of mother’s images in Korean picture books
JUNG-MIN KIM AND EUN-JIN LEE, Keimyung University, South Korea

Diversity and gender equality in transition from pre- to compulsory schools: The role of the after school programs
ARNA H. JONSDOTTIR, University of Iceland, Iceland

Gender differences: given or made?! Gender constructions of parents and professionals in a German daycare centre
MELANIE KUBANDT, University of Vechta, Germany

D /16
WORKING WITH DIVERSITY
Individual Paper Presentation
2nd Floor, K250, Building K

CHAIR: BERT WASTIJN, Urban Coaching & Education @ Erasmus University College Brussels, Belgium

A school for cultural sensitive educative professionals
BERT WASTIJN AND LEEN ROSIERS, Erasmus University College Brussels, Belgium

Creating an affordance network for newly arrived refugee families in preschools
ÅSA LUNGGREN (1) AND KRISTINA GIDNER (2), (1) Linnaeus University, Institution of Pedagogy and Learning, Sweden; (2) The Preschool Management of Malmo, Sweden

My way, your way or our way? Ethical considerations in multicultural parent-teacher relations.
KATHRINE TVINNEREIM, Volda University College, Norway

D /17
SUPPORTING INFANT WELL BEING, MOVEMENT THROUGH PARENTING PROGRAMMES
Individual Paper Presentation
2nd Floor, K213, Building K

CHAIR: WENDY BOYD, Southern Cross University, Australia

1. Childhood – movement – families: a diversity study
TINA SAENGER, University of Goettingen, Germany

Setting babies in motion: a Brazilian case study of infant locomotor exploration dynamics in daycare adaptation
NATÁLIA MEIRELES SANTOS DA COSTA AND KATIA AMORIM, University of São Paulo, Brazil

What is the impact of an innovative combined parenting and yoga programme on everyday family life?
JANET ROSE, KAREN MCINNES AND CLAIRE BURGESS, Norland College, United Kingdom
D /18
THINKING ABOUT MATHS
Individual Paper Presentation
2nd Floor, K212, Building K

CHAIR: IBRAHIM H. ACAR, Istanbul Medipol University, Turkey

Differences and similarities in the mathematical thinking of 5-6 year olds in New York City, USA and Hungary comparative analysis
JUDIT SZITÁNYI (1), JUDIT KEREKES (2) AND MÓNIZA BAGOTA (1), (1) ELTE TÖK, Hungary; (2) The City University of New York, United States

Designing "hard fun and hard learning" mathematical activities for young learners
ANDREA ELIADOU, European University Cyprus, Cyprus

Teacher perceptions of a learning outcome-based approach to a new mathematics curriculum for the early years.
MAEVE MCCAFFERTY, Irish National Teachers' Organisation, Ireland

D /19
WORKING WITH INCLUSIVITY
Individual Paper Presentation
2nd Floor, K211, Building K

CHAIR: ANE BJERRE ODGAARD, University of Southern Denmark, Denmark

Culturally diverse families as gate keepers of information capital
SHAROLYN POLLARD-DURODOLA (1) AND GLORIA MILLER (2), (1) University of Nevada Las Vegas, United States; (2) University of Denver, United States

Habitual and value bonding between parents and ECEC institutions and its consequences in the diversifying ECEC system in the Czech Republic
MARTINA KAMPICHLER AND KATARÍNA SLEZÁKOVÁ, Masaryk University, Czech Republic

Enhancing inclusive values, strategies and practice for multiprofessional teams, families and community partners in early childhood education
ANDREA TURES (1), SABINE LINGENAUBER (2) AND JANINA VON NIEBELSCHÜTZ (2), (1) Justus-Liebig-Universität Gießen, Germany; (2) University of Applied Sciences Fulda, Germany

D /20
CROSS CULTURAL APPROACHES TO PARENTAL PARTNERSHIPS
Individual Paper Presentation
3rd Floor, K353, Building K

CHAIR: HO KA LEE CARRIE, University of Saint Joseph, Macau

“The Democratic Parent” in Early Childhood Institutions in Australia and Sweden
ANDERS RÅDE, Department of Applied Educational Science, Umeå University, Sweden

Parent Participation in early years services in Northern Ireland: Implications for policy and practice
ELAINE DUDDY, Birmingham City University, United Kingdom

D /21
MALE ECEC WORKERS IN THE VIEWS OF CHILDREN, COLLEAGUES, AND PARENTS
Self Organised Symposium
3rd Floor, K351, Building K

CHAIR: TIM ROHRMANN, Dresden University of Applied Sciences, Germany

Gender socialization in ECE and the significance of male workers
MARKUS ANDRAE, Fachhochschule Dresden, Germany
Attitudes towards men in ECEC: A comparison of parents' views in Austria and Turkey
TIM ROHRMANN (1), RAMAZAN SAK (2), İKBAL TUBA ŞAHIN SAK (2), GABRIELE SCHAUER (3), (1) Dresden University of Applied Sciences, Germany; (2) Van Yüzüncü Yıl University, Department of ECE, Turkey; (3) University of Innsbruck, Austria

Male early childhood educators in Ireland: An exploration of the views of female colleagues and parents
JOANNE MCHALE, Institute of Technology Blanchardstown, Ireland

D /22
OUTDOORS & THE NATURAL WORLD IN ECE
Individual Paper Presentation
3rd Floor, K350, Building K

CHAIR: MAGDOLNA NEMES, University of Debrecen, Faculty of Child and Adult Education, Hungary

Humans and animals: an educational program for Greek preschool aged children
MARIA KYPRIOTAKI (1), MIHAIL KALOGIANNAKIS (1), MARIA MARKODIMITRAKI (1), MICHAEL LINARDAKIS (1), MARIA-ISAVELLA ZYMONPOULOU (2), MYRIA PIERIDOU (3), EIRINI SPANAKI (1), MARIA KALESIOU (1) AND GIANNIS RAPTIS (1), (1) University of Crete, Greece; (2) University of Missouri, United States; (3) Open University of London, United Kingdom

Journey to school - children and families in the mornings
MAGDOLNA NEMES, University of Debrecen, Faculty of Child and Adult Education, Hungary

Childrens wellbeing in kindergartens outdoors environment
KATHRINE BJØRGEN, Queen Maud University, Norway

D /23
SIG: TRANSOFMRING ASSESSMENT & EVALUATION - DOCUMENTING INSIDE/OUTSIDE CHILDREN'S PERSPECTIVE IN ECECC: A COMPARATIVE STUDY AMONG ITALY, JAPAN AND UK
Self Organised Symposium
3rd Floor, K376, Building K

CHAIR: ELISABETTA BIFFI, University of Milano-Bicocca, Italy

Documenting inside/outside children's perspective: the Italian perspective
ELISABETTA BIFFI AND FRANCA ZUCCOLI, University of Milano-Bicocca, Italy

Documenting inside/outside children's perspective: the Japanese perspective
MARI MORI (1), TOMOHIRO UEMURA (2), IKUKO GYOBU (3), YUTAKA SAYEKI (4) AND AKIKO GUNJI GUNJI (5), (1) Tsurukawa College, Japan; (2) Tama Art University, Japan; (3) Ochanomizu University, Japan; (4) Denen-chofu University, Japan; (5) Gunma University, Japan

Documenting inside/outside children's perspective: The English perspective
IOANNA PALAIIOLOGOU (1), LORNA ARNOTT (2) AND ZENNA KINGDOM (3), (1) UCL Institute of Education, United Kingdom; (2) University of Strathclyde, United Kingdom; (3) University of Wolverhampton, United Kingdom

D /24
DIMENSIONS OF INEQUALITY IN ECEC CENTERS – INSIGHTS FROM GERMANY AND FINLAND
Self Organised Symposium
3rd Floor, K375, Building K

CHAIR: TANJA BETZ, Goethe-Universität Frankfurt am Main, Germany

Challenges from the perspective of ECEC professionals in Germany – Facing families from socially diverse backgrounds
STEFANIE BISCHOFF, Goethe-Universität Frankfurt am Main, Germany

Dimensions of hierarchies in the context of continuous language education in Germany – a multi-perspective analysis
EZGI ERDOGAN, SANDRA REZAGHOLINIA AND KARIN KAEMPFE, Goethe-Universität Frankfurt am Main, Germany

Distinctions and daily practices in Finnish ECEC centre
MARI VUORISALO, University of Jyväskylä, Finland
iPads and the process of writing: teachers' perspectives  
JILL DUNN (1) AND TONY SWEENEY (2), (1) Stranmillis University College, United Kingdom; (2) Maynooth University, Ireland

Young children's social cooperation behaviours while using ICT: a case study  
AHMET SAMI KONCA (1) AND FEYZA TANTEKIN-ERDEN (2), (1) Ahi Evran University, Turkey; (2) Middle East Technical University, Turkey

Pre-school teachers and parents' use of technology during play-based practices: Engaging young children in learning science  
SARIKA KEWALRAMANI, Monash University, Australia

Children's vs. teachers' and parents' agency: A case of a Serbian-English bilingual preschool model  
DANIJELA PROSIC-SANTOVAC (1) AND DANIJELA RADOVIĆ (2), (1) University of Novi Sad, Serbia; (2) Pedagogical institute of Vojvodina, Serbia

Becoming agents of change: how early-years practitioners in Luxembourg transformed monolingual practices into multilingual ones  
CLAUDINE KIRSCH, University of Luxembourg, Luxembourg

Exploring children's bilingual agency in the context of preschool bilingual development and education  
MILA SCHWARTZ (1) AND INAS DEEB (2), (1) Oranim Academic College of Education, Israel; (2) Hand in Hand, Centre for Jewish-Arab Education, Israel
THURSDAY 30TH AUGUST 2018
SYMPOSIUM SET E: 13:40 – 15:00

E /1
MEDIA EDUCATION & USE OF ICT
Individual Paper Presentation
Ground Floor, KF88, Building K

CHAIR: SAARA SALOMAA, National Audiovisual Institute, Finland

Teacher Students and Media Education
SAARA SALOMAA, National Audiovisual Institute, Finland

Misunderstanding child-centeredness: Child 2.0 and media education
PEKKA MERTALA, University of Oulu, Finland

Pilot study of temperament, social problem solving strategies and the characteristics of ICT use among preparatory class children
MÁRIA DÁVID (1), MONIKA CSIBI (2), TÜNDE TASKÓ (1) AND SÁNDOR CSIBI (2), (1) Eszterházy Károly University, Eger, Hungary; (2) University of Medicine and Pharmacy Târgu Mureș, Romania

E /2
CURRICULUM ISSUES
Individual Paper Presentation
Ground Floor, KF87, Building K

CHAIR: SARA B. TOURS, Slippery Rock University, United States

Florida kindergarten teachers' beliefs, practices, and opinions on the current state of curriculum
SARA B. TOURS (1), ITHEL JONES (2) AND OGUZCAN CIG (2), (1) Slippery Rock University, United States; (2) Florida State University, United States

The learning progression of implementing early childhood education & care curriculum framework of preschool educators in Taiwan for preschool beginning teachers
CHAO-MING LEE, University of Taipei, Taiwan

E /3
ROLE OF RESEARCH IN TEACHER EDUCATION
Individual Paper Presentation
Ground Floor, KF86, Building K

CHAIR: GUOHAO QIN, Beijing Normal University, China

"Kindergarten could be a men's garden!" How kindergartens work as professional learning communities to support male teachers development----- an exploration study from China and Norway
GUOHAO QIN AND JIYU YANG, Beijing Normal University, China

Developmental research of ECEC teacher's job training to improve their communication skills: through the viewpoints of the smooth transition
YOSHIKO SHIRAKAWA, Kyoritsu Women's University, Japan
ECE IMPACT & ACADEMIC OUTCOMES
Individual Paper Presentation
Ground Floor, KF85, Building K

CHAIR: ALEJANDRA CORTAZAR, Centro de Estudios Primera Infancia, Chile

Early Childhood Education Effects on Academic Outcomes, Grade Retention and School Dropouts
ALEJANDRA CORTAZAR, ANGELES MOLINA AND JAVIERA SELMAN, Centro de Estudios Primera Infancia, Chile

Linking emotional intelligence and school readiness: The impact of an emotional intelligence curriculum on prekindergarten students’ behaviour and academic development
DANIELA FOERCH AND ANDREA ADELMAN, Florida International University, United States

LEADERSHIP & TEAM BASED LEARNING
Individual Paper Presentation
Ground Floor, KF84, Building K

CHAIR: AMANDA INCE, UCL IOE, United Kingdom

Inclusive leadership in early childhood education and care
PAULA LAAXSO, University of Turku, Finland

An evaluation of pedagogical leadership and innovation in the early years
AMANDA INCE (1), LYNN ANG (1) AND JULIAN GRENIER (2), (1) UCL IOE, United Kingdom; (2) Sheringham Nursery School, United Kingdom

The meanings of experiencing team-based learning in an early childhood education profession course
MYN-GYUN KWON, Keimyung University, South Korea

PARENTAL VIEWS & VOICE
Individual Paper Presentation
Ground Floor, KF83, Building K

CHAIR: F. LASSÚ ZSUZSA, Eötvös Loránd University, Hungary

Investigation of protective factors and parents’ acception/rejection perceptions in Turkish families in terms of various variables
HATICE UYSAL BAYRAK, Niğde Omer Halisdemir University, Turkey

Scheduling and topics of early childhood sexual education from parental point of view
F. LASSÚ ZSUZSA AND MÁRIA HERCZ, Eötvös Loránd University, Hungary

Child centred diversity in quality early childhood education and care Project: the case of Galicia (Spain)
CONCEPCIÓN SÁNCHEZ-BLANCO, University of A Coruña, Spain

ROLE OF PEDAGOGIES IN CHILDS PLAY
Individual Paper Presentation
Ground Floor, KF82, Building K

CHAIR: HANNE JENSEN, University of Cambridge, United Kingdom

Guided play: exploring how early childhood educators enact play-based practices in Canadian and South African classrooms
HANNE JENSEN (1) AND ANGELA PYLE (2), (1) University of Cambridge, United Kingdom; (2) University of Toronto, Canada
Playful activities in Pre-K: Educators’ perspectives about their role in promoting play
DANIELA SOFÍA JADUE ROA (1), DAVID PREISS (2), KATHERINE STRASSER (2), DAVID WHITEBREAD (3) AND VALESKA GRAU (2), (1) Universidad de O’Higgins, Chile; (2) Pontificia Universidad Católica de Chile, Chile; (3) University of Cambridge, United Kingdom

The role of pedagogues in children’s play.
HANNE HEDE JOERGENSEN AND ANETTE BOYE KOCH, VIA University College, Denmark

E /8
ENABLING APPROACHES FOR INFANT DEVELOPMENT
Individual Paper Presentation
Ground Floor, KF81, Building K

CHAIR: ASTA CEKAITE, Child Studies, Sweden

Presentation of Tunyogi Game Therapy through the example of the development of a prematurely born pair of twins with brain damage
ÉVA JUHÁSZ AND ERZSÉBET TUNYOGI, Tunyogi Pedagógiai Szakszolgálat, Hungary

Positive childbirth experience towards early attachment
KATALIN HEJJA-NAGY, Eszterházy Karoly University, Hungary

Affectionate touch and care: Embodied intimacy, compassion and control in early childhood education
ASTA CEKAITE (1) AND DISA BERGNÉHR (2), (1) Child Studies, Sweden; (2) Jonköping University, Sweden

E /9
PHYSICAL, KINESIOLOGICAL ACTIVITY IN CHILDREN UNDER 7 YEARS
Individual Paper Presentation
Mezzanine Floor, KNF79, Building K

CHAIR: SZABÓLCS HALASI, University of Novi Sad, Hungarian Language Teacher Training Faculty, Serbia

Physical development and motor skills of 4-6 year old Hungarian children
DÓRA KŐNIGH-GÖRÖG, ZSUZSA OLVASZTÓNÉ BALOGH, NÓRA LAOUES, ZOLTÁN SZERDAHELYI, University of Debrecen, Hungary

Effects of longitudinal kinesiology activity on motoric and morphological development of preschool children
SZABÓLCS HALASI, JOSIP LEPEŠ AND DAMJAN JAKSIC, University of Novi Sad, Serbia

EDUBalls - An innovative teaching approach for educators
SARA WAWRZYNIAK, IRENEUSZ CICHY, MARCIN KORBECKI AND ANDRZEJ ROKITA, University School of Physical Education in Wrocław, Poland

E /10
MULTIDISCIPLINE & MULTIPROFESSIONAL APPROACHES TO LITERACY
Individual Paper Presentation
1st Floor, K155, Building K

CHAIR: TARA SHEM, Flinders University, Australia

Fostering collaborative practice: speech pathologists and educators working together in early childhood education services
TARA SHEM, CHRIS BREBNER, ANGELA LAWLESS AND MICHELLE SWIFT, Flinders University, Australia

Library storytime and early literacy: A multimodal, multidisciplinary perspective
EMILIA DJONOV, Department of Educational Studies, Macquarie University, Australia

JUMP ALONG! Renewing early education teachers’ competences to support language and socioemotional development of diverse children
MAARIT SILVÉN, ANNE SORARIUTTA, WENWEN YANG, JULI-ANNE AERILA, ANITTA MELASALMI, LISA POSTAREFF, TIMO RUUSUVIRTA AND THE JUMP ALONG INTERVENTION STUDY GROUP, University of Turku & University of Jyväskylä, Finland
As mother and as educator! Studying mothers and educators (with their or others children) in a collaborative task with child
MARINA FUERTES (1), OTÍLIA SOUSA (1) AND SOFIA FARINHA (2), (1) CIED-ESELX/IPL, Portugal; (2) Escola Superior de Educação do Instituto Pouitécnico de Lisboa, Portugal

Let me command you!
GALINA MISHINA, Russian State University for the Humanities, Russia

Fathering during the early years: Influencing factors and perspectives on engagement with their young children
MEREDITH JONES, University of North Carolina at Wilmington, United States

The nursery as an open and flexible centre for families and their children in northern Italy
SAMANTA MURGIA AND CATERINA SEGATA, Cooperativa Sociale Società Dolce, Italy

The reference document for parenting support “Towards thoughtful support of families”
GENEVIEVE BAZIER, Office de la Naissance et de l'Enfance, Belgium

Using authentic family learning principles to develop parental involvement in early childhood education
CHARLOTTE HARDACRE, University of Cumbria, United Kingdom

Appropriate readiness in Danish family and preschool education
TOMAS ELLEGAARD, Roskilde University, Denmark

“Can you help me keep my colour?” Embracing the perspectives of 2-year-old children within the discourse of school readiness to think otherwise.
JULIE OVINGTON, Northumbria University, United Kingdom

JOHANNA EINARSDOTTIR, University of Iceland, Iceland

Transition as a shared responsibility - teachers role in the process of supporting families
ADRIJANA VISNJIC JEVTIC (1) AND IVANA VISKOVIC (2), (1) University of Zagreb, Croatia; (2) University of Split, Croatia
Preschool in remote Arctic regions: Lessons for transition to school
TUJA TURUNEN, University of Lapland, Finland

The provision of preschool programs in school classrooms in remote Australian communities: Lessons for transition to school
SUE DOCKETT AND ROBERT PERRY, Charles Sturt University and Peridot Education Pty Ltd, Australia

E /15
CHALLENGES IN DIGITAL LEARNING
Individual Paper Presentation
2nd Floor, K255, Building K

CHAIR: SABA AYACHI, University of Algiers 2, Algeria

Towards a practical strategy to entertain children and protect them from the internet's risks.
SABA AYACHI, University of Algiers 2, Faculty of Social Sciences, Algeria

The DILE Project: Children's joy of knowledge in digital learning challenged by the power of parents
KRISTINA HOLMBERG (1) AND ANNIQA LAGERGREN (2), (1) Linnaeus University, Sweden; (2) Halmstad University, Sweden

E /16
WHAT KIND OF CONTINUOUS PROFESSIONAL DEVELOPMENT IS EFFECTIVE IN ENABLING ECEC TEACHERS/EDUCATORS TO WORK MORE COLLABORATIVELY WITH YOUNG CHILDREN AND FAMILIES?
Self Organised Symposium
2nd Floor, K250, Building K

CHAIR: JAN PEETERS, VBJK Ghent University, Belgium

Improving collaborative practices through continuous professional Development.
BRECHT PELEMAN (1), ARIANNA LAZZARI (2), IRMA BUDGINAITĖ (3), HANNA SIAROVA (3), HANAN HAURARI (4), JAN PEETERS AND CLAIRE CAMERON (4), (1) Ghent University, Belgium; (2) University of Bologna, Italy; (3) Public Policy and Management Institute, Vilnius, Lithuania; (4) University of London, United Kingdom; (5) VBJK, Centre for Innovations in the Early Years, Belgium

Innovative approaches to continuous professional development (CPD) in early childhood education and care (ECEC) in Europe: Findings from a comparative review
BENTE JENSEN (1) AND ROSA LISA IANNONE (2), (1) Aarhus University, Denmark; (2) University of Luxenbourg, Luxembourg

Assistants in ECEC: Pathways towards continuous professional development for working with parents and children
IRMA BUDGINAITĖ (1) AND NIMA SHARMAH (2), (1) PPMI, Lithuania; (2) VBJK, Belgium

E /17
TRANSONTATIONAL PERSPECTIVES ON HOW OBSERVATION AND DOCUMENTATION CAN ENHANCE PARENTAL ASPIRATION FOR THEIR CHILDREN.
Self Organised Symposium
2nd Floor, K213, Building K

CHAIR: LORRAINE SANDS, EDUCATIONAL LEADERSHIP PROJECT, AOTEAROA NEW ZEALAND

How documentation of formative assessment has the capacity to strengthen parents' views of what it is to be a learner in the 21st century
WENDY LEE, Educational Leadership Project, Aotearoa New Zealand

Tuning into children's energies, passions and spirits
LORRAINE SANDS, Educational Leadership Project, Aotearoa New Zealand

Reflecting on children's unconscious processes alongside parents and practitioners
ANNETTE CUMMINGS, Pen Green Centre for Children and their Families, United Kingdom
TRANSITION TO PRIMARY SCHOOL, & SCHOOL AGE CHILDCARE

Self Organised Symposium
2nd Floor, K212, Building K

CHAIR: JANE BERTRAND, Ontario Institute for Studies in Education, University of Toronto, Margaret and Wallace McCain Family Foundation, Canada

The Child - Play-based Learning Continuum
JANE BERTRAND (1), PENNY MARKHAM (2) AND JUNE MCLOUGHLIN (3), (1) University of Toronto, Margaret and Wallace McCain Family Foundation, Canada; (2) Goodstart Early Learning, Australia; (3) Our Place, Australia

Supporting families facing disadvantage to be strong partners in children’s transition from ECEC to school and Community: Our Place
PENNY MARKHAM (1), JANE BERTRAND (2) AND JUNE MCLOUGHLIN (3), (1) Goodstart Early Learning, Australia; (2) University of Toronto, Margaret and Wallace McCain Family Foundation, Canada; (3) Our Place, Australia

Throwing the baby out with the bath water: School Age Childcare Provision in Denmark
MARY MOLONEY AND JENNIFER POPE, Mary Immaculate College, John Henry Newman Campus, Ireland

THE BELIEFS OF EARLY CHILDHOOD TEACHER STUDENTS ABOUT CHILDREN’S LEARNING AND PARTICIPATION

Self Organised Symposium
2nd Floor, K211, Building K

CHAIR: ANJA SEIFERT, University of Education, Germany

The beliefs of early childhood teacher students about children’s learning and participation in Germany
CHRISTA KIEFERLE, State Institute of Early Childhood Research, Germany

The beliefs of early childhood teacher students about children’s learning and participation in Estonia
MAIRE TUUL, AINO UGASTE AND SIIRI SARAPUU, Tallinn University, Estonia

The beliefs of early childhood teacher students about children’s learning and participation in Russia
IGOR SHIIAN, NIKOLAY VERAKSA AND EVGENIY KRASHENINNIKOV-KHAIT, Moscow City University, Russia

SUPPORTING OUTDOOR & NATURE BASED LEARNING

Individual Paper Presentation
3rd Floor, K353, Building K

CHAIR: EDITA ROGULJ, Faculty of Teacher Education University of Zagreb, Croatia

Designing the guideline booklet for improve the quality of playground in Japan
Kiyomi Akita (1), MACHIKO TSUJITANI (2), YUTA MIYAMOTO (1), MARIKO MIYATA (2) AND KAORI ISHIDA (3), (1) The University of Tokyo, Japan; (2) Shiraume Gakuen University, Japan; (3) Preschool Outdoor Environment Design Office, Japan

THE PROGRAM “Children in Nature” – An authentic concept of children’s spending time in nature
EDITA ROGULJ, Faculty of Teacher Education University of Zagreb, Croatia

OUTDOOR PLAY AND LEARNING: RISKY, ACTIVE PLAY, EXPLORATIONS AND PROFESSIONAL LEARNING

Self Organised Symposium
3rd Floor, K351, Building K

CHAIR: OLE JOHAN SANDO, Queen Maud University College, Norway

Improving professional competencies to increase children's outdoor play risk-competence in after-school childcare settings
MARTIN VAN ROOIJEN, University of Humanistic Studies, Netherlands
Toddlers engaging with challenging, risky play
HELEN LITTLE, Macquarie University, Australia

How does Norwegian early years settings facilitate for active physical play and science exploration among the youngest?
KAREN MARIE EID KAARBY AND CATO TANDBERG, Oslo Metropolitan University, Norway

E /22
MULTICULTURAL EARLY CHILDHOOD EDUCATION IN HUNGARY, ITALY AND SPAIN.
Self Organised Symposium
3rd Floor, K350, Building K

CHAIR: CLARA MARIA SILVA, Università degli Studi di Firenze, Italy

Early childhood education in multicultural contexts
CLARA SILVA, Università degli Studi di Firenze, Italy

Encouraging cooperative partnership in multicultural early childhood context
ANGELA BAJZÁTH, Eötvös Loránd Tudományegyetem, Hungary

The role of early childhood Education to promote integration of children and families
GABRIEL LEMKOW TOVIAS, Universitat de Vic-Universitat Central de Catalunya, Spain

E /23
DEVELOP PROFESSIONAL COMPETENCES IN INITIAL TRAINING
Individual Paper Presentation
3rd Floor, K376, Building K

CHAIR: BARBARA MCCONNELL, Stranmillis University College, United Kingdom

Organisational, relational and reflective competences in ECEC
FLORENCE PIRARD, University of Liège, Belgium

Professional qualification for working with children below the age of 3
REIDUN LARSEN, University of South-Eastern, Norway
See page 79 for 3rd abstract

E /24
DEVELOPING PROFESSIONALS: WHAT'S EFFECTIVE, WHAT'S EFFICIENT, AND WHAT'S POSSIBLE
Self Organised Symposium
3rd Floor, K375, Building K

CHAIR: CYNTHIA BUETTNER, The Ohio State University, United States

Examination of coaching as a professional development strategy for ECE professionals: What are we missing?
SARAH LANG (1), MICHAEL WELLS (2), LIENY JEON (3) AND CYNTHIA BUETTNER (1), (1) The Ohio State University, United States; (2) Karolinska Institute, Sweden; (3) Johns Hopkins University, United States

Perceptions of professional development and teaching efficacy: implications for success or failure
LIENY JEON (1), CYNTHIA BUETTNER (2), SARAH LANG LANG (2) AND MICHAEL WELLS (3), (1) Johns Hopkins University, United States; (2) Ohio State University, United States; (3) Karolinska Institute, Sweden

Transforming a big system: Investments in research based models and resources
CYNTHIA BUETTNER (1), SARAH LANG (1) AND LIENY JEON (2), (1) The Ohio State University, United States; (2) Johns Hopkins University, United States

E /25
CHILDREN, FAMILIES, EDUCATORS AND COMMUNITY: PROMOTING DEMOCRATIC PARTNERSHIPS
Self Organised Symposium
3rd Floor, K374, Building K
Children as experts for their own development: Participation as learning design
STEFAN WOLF (1) AND JULIA HOEKE (2), (1) Peter Gläsel Foundation, Germany; (2) University of Paderborn, Germany

Design of participatory educational processes in a primary school from the perspective of children
BIRGIT HUEPPING AND PETRA BUEKER, Universität Paderborn, Germany

Empowering families to support young children’s participation in research through a story-based approach to informed consent
FIONA MAYNE AND CHRISTINE HOWITT, The University of Western, Australia

OVERCOMING BARRIERS FOR MALE PARTICIPATION IN THE ECEC WORK FORCE
Self Organised Symposium
3rd Floor, K373, Building K

Preventive and remedial action regarding suspicion of child sexual abuse by ECEC employees – as part of increasing child protection as well as reducing drop outs and increasing the proportion of men
CHRISTIAN EIDEVALD (1) AND BIRGITTA HENECKE (2), (1) Stockholm University, Sweden; (2) City of Malmo, Sweden

Male teachers as sexual predators: The perils of non-dominant masculinity in teaching young
DEEVIA BHANA, University of KwaZulu-Natal, South Africa

An insider’s view: Women’s talk about men in childcare
VICTORIA SULLIVAN, KAREN THORPE AND FRANCISCO PERALES, the University of Queensland, Australia

DEVELOP PROFESSIONAL COMPETENCES IN INITIAL TRAINING
Individual Paper Presentation
3rd Floor, K376, Building K

Listening to children’s views on local community play spaces
ELLEN YATES AND RUBY OATES, University of Derby, United Kingdom
CHILDREN AND ADULTS: RESEARCHING PLAY FROM DIFFERENT EPISTEMOLOGICAL APPROACHES
Self Organised Symposium
Ground Floor, KF88, Building K

CHAIR: MANDY ANDREWS, Plymouth University, United Kingdom

Building young children’s emotional competence in joint make-believe play
GIEDRĖ SUJETAITĖ VOLUNGEVIČIENĖ AND MILDA BRĘDIKYTĖ, Lithuanian University of Educational Sciences, Lithuania

Allowed and forbidden play: Children’s and adults’ perspectives on play practices in early educational transition processes
PABLO RUPIN, CIAE (1), DANIELA JADUE-ROA (2) AND CARLA MUÑOZ (3), (1) Universidad de Chile, Chile; (2) Universidad de O’Higgins, Chile (3) Pontificia Universidad Católica de Valparaíso, Chile

Playing as intra-active becoming.
MANDY ANDREWS, Plymouth University, United Kingdom

DEMOCRATIC APPROACHES IN ECE SETTINGS
Individual Paper Presentation
Ground Floor, KF87, Building K

CHAIR: DEIRDRE HORGAN, University College Cork, Ireland

School Age Care: Children voice in the policy arena
DEIRDRE HORGAN, JACQUI O’RIORDAN, SHIRLEY MARTIN AND JANE O’SULLIVAN, University College Cork, Ireland

Alternative approaches in managing infant toddler centres in Reggio Emilia in the eighties and nineties of the XX century: between public and private, on the tracks of Loris Malaguzzi
NICOLA S. BARBIERI, University of Modena and Reggio Emilia, Italy

Deliberative democratic evaluation in preschools
ANNA HREINSDÓTTIR, Borgarbyggð, Iceland

EQUALITY & INEQUALITIES
Individual Paper Presentation
Ground Floor, KF86, Building K

CHAIR: EDINA KOVÁCS, University of Debrecen, Hungary

Integration of Roma Children: what pre-service teachers think?
EDINA KOVÁCS, University of Debrecen, Hungary

CAROLYN HELENA SILBERFELD, (1) AND HELENA MITCHELL (2), (1) Early Childhood Studies Degrees Network, United Kingdom; (2) Oxford Brookes University, United Kingdom

Profiling developmental circumstances that give rise to stark inequalities in reading achievement in Australian children: Fitting policies to profiles.
CATHERINE TAYLOR (1), DANIEL CHRISTENSEN (2) AND STEPHEN ZUBRICK (1), (1) Telethon Kids Institute & The University of Western Australia, Australia; (2) Telethon Kids Institute, Australia
PEDAGOGICAL REFLECTION & PROFESSIONAL GROWTH

Individual Paper Presentation
Ground Floor, KF85, Building K

CHAIR: CARINA HJELMÉR, Umeå University, Sweden

Professional growth diary of kindergarten teachers on an island
LEE-FENG HUANG, National Pingtung University, Taiwan

Professional learning and reflective practice
MANON BOILY, JULIE LEFEBVRE, SYLVIE MARTEL AND JOANNE LEHRER, Université du Québec Montréal, Canada

Professionalism and pedagogical judgement - preparations in ECE teacher education in Norway
INGUNN SÆLID SELL AND HEIDI ØSTLAND VALA, University of South-Eastern Norway, Norway

TEACHER AGENCY & ADVOCACY

Individual Paper Presentation
Ground Floor, KF84, Building K

CHAIR: BENTE VATNE, Volda University College, Norway

Subjectivity as a means for developing professional agency in early childhood teacher education
BENTE VATNE (1), KARI SØNDENÅ (2) AND MIKHAIL GRADOVSKI, (1) Volda University College, Norway; (2) University of Stavanger, Norway

Advocacy as a meta-strategy for infant and toddler specialists in early childhood teacher education in Australia and Aotearoa New Zealand
KATHERINE BUSSEY, Australian Catholic University, Australia

VOICES FROM THE PRE-SCHOOL TO PRIMARY SCHOOL TRANSITION

Self Organised Symposium
Ground Floor, KF83, Building K

CHAIR: JACQUELINE FALLON, National Council for Curriculum and Assessment, Ireland

The Preschool to Primary School Transition Initiative: putting relationships at the centre
JACQUELINE FALLON, MARY DALY AND DEREK GRANT, National Council for Curriculum and Assessment, Ireland

Voices of parents and children in transitions
MAIRE MHIC MHATHUNA, Dublin Institute of Technology, Ireland

Reconceptualising Curriculum Structure in the Early Years- A Consultation.
CLAIRE REIDY, National Council for Curriculum and Assessment, Ireland

WORKING WITH CHILDREN, FAMILIES AND YOUNG PEOPLE: PROFESSIONAL DILEMMAS, PERSPECTIVES AND SOLUTIONS

Self Organised Symposium
Ground Floor, KF82, Building K

CHAIR: JIM DOBSON, Manchester Metropolitan University, United Kingdom

What’s all the fuss about play? Students’ perspectives on playful approaches to teaching and learning across Ireland’
GLENDA WALSH (1) AND JACQUELINE FALLON (2), (1) Stranmillis University College, United Kingdom; (2) National Council for Curriculum and Assessment, Ireland
'Student perceptions of reflective practice – considerations of the student journey'
AMANDA DAVIS, Manchester Metropolitan University, United Kingdom

Students' Understanding of 'Being Professional'
ALEXANDRA MELROSE, Manchester Metropolitan University, United Kingdom

F /8
YOUNG CHILDREN'S EXPERIENCES OF THEATRE & MUSEUMS
Individual Paper Presentation
Ground Floor, KF81, Building K

CHAIR: NICOLA WALLIS, Fitzwilliam Museum, United Kingdom

The significance of theatre-experience for children under the age of 3
KATALIN KOZAK, OsloMet. Institute for Early Childhood Education, Norway

What do ECEC children enjoy learning through art appreciation in museums?
HIROO MATSUMOTO (1), GOTA MATSUI (1), KAZUKI YAMAJI, (1) AND MIHO TSUNEDA, (1) Kagawa University, Japan; (2) Non-profit organisation, Wahaha-net, Japan

My nursery school is at the museum and garden - making space for children
NICOLA WALLIS, Fitzwilliam Museum, United Kingdom

F /9
EARLY LITERACY, DIALOGIC TALK & PEER ACCEPTANCE
Individual Paper Presentation
Mezzanine Floor, KMF79, Building K

CHAIR: CHIEL VAN DER VEEN, Vrije Universiteit Amsterdam, Netherlands

Dialogic classroom talk in early childhood education
CHIEL VAN DER VEEN (1), SARAH MICHAELS (2) AND BERT VAN OERS (1), (1) Vrije Universiteit Amsterdam, Netherlands; (2) Clark University, United States

Why won't you play with me? Peer rejection in early childhood education and the role of language abilities
FEMKE VAN DER WILT (1), CHIEL VAN DER VEEN (1), CLAUDIA VAN KRUISTUM (2) AND BERT VAN OERS (2), (1) Vrije Universiteit Amsterdam, The Netherlands; (2) Universiteit van Amsterdam, The Netherlands

Recognizing children's approach to literacy in year 1+2 in Danish schools – a common area of action.
CHARLOTTE F. REUSCH AND SARA S. HANNIBAL, National Centre for Reading, Denmark

F /10
DIGITAL METHODS, KNOWLEDGE TRANSFER IN TRANSITIONS TO SCHOOL
Individual Paper Presentation
1st Floor, K155, Building K

CHAIR: KELLY JOHNSTON, Macquarie University, Australia

Parent involvement in transferring development-related information from kindergarten to school
MARIA GRILLITSCH, BIFIE - Department Evaluation, Education Research & Reporting, Austria

Shared understandings: Digital storybooks to support children's agency and communication in the transition to school process
KELLY JOHNSTON, Macquarie University, Australia

Transition talk: E-book co-production as potential space for shared communication during transition from ECEC to primary school
ANE BJERRE ODGAARD, University of Southern Denmark, Denmark
ENGAGING WITH PARENTS & FAMILIES

Engaging families in early childhood education: Findings from a Families Research Project in NSW
TRACY MACKEY, NSW Department of Education, Australia

Parent-teacher relationships in early childhood education and care in Japan: From the parents’ perspective
SACHIKO NOZAWA, YUMI YODOGAWA, KIYOMI AKITA, MIDORI TAKAHASHI AND TOSHIHIKO ENDO, The Centre for Early Childhood Development, Education and Policy Research, The University of Tokyo, Japan

Better than Batman™: Useful learning through play through parental partnerships
YESHE COLLIVER, Macquarie University, Australia

HOME TO PRESCHOOL TRANSITIONS

Nurturing parental understanding of early preparations for formal learning
KATHRYN PECKHAM, Birmingham City University, United Kingdom

Process of belonging-educators views on children’s transition to preschool
HRÖNN PÁLMADÓTTIR, University of Iceland-School of Education, Iceland

PARENT EMPOWERMENT IN DEVELOPING ECEC

Empowering Families & Settings to Build a Social Movement for Quality Early Years Care & Education in Ireland
FRANCES BYRNE, Early Childhood Ireland, Ireland

Parental involvement as a generator of scientific ground in preschool
ANNE LILLVIST, School of Education, Culture and Communication, Sweden

EARLY YEARS SERVICES FOR MIGRANT & DISPLACED CHILDREN

Supporting young children’s education and well-being who have experienced displacement.
DEBBIE MULLEN (1) AND JULIE MCNAMARA (2), (1) Early Childhood Ireland, Ireland; (2) Kildare County Childcare Committee, Ireland
Relational work in multi-agency services: working with refugee families in early childhood services
FABIO DOVIGO, University of Bergamo, Italy

KINDINMI The kindergarten as a factor of inclusion for migrant children and families
CATRIONA MCDONALD, SHEILA NUTKINS AND KATRINA FOY, University of Aberdeen, United Kingdom

F /15
LANGUAGE POLICY IN EARLY CHILDHOOD EDUCATION - A NORDIC PERSPECTIVE
Self Organised Symposium
2nd Floor, K255, Building K

CHAIR: SIV BJÖRKLUND, Åbo Akademi University, Finland

From policy-as-discourse to policy-as-practice: Designing language sensitive continuing professional development for ECEC
MARI BERGROTH AND SIV BJÖRKLUND, Åbo Akademi University, Finland

Conflicting multilingual ideologies in early language education policy
GUNHILD TOMTER ALSTAD, Inland Norway University of Applied Sciences, Norway

Language policy in National core curriculum and in teacher interviews
PAULIINA SOPANEN, University of Jyväskylä, Finland

F /16
LEADERSHIP & PROFESSIONAL WELLBEING
Individual Paper Presentation
2nd Floor, K250, Building K

CHAIR: PAN HE, The Education University of Hong Kong, Hong Kong

Analyzing of the relationship between pre-school teachers' leadership levels and classroom management skills levels
HILAL YILMAZ, ŞEYMA DEĞIRMENCI, RENGIN ZEMBAT AND BÜŞRA ÇELİK, Marmara University, Turkey

What is the main practices of middle leadership to guide curriculum development in kindergartens in China?
PAN HE AND DORA HO, The Education University of Hong Kong, Hong Kong

Factors influencing the professional well-being of teachers in infant and early childhood education
JUDIT FINÁNCZ AND MELINDA CSIMA, Kaposvár University, Hungary

F /17
PEDAGOGICAL LEADERSHIP
Individual Paper Presentation
2nd Floor, K213, Building K

CHAIR: KJELL AAGE GOTVASSLI, Nord University, Norway

Reconceptualising pedagogical leadership in a 21st century ECE context
LUBNA ALAMEEN, Canterbury Christ Church University, United Kingdom

Changes in ECE teachers' pedagogical thinking during further training: professional development towards pedagogical leadership
ELINA FONSEN (1) AND TUULIKKI UKKONEN-MIKKOLA (2), (1) University of Helsinki, Finland; (2) University of Tampere, Finland

Pedagogical leadership and use of sound professional judgement
KJELL AAGE GOTVASSLI, BERIT IRENE VANNEBO AND TORILL MOE, Nord University, Norway

F /18
HOME LEARNING IN THE DIGITAL AGE
Individual Paper Presentation
2nd Floor, K212, Building K
CHAIR: ALISON CLARK, UCI Institute of Education, United Kingdom

**Infocommunication technology usage in early childhood – an exploration study**
BOGLÁRKA FARAGÓ, KATALIN ZSUZSA KECSKEMÉTI-SZÉKELY AND TÜNDE ANNA TASKÓ, Eszterhazy Karoly University, Hungary

**Porous boundaries: expanding the concept of young children’s ‘home learning environment’ with digital media**
ALISON CLARK AND ROSIE FLEWITT, UCL Institute of Education, United Kingdom

**Science education in early childhood: An assessment of children’s home environment**
RAHIME COBANOGLU AND GULFEM DILEK YURTTAS KUMLU, Sinop University, Turkey

F /19
**VOICE, POWER AND EMOTION: THE CHALLENGES OF PRACTITIONER/ PARENT PARTNERSHIPS**
Self Organised Symposium
2nd Floor, K211, Building K

CHAIR: CARLA SOLVASON, University of Worcester, United Kingdom

**Giving Parents a Voice**
CARLA SOLVASON, University of Worcester, United Kingdom

**Voice, power and emotion: the challenges of practitioner/ parent partnerships**
NICOLA WATSON, University of Worcester, United Kingdom

**Advanced empathy - A risky strength?**
ANGELA HODGKINS, University of Worcester, United Kingdom

F /20
**SUSTAINABILITY EDUCATION IN ECEC - FINDING PATHS FROM VISION TO IMPLEMENTATION**
Self Organised Symposium
3rd Floor, K353, Building K

CHAIR: ANN-CHRISTIN FURU, University of Helsinki, Finland

**Sustainability in Finnish ECEC - from vision to implementation**
ANN-CHRISTIN FURU, University of Helsinki, Finland

**Economical sustainability in Swedish preschool**
BENITA BERG AND EVA ÄRLEMALM-HAGSÉR, Mälardalen University, Sweden

**Raising awareness about sustainable development: a shared responsibility.**
Siska Van Daele, Leen Dom and Monique Van Boom, Karel de Grote University College, Belgium

F /21
**SIG OUTDOOR PLAY AND LEARNING IV: OUTDOOR PLAY AND LEARNING: CROSS-CULTURAL PERSPECTIVES**
Self Organised Symposium
3rd Floor, K351, Building K

CHAIR: EVA ÄRLEMALM-HAGSÉR, Mälardalen University, Sweden

**Undergraduate students’ views and perspectives on outdoor learning and play in kindergarten: The case of Greece and Norway**
MARIA DARDANOI (1), GEORGIA GESSIOU (2) AND MARIA SAKELLARIOU (2), (1) UiT, The Arctic University of Norway, Norway; (2) University of Ioannina, Greece

**Physical fitness among children from different preschools in Norway**
OLAV BJARNE LYSKLETT, BJØRGE MOE AND ANNE BERG, Queen Maud University College, Norway

**Class competition in ECEC: Do you think appropriate or inappropriate?**
FUMINORI NAKATSUBO, Hiroshima University, Japan
CHILD PROTECTION, TRAUMAS & FURNISHING WELLBEING
Individual Paper Presentation
3rd Floor, K350, Building K

CHAIR: FAY HADLEY, Macquarie University, Australia

Child protection in out of school hours care settings – Investigating the forgotten voices
FAY HADLEY (1), MANJULA WANIGANAYAKE (1), SUZANNE BLYTHIN (2) AND ZINNIA MEVAWALLA (1), (1) Macquarie University, Australia; (2) Primary OshCare, Australia

Furnishing - a way to support or interrupt children’s learning and well-being
BENEDICTE BERNSTORFF, Roskilde University, Department of People and Technology, Denmark

The long-term sequelae of childhood traumatization
KATALIN TÓTH-MERZA (1), GÁBOR PAPP (2) AND ILDIKÓ KURITÁRNÉ SZABÓ (2), (1) University of Sopron Benedek Elek, Hungary; (2) University of Debrecen, Hungary

POSITIONALITY: INSIDER VERSUS OUTSIDER PERSPECTIVES
Self Organised Symposium
3rd Floor, K376, Building K

CHAIR: FAYE STANLEY, Wolverhampton University, United Kingdom

Positionality: Insider and outsider perspectives between practitioner and researcher
FAYE STANLEY (1), EMMA WESTERHOLM (2) AND CARINA LINDBLAD (2), (1) Wolverhampton University, United Kingdom; (2) Lillekärr södra, Sweden

The dynamic nature of the space between, two researcher’s experiences of positionality in the field.
HELEN LYNDON (1) AND DONNA GAYWOOD (2), (1) University of Wolverhampton, United Kingdom; (2) Birmingham City University, United Kingdom

Positionality in research: An ethical perspective on the insider-outsider continuum
ALISON MOORE, Birmingham City University & CREC, United Kingdom

MUTUAL EXPECTATIONS OF PARENTS AND EARLY CHILDCARE PROFESSIONALS IN GERMANY
Self Organised Symposium
3rd Floor, K375, Building K

CHAIR: SUSANNE VIERNICKEL, Universität Leipzig, Germany

Beliefs of early childcare teams on how to cooperate with parents
SUSANNE VIERNICKEL, Universität Leipzig, Germany

What parents expect from family daycare and vice versa
MARTIN BÖHME, MARIA IHM, DOROTHEA PAHL AND INA ZAENKER, Alice Salomon University of Applied Sciences, Germany

HOLISTIC WELL-BEING: SUPPORT FOR CHILDREN AND FAMILIES
Self Organised Symposium
3rd Floor, K374, Building K

CHAIR: PAULETTE LUFF, Anglia Ruskin University, United Kingdom

The two year old offer: exploring family support workers' views
JANE BRIE AND ALEX OWEN, Liverpool Hope University, United Kingdom
With hope! Poverty and immigrant children: A socially just agenda addressing realities of immigrant preschoolers and their families
WILMA ROBLES-MELENDEZ AND WAYNE DRISCOLL, Nova Southeastern University, United States

The development of child’s voice through narrating personal stories of bereavement.
SUKHBINDER HAMILTON, University of Portsmouth, United Kingdom

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F/26
EARLY EDUCATION ECONOMIES: PARTICIPANTS' POSITIONING IN CHILDCARE MARKETS
Self Organised Symposium
3rd Floor, K373, Building K

CHAIR: JOHANNA MIERENDORFF, Martin Luther University Halle-Wittenberg, Germany

Moral economies of childcare access in Germany
JOHANNA MIERENDORFF, Martin Luther University Halle-Wittenberg, Germany

New Public Management in Germany – ECEC-Providers and the Reproduction of Quality
MARIUS MADER, University of Education Schwäbisch Gmünd, Germany

Civic commitment or subtle economies: Parent initiatives in local contexts
NINA HOGREBE (1) AND NICOLE BALZER, (1) Westfälische Wilhelms-Universität Münster, Germany; (2) WWU Münster Institut für Erziehungswissenschaft, Germany

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F/27
CAREGIVING IN THE DIAPER AREA: CHILDREN’S EXPERIENCES AND WELL-BEING
Self Organised Symposium
3rd Floor, K372, Building K

CHAIR: NANCY FILE, University of Wisconsin-Milwaukee, United States

Routine Caregiving as a Part of Infant/Toddler Life: Reviewing the 'How' and 'Why'
NANCY FILE, University of Wisconsin-Milwaukee, United States

Caregiver-Infant/Toddler Interactions during Diapering: Associations with Well-Being and Involvement
DEBORAH E. LAURIN (1) AND DIANE HORM (2), (1) Eastern Michigan University, United States; (2) University of Oklahoma, United States

Explorations of Equity in Infant Toddler Caregiving Routines
SHANNON STARK GUSS (1), DEBORAH LAURIN (2), DIANE HORM (3) AND MELISSA ACTON (3), (1) University of Oklahoma, United States; (2) Eastern Michigan University, United States(3) University of Oklahoma-Tulsa, United States
FRIDAY 31ST AUGUST 2018
SYMPOSIUM SET G: 10:35 – 11:55

G /1
STUDENT RESEARCH DISCOVERS HOW MULTI PROFESSIONAL AND MULTI-AGENCY SERVICES ARE ENABLED TO WORK COLLABORATIVELY WITH CHILDREN AND YOUNG PEOPLE
Self Organised Symposium
Ground Floor, KF88, Building K

CHAIR: FRANCES MARSDEN, University of Huddersfield, United Kingdom

Students researching children’s needs in multiagency settings, in a UNCRC voice context
FRANCES MARSDEN, University of Huddersfield, United Kingdom

A student’s perspective: exploring ways of listening and responding to children
JUDITH HUNTER, FRANCES MARSDEN AND KAREN SMITH, University of Huddersfield, United Kingdom

Student research discovers how multi professional and multi-agency services are enabled to work collaboratively with young children and families
KAREN SMITH, University of Huddersfield, United Kingdom

G /2
APPROACHES TO TEACHER DEVELOPMENT & TRAINING
Individual Paper Presentation
Ground Floor, KF87, Building K

CHAIR: NICOLA S. BARBIERI, University of Modena and Reggio Emilia - Department of Education and Humanities, Italy

Innovative ways in intercultural early childhood teacher training
ANGÉLA BAJZATH AND ANNA BERECKZINÉ ZÁLUSZKI, Eötvös Lorand University, Hungary

Understanding the professional functionings of educators that support all children’s learning
ANDREA NOLAN, Deakin University, Australia

Video-cued programs as a tool for professional development of ECE teachers
TERESA AGUIAR (1), CAROLINA GUEDES (2) AND JOANA CADIMA (2), (1) Teresa Aguiar, Portugal; (2) University of Porto, Portugal

G /3
CONTENT OF TEACHER EDUCATION
Individual Paper Presentation
Ground Floor, KF86, Building K

CHAIR: AMAL BANUNNAH, Umm Al-Qura University, the Kingdom of Saudi Arabia, the University of Sheffield, United Kingdom

The importance of sex education training for preschool teachers in the Kingdom of Saudi Arabia
AMAL BANUNNAH, Umm Al-Qura University, the Kingdom of Saudi Arabia, the University of Sheffield, United Kingdom

Working with children and their families: How do undergraduate students make the link between theory and practice?
DILYS WILSON, BETH GALLAGHER AND VICKY BURGHARDT, Middlesex University, United Kingdom

Novice kindergarten teachers: Does they have enough support?
ORIT DROR-LEVY, Oranim Academic College of Education, Israel

G /4
WAYS OF MEASURING & MONITORING
Individual Paper Presentation
Ground Floor, KF85, Building K
Including children’s perspectives (0-3 year) in measuring and monitoring quality: the MeMoQ case (Belgium)
BART DECLERCQ AND FERRE LAEVERS, Centre for Experiential Education, KU Leuven University, Belgium

Words don’t come easy -New methods of measuring vocabulary
SZILVIA PÉTER-SZARKA, University of Debrecen, Institute of Psychology, Hungary

Factors that globally influence the preschool education quality (ECERS-R measurement issue results)
TATIANA LE-VAN (1), IGOR SHIYAN (1) OLGA SHIYAN (1) AND MARIA USTINOVA (2), (1) Moscow City University, Russia; (2) World Bank, Russia

How do they share the value of childcare? : A case study of Japanese ECEC practice
MIMI CHOI, Sookmyung Women’s University, South Korea

Children’s integrity and preschool - a discourse analysis of Swedish newspapers
HELENA BERGSTRÖM, Department of child and youth studies, Sweden

A Code of ethics for early years educators in Ireland
HEINO SCHONFELD, Barnardo’s Ireland, Ireland

From their view: Children’s play in a woodland environment V’s adult restrictions
JACKY TYRIE, SIÀ¢N SARWAR, GARY BEAUCHAMP, CHERYL ELLIS, CHANTELLE HAUGHTON, SANDRA DUMITRESCU AND DYLAN ADAMS, Cardiff Metropolitan University, United Kingdom

Outside school spaces to debate: A Spanish research to improve the outside space through listening to student voice.
NOELIA CEBALLOS-LÓPEZ AND CARLOS RODRÍGUEZ-HOYOS, University of Cantabria, Spain

Network governance of work based training in Norwegian ECECs
ELIN BIRGITTE LJUNGGREN, Queen Maud University College of Early Childhood Education, Norway

Mature ECEC student teachers’ perceived professional agency during work placements
TUULIKKI UKKONEN-MIKKOLA, University of Tampere, Finland

Assessment of workplace-based learning in early years: An exploratory study
SARA BARROS ARAÚJO (1) AND ANA PEREIRA ANTUNES (2), (1) Polytechnic Institute of Porto, Portugal; (2) University of Madeira, Portugal
G /8
URBAN GARDENS, LEARNING ENVIRONMENTS & PLAYGROUND RULES
Individual Paper Presentation
Ground Floor, KF81, Building K

CHAIR: BARBARA MARIA SAGEIDET, University of Stavanger, Department of Early Childhood Education, Norway

Children's access to urban gardens in Norway, India and the United Kingdom
BARBARA MARIA SAGEIDET (1), SYLVIA CHRISTINE ALMEIDA (2) AND RIA DUNKLEY (3), (1) University of Stavanger, Department of Early Childhood Education, Norway; (2) Monash University, Faculty of Education, Melbourne, Australia; (3) University of Glasgow, United Kingdom

Research on the development and utilization of local resources in the environment creation of kindergartens
ZHAO JUAN, HeBei University, China

Japanese ECEC practices regarding playground rules and their relation with values shared in each centre
MACHIKO TSUJITANI (1), KIYOMI AKITA (2), KAORI ISHIDA (3), MARIKO MIYATA (1) AND YUTA MIYAMOTO (4), (1) Shiraume Gakuen University, Japan; (2) The University of Tokyo, Japan; (3) Preschool Outdoor Environment Design Office, Japan; (4) The University of Tokyo/Japan Society for Promotion of Science, Japan

G /9
MULTILINGUAL INTERACTIONS IN COMMUNITIES, AT HOME & WITH PEERS
Individual Paper Presentation
Mezzanine Floor, KMF79, Building K

CHAIR: SUZANNA WONG, University of Alberta, Canada

How children interact with peers in a multilingual environment?
VIRPI LUND AND VARPU POLVIKOSKI, Laurea University of Applied Sciences, Finland

A longitudinal study of children’s multiliteracy practices at home.
SUZANNA WONG, University of Alberta, Canada

FACES and ME: families and communities in multilingual education
ARIANNA KITZINGER, University of Sopron, Hungary

G /10
STORY TELLING, LITERATURE & READING ACQUISITION
Individual Paper Presentation
1st Floor, K155, Building K

CHAIR: AREEJ MASSARWE, Al - Qasemi Academic College of Education, Tel Aviv University, Israel

“Tales about us” – preventive fairy tale pedagogy in education. The complexities of knowledge and experience in children’s literature
GÁBOR KIS, ANDREA BUJOSÓNÉ PAPP, HERMINA GESZTELYI AND VERONIKA BOCSI, University of Debrecen, Hungary

An investigation of a radical approach to facilitate young children’s concept of Chinese radicals and character recognition ability
YI-WEN TSAI, National Pingtung University, Taiwan

Shared book reading in Arabic: Reference to the standard and the spoken language and preschoolers’ understanding of the plot and its mental aspects
AREEJ MASSARWE (1), DORIT ARAM (1) AND MARGALIT ZIV (2), (1) Tel Aviv University, Israel; (2) Kibbutzim College of Education, Israel

G /11
MULTILINGUAL DEVELOPMENT
Individual Paper Presentation
1st Floor, K150, Building

CHAIR: EVGENIYA SHISHOVA, Kazan (Volga region) Federal University, Russia
Play, imitation, and second language development in preschool
ROBIN SAMUELSSON, Södertörn University, Sweden

The features of speech, thinking and communicative competence development in preschoolers under conditions of bilingual learning environment
EVGENIYA SHISHOVA AND LARISA BAYANOVA, Kazan (Volga Region) Federal University, Russia

G /12
(RE)CONCEPTUALISING CHILDREN’S RIGHTS IN INFANT-TODDLER CARE AND EDUCATION.
Self Organised Symposium
1st Floor, K196, Building K
CHAIR: SANDRA CHEESEMAN, Macquarie University, Australia

Children’s Rights Education for ECEC professionals: A critically reflective, transformative model
SHEILA LONG, Institute of Technology Carlow, Ireland

Emerging inclusion of the child rights approach in ECEC undergraduate programs in Chile: Any possibilities for the enactment of children’s rights for infants and toddlers in ECEC programs?
MARCELA PARDO AND DANIELA SOFÍA JADUE ROA, Universidad de Chile, Chile

Infants’ and toddlers’ rights in early childhood settings: Research perspectives informing pedagogical practice
ANDI SALAMON (1) AND IOANNA PALAILOGOU (2), (1) Australian Catholic University, Australia; (2) UCL Institute of Education, United Kingdom

G /13
IMPROVISATION, SENSITIVITY AND CHAOS - WORKING WITH TODDLERS
Self Organised Symposium
1st Floor, K195, Building K
CHAIR: GUNHILD TOMTER ALSTAD, Inland Norway University of Applied Sciences, Norway

A performative approach to kindergarten read-alouds with 1-2 year-olds
THERESE GARSHOL SYVERSEN, Inland Norway University of Applied Sciences, Norway

Toddlers and bodily participation in read-alouds - disciplined chaos
IDA STORBERGET, Inland Norway University of Applied Sciences, Norway

Training sensitivity and attuned interaction towards toddlers
HEDDA FREDLY, Inland Norway University of Applied Sciences, Norway

G /14
GLOBAL COMPETENCE IN EARLY YEARS
Individual Paper Presentation
1st Floor, K172, Building K
CHAIR: PEKKA MERTALA, University of Oulu, Finland

International Partnership Teaching. An investigation into the impact of educational activities within an international partnership, on developing Global Competence in primary school children.
CATHERINE OGLE, Reepham Primary School, United Kingdom
The 'Teddy Bear Exchange Project' An investigation into global, innovative teaching -Commemorating 10 years of educational exchanges between Japan and the UK-
SHIZUKA SUZUKI, Sakado Auzma Kindergarten, Japan

The organizational culture of international kindergartens in Hungary
IVETT KOVÁCS, Eötvös Lorand University, Hungary

G /16
OUTDOOR PLAY AND LEARNING: A SITE FOR SUSTAINABILITY, SOCIAL PLAY AND ‘ECOLOGICAL IDENTITY’
Self Organised Symposium
2nd Floor, K250, Building K

CHAIR: JANE WATERS, University of Wales Trinity Saint David, United Kingdom

Education for sustainability in kindergarten
MERETE LUND FASTING, University of Agder, Norway

Children's social play and affordance availability in outdoor preschool environments
IÑAKI LARREA (1), ALEXANDER MUELA (2), NEKANE MIRANDA (1) AND ITZIAR ARREGI (1), (1) Mondragon Unibertsitatea, Spain; (2) University of the Basque Country (UPV/EHU), Spain

Beyond connecting: Constructing 'ecological identity' through play in nature from birth to seven years
JAN WHITE, Early Childhood Outdoors, United Kingdom

G /17
FOOD CHOICES
Individual Paper Presentation
2nd Floor, K213, Building K

CHAIR: WENDY BOYD, Southern Cross University, Australia

The tensions between parental food choices and sustainable practices in early childhood centres.
WENDY BOYD, Southern Cross University, Australia

Working together to provide a child-informed lunchtime service to support children’s wellbeing and socialisation
KAREN MCINNES, JANET ROSE AND MANDY DONALDSON, Norland College, United Kingdom
CONVERSATIONS & RELATIONSHIPS BETWEEN TEACHERS & CHILDREN
Self Organised Symposium
2nd Floor, K212, Building K

CHAIR: ELSA ESCALANTE, Universidad del Norte, Colombia

Confirmatory factor analysis of student teacher relationship scale (STRS) in Latino population in the U.S.
ELSA ESCALANTE (1), HELEN RAIKES (2) AND SONIA SUAREZ (2), (1) Universidad del Norte, Colombia; (2) University of Nebraska-Lincoln, United States

Turkish Children’s Temperament and the Qualities of Teacher-Child Relationships
IBRAHIM H. ACAR (1) AND SUKRAN UCUS (2), (1) Istanbul Medipol University, Turkey; (2) Ahi Evran University, Turkey

Teachers and parents’ perceptions of adult-child interaction in Colombia
VANESSA NAVARRO, ALEJANDRA HERDENEZ AND ELSA ESCALANTE, Universidad del Norte, Colombia

THE INTERNATIONAL IMPACT OF DR EMMI PIKLER’S WORK
Self Organised Symposium
2nd Floor, K211, Building K

CHAIR: KATHERINE BUSSEY, Australian Catholic University, Australia

The influence of Pikler’s conceptions of care on teachers in Aotearoa New Zealand
KATHERINE BUSSEY, Australian Catholic University, Australia

One diaper at a time: responsive interactions with infants and Toddlers
DEBORAH LAURIN, Eastern Michigan University, United States

Accompanying the free playing activity of infants and toddlers in the Pikler pedagogy - study in the Emmi Pikler Daycare Centre
ESZTER CSILLAG AND LILLA VIKTÓRIA MÁRKUS, Lóczy Foundation for Children, Hungary

SOCIAL AND EMOTIONAL EXPERIENCES IN TRANSITION THROUGH THE EARLY YEARS: AN INTERNATIONAL MULTI-SITE STUDY
Self Organised Symposium
3rd Floor, K353, Building K

CHAIR: HELEN MARWICK, University of Strathclyde, United Kingdom

The diverse emotional experiences of parents and teachers and their relationship to infant well-being in ECEC transitions
ELIZABETH JAYNE WHITE (1), NIINA RUTANEN (2), KATIA DE SOUZA AMORIM (3), LYNN MCNAIR (4), CARALYN BLAISDELL (5) AND HELEN MARWICK (5), (1) RMIT University/University of Waikato, Australia/New Zealand; (2) University of Jyväskylä, Finland; (3) University of Sao Paulo, Brazil; (4) University of Edinburgh, United Kingdom; (5) University of Strathclyde, United Kingdom

Parent and staff expectations, aspirations and experiences of transition to ECEC
NIINA RUTANEN (1), KATIA AMORIM (2), MARISA VON DENT (2), JAYNE WHITE (3) AND HELEN MARWICK (4), (1) University of Jyväskylä, Finland; (2) University of São Paulo, Brazil; (3) RMIT University/University of Waikato, Australia/New Zealand; (4) University of Strathclyde, United Kingdom

The intersubjective experiences of infants in their transitions into ECEC.
HELEN MARWICK (1), ELENI KARAGIANNIDOU (1), JAYNE WHITE (2), NIINA RUTANEN (3), KATIA DE SOUZA AMORIM (4) AND LAURA HEROLD (5), (1) University of Strathclyde, United Kingdom; (2) RMIT University/University of Waikato, Australia/New Zealand; (3) University of Jyväskylä, Finland; (4) University of São Paulo, Brazil; (5) University of Arkansas, United States

RECONCEPTUALISING CARE: THINKING BEYOND CHILD-CENTRED PRACTICE
Self Organised Symposium
3rd Floor, K351, Building K
CHAIR: CHRISTINA MACRAE, Manchester Metropolitan University, United Kingdom

The intricacies and intimate events of more-than-human touching in order to better inform early childhood education’
LINDSAY SCHOFIELD, Manchester Metropolitan University, United Kingdom

Tactile aspects of shared family reading practices
MELANIE HALL, Manchester Metropolitan University, United Kingdom

(In)visible practices of self-care in relation to touch, gender identity and sexuality for undergraduate students on placements in early years settings.
JAYNE MUGGLESTONE, Manchester Metropolitan University, United Kingdom

G/22
PARENT/PRACTITIONER RELATIONSHIPS, COLLABORATIVE PEDAGOGIES AND PROFESSIONALISM
Self Organised Symposium
3rd Floor, K350, Building K

CHAIR: MARY DYER, University of Huddersfield, United Kingdom

Working with parents: developing practitioners’ professional identity in ECEC
MARY A DYER, University of Huddersfield, United Kingdom

Collaborative pedagogy between parents, children and practitioners in Early Childhood Education and Care.
AMANDA CROW, University of Huddersfield, United Kingdom

Parents, practitioners and the professional mandate
SAMANTHA MCMAHON, University of Huddersfield, United Kingdom

G/23
INNOVATIVE APPROACHES TO ELICITING CHILDREN’S VIEWS ON MATTERS WHICH AFFECT THEM
Self Organised Symposium
3rd Floor, K376, Building K

CHAIR: NICOLA FIRTH, University of Huddersfield, United Kingdom

Generating data with young boys: Creating meaning from boys perspectives with a view to forming collaborative working relationships.
NICOLA FIRTH, University of Huddersfield, United Kingdom

Tuning in to Children’s Chatter: using creative approaches to ascertain children’s perceptions of classroom practice
JO MCEVOY, Huddersfield University, United Kingdom

“Stories of friendship and responsibility online”. Using stories to listen to children’s voices as part of a multi-agency approach to online safety.
LINDSEY WATSON, the University of Huddersfield, United Kingdom

G/24
IMPLEMENTING THE CORE VALUES OF KINDERGARTENS
Self Organised Symposium
3rd Floor, K375, Building K

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

Working with the concept of formative development in the kindergarten
MERETE MORTENSEN, University College of Southeast Norway, Norway

Children’s participation in planning and assessment
KRISTIN ROSTAD GANGSTAD, Volda University College, Norway

Value-based assessment in kindergarten: opportunities and challenges
GERD SYLVI STEINNES (1) AND LIV TORUNN EIK (2), (1) Volda University College, Norway; (2) University of South-Eastern Norway, Norway
HOW IS THE ISSUE OF CHILDREN'S FAMILIES AND COMMUNITIES REFLECTED IN LEVINSKY COLLEGE STUDENT TEACHERS' PREPARATION PROGRAM AND IN THEIR PRACTICE UP TO FIVE YEARS AFTER GRADUATION?

Self Organised Symposium
3rd Floor, K374, Building K

CHAIR: CLODIE TAL, Levinsky College of Education, Israel

Families and communities at Levinsky ECE preparation program: theoretical foundation, critical evaluation of present practices and future plans
CLODIE TAL, Levinsky College of Education, Israel

How are young children’s families and communities reflected in the preparation of ECE teachers, particularly in their last year of studies?
IRIS LEVY AND SIVAN SHATIL KARMON, Levinsky College of Education, Israel

How is the interest in young children’s families and communities reflected in novice teachers’ practices-up to five years of graduation from Levinsky?
SIGAL TISH AND MICHAELLA KADURY-SLEZAK, Levinsky College of Education, Israel

ETHICAL THINKING IN EARLY CHILDHOOD EDUCATION

Self Organised Symposium
3rd Floor, K373, Building K

CHAIR: CAMILLA KRONQVIST, Åbo Akademi University, Finland

Ethical Dilemmas as Objects of Learning in Kindergarten
MARINA LUNDKVIST, University of Helsinki, Finland

The difficulty of thinking. Listening to the voices of future kindergarten teachers
CAMILLA KRONQVIST (1) AND MARINA LUNDKVIST, (1) Åbo Akademi University, Finland; (2) University of Helsinki, Finland

The importance of the individual and the group for ethical thinking - a comparison between methods for formative assessment and Philosophy for Children
BIRGIT SCHAFFAR, University of Helsinki, Finland

CHILDREN’S MATERIAL ENGAGEMENTS

Self Organised Symposium
3rd Floor, K372, Building K

CHAIR: SUE GASCOYNE, Play to Z, United Kingdom

Young children’s engagements with mud and water - an insider’s view
MENNA GODFREY, York St. John University, United Kingdom

'Whose play is it anyway?' Recognising children and materials as agents in material engagements
SUE GASCOYNE, Play to Z, United Kingdom

Just Yellow Powder Paint - how limiting choice increased exploration
ALISA ORD, MENNA GODFREY AND SUE GASCOYNE, Quackers, United Kingdom
Does breeding activity of praying mantises foster children’s empathy for carnivores?
HIROYUKI YAMASHITA, Okayama University of Science, Japan

CHILD CARE - potential sources of inequality in ECEC system
MAIJU PAANANEN (1), KIRSTI KARILA (1), MAARIT ALASUUTARI (2), KATJA REPO (1) AND JOHANNA LAMMI-TASKULA (3), (1) University of Tampere, Finland; (2) University of Jyväskylä, Finland; (3) National Institute for Health and Welfare, Finland

The evaluation of taboo subjects among childhood educator students and how they can be used in literary education
GÁBOR KIS, ANDREA BUJDOSÓNÉ PAPP, HERMINA GESZTELYI AND VERONIKA BOCSI, University of Debrecen, Hungary

Mixed methods investigation of parents’ and teachers’ perspectives of socially acceptable and unacceptable behaviours at home and school of early childhood in Riyadh city; Saudi Arabia
BASMA ALGHUFALI AND LAMA RASHED, Princess Nourah Bint Abdulrahman University, Saudi Arabia

Food education and the food preferences of infants; focusing on mastication
TOMOKO SENOO (1), KAZUE MOCHIZUKI (2) AND NOBUKO SASAKI (1) AND SEIKO NAGANUMA (1), (1) Akita University, Japan, (2) Japan Women’s University, Japan

Cultural differences in attitudes toward career education in kindergarten among preschool teachers
HALAH HABAYIB (1) AND RACHEL CINAMON GALI (2), (1) Al-Qasemi Academy; Academic College of Education, Israel; (2) Tel Aviv University, Israel

Childcare in the town with the highest foreign population ratio in Japan
YUMIKO SASAKI (1), MEGUMI HAYASHI (2) AND HIROKO OKAMOTO (3), (1) Ashikaga Junior College, Japan; (2) Teikyo Junior College, Japan; (3) Takasaki University of health and Welfare, Japan

American pre-service teachers’ perceptions of Swedish schools
SARA B. TOURS AND LINDA ZANE, Slippery Rock University, United States

Indigenous culture and the “doings of the curumins” project: experience report with preschoolers in Brazil
NATÁLIA MEIRELES SANTOS DA COSTA, LAUDICÉIA GUIMARÃES DOS SANTOS RAGUAZI AND SILMARA TEIXEIRA, University of São Paulo, Brazil
Transforming Practice: A child and family workforce development model
MARILYN CASLEY, KERRY SMITH, CINDY DAWSON AND ELISE PARKER, The Salvation Army, Australia

Teacher Self-Assessment Assistant (TSAA): Results from the pilot study of the SIA-ProD project*
ATHANASIOS GREGORIADIS (1), VASILIS GRAMMATIKOPOULOS (2), OLGA KOULI (3), MICHALIS LINARDAKIS (2), EVRIDIKI ZACHOPOULOU (9), KALLIA TROULI (2), NIKI TSANGARIDOU (4), SOFOKLIS SOTIRIOU (5), MICHAEL GLÜER (6), NICOLA CATELLANI (7), DANIELLE CHITTI (8), KATERINA KROUSORATI (1), ANASTASIA VATOU (1) AND FANI STYLIANIDOU (9), (1) Aristotle University of Thessaloniki, Greece; (2) University of Crete, Greece; (3) Democritus University of Thrace, Greece; (4) University of Cyprus, Cyprus; (5) EllinoGermaniki Agogi, Greece; (6) Fachhochschule Südwestfalen, Germany; (7) SERN, Italy; (8) Municipality of Imola, Italy; (9) ATEI Thessaloniki, Greece

Sharing intention with an ASD child through second-person engagement
KUMIKO UDAGAWA (1), KEIKO IWATA (2), CHIAKI UDAGAWA (3), GABOR TOTH (1) AND HIROKO HAYASHI (4), Sagami Women’s University, Japan; (2) Tamagawa University, Japan; (3) Mitemo Co. Ltd, Japan; (4) Kunitati College of Music, Japan

Shaping health culture awareness with peer group education - methodological research and pedagogical experiment
NEDDA KOLOSAI (1), HELGA JUDIT FEITH (2), SAROLTA MÉSZÁROS-NÉ DARVAY (1), ILONA BIHARINÉ KREKÓ (1), RITA FÜZI (3), ÁGNES LUKÁCS (2), ZSUZSAANNA SOÓSNÉ KISS (2), EDINA GRADVOL (2) AND ANDRÁS FALUS (2), ELTE Eötvös Loránd University, Hungary; (2) Semmelweis University, Faculty of Health Sciences, Hungary; (3) Department of Public Health, Government Office of the Capital City Budapest, Hungary

Mind mapping during interactive book reading: Does it contribute to children’s language abilities?
CHIEL VAN DER VEEN (1), FEMKE VAN DER WILT (1) AND INOUK BOERMA (2), Vrije Universiteit Amsterdam, Netherlands; (2) Hogeschool iPabo, Netherlands

Innovative kindergarten – innovative university. CampusKids – a research kindergarten in Merseburg
SANDRA FRISCH, University of Applied Sciences Merseburg, Germany,

Assessment as learning: ECEC educator’s perceptions of the CHEERS self-administered tool
LYNNE LAFAVE AND CATHY SMEY CARSTON, Mount Royal University, Canada,

Animal-assisted intervention programme leaving a mark for children who have been exposed to gender violence
ALEXANDER MUELA, AITOR ARITZETA, GORETTI SOROA, JONE ALIRI, GORostiaga Arantxa And NEkane Balluerka, University of the Basque Country UPV/EHU, Spain,
Advantages of gender-mixed teams - recent data, studies, and policy developments
TIM ROHRMANN (1), KARI EMILSEN (2), JAN PEETERS (3), JO WARIN (4) AND RAMAZAN SAK (5), (1) Dresden University of Applied Sciences, Germany; (2) Queen Mauds University College; Trondheim, Norway; (3) VBJK Centre for Innovation in the Early Years; Gent, Belgium; (4) University of Lancaster, United Kingdom; (5) Van Yüzüncü Yıl University, Department of ECE, Turkey

A study about Schäfer’s approach to bildung as self-formation – Focusing on the spirit of inquiry into nature during infancy
SHOHEI UCHIDA, Nagoya City University, Japan

The Swedish preschool class in times of policy change
SVEN PERSSON (1) AND HELENA ACKESJÖ (2), (1) Malmö University, Sweden; (2) Linnaeus University, Sweden

Working with children’s rights in early childhood
ALINE COLE-ALBAECK, Centre for Research in Early Childhood and Birmingham City University, United Kingdom,

Translation and adaptation of the Nebraska Starry Night Observation (NSNO) Protocol in Hungary to identify high potential in early childhood
SZILVIA PÉTER-SZARKA, University of Debrecen; Institute of Psychology, Hungary,

The role of teachers’ discussions in comprehending dialogical relationships among children: Analysis of an inclusive environment in a kindergarten
GAKU MIYAMA (1), MOTOKO IGARASHI (2), NAOTO HAMATANI (3) AND KIYONE ASHIZAWA (2), (1) Aichi Prefectural University, Japan; (2) Teikyo University, Japan; (3) Tokyo Metropolitan University, Japan

“I wish I could peek through the keyhole in the classroom”! Mothers’ questions and anxieties about their children’s wellbeing and teacher’s professionalism at school
ELENI TYMPA (1), CLEOPATRA PAGIAVLI (2), SOFIA STEFANIDOU (2) AND VASILIKI KARAVIDA (1), (1) Technological Educational Institution of Epirus, Greece; (2) Mplios Preschool Centre, Greece

Scaffolding - A constructivist approach in early year classroom.
JYOTI SENTHIL, Educational Consultant; Director Training, United States

Prosocial behaviour of 4-6 years old children to peers: natural observation in Japanese nursery school
KIRI NISHIDA, the University of Tokyo/ Graduate School of Education/ The Centre for Early Childhood Development; Japan

Mosaic approach as an educational participatory tool that fosters preschooler’s engagement and decision making. A case study
GEORGIA GESSION AND MARIA SAKELLARIOU, Department of Early Childhood Education; University of Ioannina, Greece
Measuring the quality of home learning environment: A literature review  
KATERINA KROUSORATI, ANASTASIA VATOU AND ATHANASIOS GREGORIADIS, Aristotle University of Thessaloniki, Greece

Current Situation of Korea’s perspectives of continuity between preschool and elementary education: focusing on physical exercise and health area in Korean National Curriculum  
BOYOUNG PARK AND HEEJIN KIM, Sookmyung Women’s University, South Korea

Assessing interactions between parents and preschool children: development and validation of an observation tool for everyday activities  
CLAUDIA DUFOUR, ANGÉLIQUE LAURENT AND MARIE-JOSÉE LETARTE, Université de Sherbrooke, Canada

“Exercise as the human body’s conductor” or the significance of exercise in early childhood  
ADRIENN BALOGHné BAKK, University of Sopron Benedek Elek Faculty of Pedagogy, Hungary

Sharing information about the quality of ECEC services with parents: Comparing the cases of Japanese local authorities  
RINA SEIYAMA AND SACHIKO KITANO, Kobe University, Japan

Preschool teacher’s strategies to work with parental cooperation  
RAUNI KARLSSON, University of Gothenburg, Sweden

Positioning in the relationship between parents and their childminder  
KATHRINE SKOVSTED GUNDERSEN, Aalborg University, Denmark

Perinatal problems and their relation to the Greek pre-school aged twin children  
MARIA MARKODIMITRAKI, University of Crete, Greece

Parenting and family support services in Belgium and in Japan: a comparative study  
MAKI HASHIMOTO, Kwansei Gakuin University, Japan

Transformation of the view of the child identified in documentation: the effect of the introduction of a project method on ECEC in Japan  
SACHIKO ASAI (1) AND MOTOKO OHTA (2), (1) The University of Tokyo, Japan; (2) Wako University, Japan
How parents engaged and inspired their young children to learn science in the later years: a story of 11 immigrant parents in Australia
SARIKA KEWALRAMANI (1), SIVANES PHILLIPSON (2) AND NISH BELFORD (1), (1) Monash University, Australia; (2) Swinburne University, Australia

Conservative speeches and attacks on differences that jeopardize rights and the education for a democratic participation also of young children.
ANA LÚCIA GOULART DE FARIA (1), ADRIANA ALVES SILVA (2), ALEX BARREIRO (3), FLÁVIO SANTIAGO (3),ELINA ELIAS DE MACEDO (3) AND SOLANGE ESTANISLAU DOS SANTOS (3), (1) Universidade Estadual de Campinas, UNICAMP, Brazil; (2) UDESC, Brazil; (3) UNICAMP, Brazil;

What type of learning task is effective to facilitate collaborative learning in art education of primary school?
JUNKO SAITO, Okayama University of Science, Japan

The idea of science activities to nurture the early scientific thinking; Attempt of science lessons (6-8 years old) with water.
MASAHIRO INAI (1) AND KAZUSHIGE MIZOBE (2), (1) Nakaoe Elementary School, Japan; (2) Hyogo University of Teacher Education, Japan

Promoting preschool children's understanding of base ten system through skipping games
MARCruz YEW LEE ONG AND MANABU KAWATA, Hokkaido University, Japan

Preschool teacher perceptions and practices regarding children’s play
ITZIAR ARREGI, IÑAKI LARREA, EIDER SALEGI AND NAIARA ZIA, Huhezi - Mondragon Unibertsitatea, Spain

Practical lesson to protect children from problems related to Internet usage
MASASHI INOUE, Tottori University, Japan

Physical environment in a classroom on beginning kindergarten: focusing on the morning routine of a three-year-old boy
MAHO YODOZAWA, Hiroshima University, Japan

Parent-child groups; serving foreign language acquisition in the case of the 0-3 year olds
ENIKŐ PÁSZTOR, University of Sopron, Hungary
Making magic potions: creativity in bush kinders
CHRIS SPELDEWINDE AND CORAL CAMPBELL, Deakin University, Australia

Integration of native concept acquired in ECEC and scientific concept to be learned in reading class of primary school.
TAKASHI OGAWA AND TOSHIAKI MORI, Okayama University of Science, Japan

Improvement and conflicts in outdoor play during an action research utilising bidirectional collaboration between university professionals and practitioners
KWI-OK NAH, Soonchunhyang University, South Korea

Impromptu dialogue in children’s drawing activities: focusing on mutual interactions to negotiate the drawing frame
HOTTA YUKARI, The University of Tokyo, Japan

I Learn While Playing - EDUballs in Early Childhood Education
SARA WAWRZYNIAK, IRENEUSZ CICHY AND ANDRZEJ ROKITA, University School of Physical Education in Wroclaw, Poland

How children interact in sand box?
JUNKO MINOWA, Musashino University, Japan

Froebelism and Hoiku Shoka: Focusing on Fuyu Toyoda’s autograph manuscripts
YUKARI AZUMA, Kamakura Women’s University, Japan

Exploring toddlers’ rituals of ‘belonging’ through risky play in the outdoor environment
HELEN LITTLE (1) AND MATTHEW STAPLETON, (1) Macquarie University, Australia; (2) Centre Support, Australia

Development of children’s play style and networking in kindergarten -measurement of communication as visible data by the business microscope-
TOSHIHIRO NAKAJIMA, TOMOHIRO OIKAWA, TAKASHI ITO AND MANABU KAWATA, Hokkaido University, Japan

Designing play-based chemistry activities for preschool
KARINA ADBO (1) AND CLARA VIDAL CARULLA (2), (1) Department of Biology and Environmental Sciences, Sweden; (2) Linneaus University, Sweden
Characteristics of play with unintended playing materials - Focusing on box house
JUNG-MIN KIM AND MYN-GYUN KWON, Keimyung University, South Korea

An analysis of 4 year-old children's block play scene: focusing on the children creation and sharing
MARIKO MIYATA, Shiraume Gakuen University, Japan

Storytelling as a domain for multiprofessional and multicultural education in ECEC
ANN-CHRISTIN FURU, University of Helsinki, Finland
THURSDAY 30TH AUGUST 2018
POSTER SYMPOSIUM SET II: 15:00 – 16:00

II / 1
Visual documentation of children in ECEC
SVEIN HEDDELAND, university of Agder, Norway

II / 2
The impact of economic crisis on preschool teachers’ professional status and life in an urban and rural region in North Greece
SOFIA STEFANIDOU (1) AND ELENI TYMPA (2), (1) Mpiilos preschool centre, Greece; (2) Technological Educational Institute of Epirus, Greece

II / 3
Research on the influence of images of teachers’ existence on students who are going to be teachers.
TAKAKO NOGUCHI, Tokyo Kasei University, Japan

II / 4
Research into factors for long-term employment of teachers in public nursery schools in Japan
MAKOTO ISE, Fukuoka Prefectural University, Japan

II / 5
Professionals’ interactive abilities to support socioeconomically disadvantaged children in every day pedagogical settings – first results of an evaluation study
ANTJE ROTHE (1), ROLF WERNING (1), MICHAEL LICHTBLAUF (1), LISA DISEP (1), KATJA MACKOWIAK (1), HEIKE WADEPOHL (1), MATTHIAS MAI (1), CLAUDIA SCHOMAKER, KATHRIN HORMANN, ULLA WALTER (2), JULIA FEESCHE (2), ANTJE KULA (2), (1) Leibniz University of Hanover, Germany; (2) Hanover Medical School, Germany

II / 6
Professionalism in early childhood care and education focusing on relationship with family
SACHIKO KITANO, Kobe University, Japan

II / 7
Patterns of cooperation in the Estonian preschool teachers’ preferences – the heritage of the Soviet period and beyond
MARIKA VEISSON, TUUL MAIRE AND RAIN MIKSER, Tallinn University, Estonia

II / 8
Knowledge and attitudes of ADHD: Educators’ perspectives of supporting childhood behaviours consistent with ADHD
SARAH BROCK, Dundalk Institute of Technology, Ireland

II / 9
Infancy pedagogy and practices
ELENI LOIZOU AND MARIA DEMETRIOU, University of Cyprus, Cyprus

II / 10
How does the novice teacher build relationships with a young child through mutual understanding in Japan?
AKI UEMURA, Ohkagakuen University, Japan
Generating a hypothetical model of kindergarten teachers’ views on reconstructing peer relationships
TOMOHIRO OIKAWA, Hokkaido University, Japan

Examining effects on Taiwanese preschool teachers’ beliefs about developmentally appropriate practice
YULING SU AND YA-HUI CHUNG, University of Taipei, Taiwan

Educators digital practices in the Canadian classroom
DEBRA HARWOOD, Brock University, Canada

Different pedagogical approaches: interaction and communication
OTÍLIA SOUSA (1), MARINA FUERTES (2) AND JOANA ROQUE (2), (1) Instituto de Educação, Universidade de Lisboa, Portugal; (2) Instituto Politécnico de Lisboa; Universidade do Porto, Portugal

Developing Professional Practice with Childminders
KAY AARONRICKS, Anglia Ruskin University, United Kingdom

Classroom diversity and teachers’ professional needs
ZLATICA ZACHAROVÁ AND LENKA SOKOLOVÁ, Comenius University in Bratislava, Slovakia

Awareness of elementary school teachers for prototyping of learning sketch (learning guidance plan) based on the idea of childcare plan
KAZUSHIGE MIZOBE, Hyogo University of Teacher Education, Japan

A study on early childhood teachers’ experiences in a learning community for improving self-leadership
YOUNGMI GO, Soonchunhyang University, South Korea

Directors’ pedagogical leadership in leadership teams
MARIT BØE (1) AND KARIN HOGNESTAD (2), (1) University College of Southeast Norway, Norway; (2) University of South-Eastern Norway, Norway

Thresholds for vulnerable students in the early childhood education program
BERT WASTIJN, LEEN ROSIERS, ANNICK BIESMANS, LIESBET MOeyaERT AND INGE LAMBRICHTS, Erasmus University-College Brussels, Belgium,
The process of collaborative dialogue among nursery school teachers in the conference about children with special needs
ASHIZAWA KIYONE (1) AND NAOTO HAMATANI (2), (1) Teikyo University, Japan; (2) Tokyo Metropolitan University, Japan

The longitudinal survey of the predictive power of early childhood satisfaction
SZILVIA GOLYÁN, Eötvös Loránd University, Hungary

Preschool children’s eating behaviours in controlling feeding practices contexts: A Colombian multiple case study
ELSA ESCALANTE, MARILYN ANTURI AND CARLOS RINCON, Universidad del Norte, Colombia

Outdoors a natural place to play
TERESA HEENEY, DEBBIE MULLEN AND CAROL DUFFY, Early Childhood Ireland, Ireland

Nudging through social media
FREYA CLAES, Odisee, Belgium

How Japanese ECEC leaders and practitioners identify their on-site professional development needs?
MASATOSHI SUZUKI (1), YUMI YODOGAWA (2), HIROSHI ASHIDA (1), YUTAKA ODA (3), HARUTOMO UEDA (4), RIYO KADOTA (5), FUMINORI NAKATSUBO (6), TAKAKO NOGUCHI (7), JUNKO MINOWA (8), NOBUKO MORI (9) AND YOSHIYUKI MUKUDA (10), (1) Hyogo University of Teacher Education, Japan; (2) University of Tokyo, Japan; (3) Seitoku University, Japan; (4) Nagoya City University, Japan; (5) Seinan Gakuin University, Japan; (6) Hiroshima University, Japan; (7) Tokyo Kasei University, Japan; (8) Musashino University, Japan; (9) Koran Women’s Junior College, Japan; (10) Kansai University of International Studies, Japan

Finding the way back home. Coping with separation in the content of children’s drawings.
ATTILA ZSUBRITS AND KATALIN TÓTH-MERZA, University of Sopron, Hungary

Attachment to the teachers among children with Autism Spectrum Disorder (ASD)
ZLATKA CUGMAS, University of Maribor, Slovenia

Whole-day versus half-day kindergarten programme impact: Findings from children, parents, and educators in the first year
MICHELLE MARIE LAU AND HUI LI, University of Hong Kong, Hong Kong

The leadership of directors and supports for parents at the day-care centres in Japan
NATUKO NAKATANI (1), HIROFUMI TSURU (2) AND YOSHITAKA SEKIKAWA, (1) Kobe University, Japan; (2) Mukogawa Women’s University, Japan; (3) Osaka Prefecture University, Japan
Storytelling as a means to develop mother-child bond: Understanding its role through an analysis of a mother’s feelings when she reads a book to her child
MARIKO KONDO (1), SAWAKO SASAKI (2) AND ASAGI HOSHIYAMA (2), (1) Teikyo junior college, Japan; (2) Meisei University, Japan

Parents of preschool children with Autism Spectrum Disorder: experiences, involvement in care and education
MARIA KYPRIOTAKI, University of Crete, Greece

How do “Baby hotels” in Japan support families with special needs: The educational function and welfare role of the “Baby hotels” in Japan (1)
KAORU ONISHI (1), MASAFUMI OHNISHI (2), (1) Gifu Shotoku Gakuen University Junior College, Japan; (2) University of Fukui, Japan

Free time and screen time: Effects of an intervention program to support parents creating an active childhood
NICOLE STURMHÖFEL, MELANIE OTTO AND PETRA A. ARNDT, University of Ulm, Germany

Experiences building healthy parent-child relationships; through a group-based early intervention programme for children with developmental disabilities
GABOR TOTH (1), KUMIKO UDAWAGA (1) AND CHIAKI UDAWAGA (2), (1) Sagami Women’s University, Japan; (2) Mitemo Co. Ltd, Japan

Examining meanings of “Meeting with Babies Project in Sasebo-City” – Focusing on parents’ perceptions of elementary school children -
RIYO KADOTA (1), YOSHIE WATANABE (2), (1) Seinan Gakuin University, Japan; (2) Kyushu Sangyo University, Japan; Sasebo Municipal Centre of Early Childhood Education and Care

The dogs importance for refugee children and their families during the asylum process
AGNETA SIMEONSDOTTER SVENSSON, University of Gothenburg, Sweden

Phenomenal agents – information and communication technology (ICT) in phenomenon-based learning in early years education (1-2 grades)
SUSANNA PONTINEN AND SINIKKA RÄTY-ZÁBORSZKY, University of Eastern Finland, Finland

Listening the hundred languages of children is the key for transformation of practice in Japan
MARI MORI (1), TOMOHIRO UEMURA (2), IKUKO GYOBU (3), YUTAKA SAYEKI (4), AKIKO GUNJI (5), TAIGA FUKUDA (1) AND RUJI KATAGIRI (6), (1) Tsurukawa College, Japan; (2) Tama Art University, Japan; (3) Ochanomizu University, Japan; (4) Denen-Chofu University, Japan; (5) Gunma University, Japan; (6) Akasaki Kodomoen, Japan
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<td><strong>Experimental analysis on the development of cognitive processes in childhood through body experience</strong></td>
<td>FRANCESCO PELUSO CASSESE, GIULIA TORREGIANI AND LUISA BONFIGLIO, University Niccolò Cusano Rome, Italy</td>
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Thing-finding – Empowering children’s perspectives during transition from pre-school to school
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The potential of school entry examinations for impact analyses: Reassessing children’s learning environment
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The adaptation of parents during their children’s school transition from kindergarten to elementary school: Comparison study before and after entering elementary school
SAYURI NISHIZAKA, KEIKO GONDO, YASUKO MURAKAMI AND SUZUKO AYANO, Kyoritsu Women’s University, Japan, Japan

How do 4-year-old children participate in interactions focusing on the whole-group activities for play and learning?
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Fostering a sense of belonging and community in a Japanese day care centre: An examination of belief and practical knowledge among teachers.
KOII TANAKA, Tokyo Metropolitan University, Japan

Care actions as constrainers of infants’ emotional expressions: four case studies in different developmental contexts in Brazil
LUDMILLA DELL’ISOLA PELEGRINI DE MELO FERREIRA, NATALIA COSTA AND KATIA AMORIM, University of São Paulo, Brazil

Are there any differences when children listen to the stories from picture books and from fairy tales during 5-year-old class story-telling time?
XIAOYUN LU, Jumonji University, Japan

Subjective well-being theory and its utility for application with young children
SARA B. TOURS (1) AND CATHRYN E LOKEY (2), (1) Slippery Rock University, United States; (2) Florida State University, United States

Study on the contents and management approaches to system of temporary childcare in Japan
NOZOMI KATO, Aichi Mizuho Junior College, Japan

Helping extremely/very preterm infants and their parents to cope with child care adaptation
Marina Fuertes (1), Clarisse Nunes (1), MªJoão alves (2), Sandra Antunes (3) AND Margarida Santos (1), (1) Escola Superior de Educação do Instituto Politécnico de Lisboa, Portugal; (2) Centro de Psicologia da Universidade do Porto, Portugal; (3) Faculdade de Psicologia da Universidade de Lisboa, Portugal
FRIDAY 31ST AUGUST 2018
PED Talk: 09:00 – 10:05

Brand new for 2018, “PED”agogical is a 10 minute long address that will be delivered without notes or slides and is based on the concept of the TED-style presentation approach; concise and simple. It is an ideal way to pitch a new, often personal, thought provoking idea, issue or approach.

Group 1
1st Floor, Room K155

CHAIR: CHRIS PASCAL, EECERA Board of Trustees, United Kingdom,

**The future is in our hands**
ELSA CHAHIN, Pikler/Loczy USA, United States of America

**Hands-on nature: rocks, shells, and other fascinating items that children collect**
KRISTI LEKIES, The Ohio State University, United States of America

**Early years media education – a must for the 21st century**
SAARA SALOMAA, National Audiovisual Institute, Finland

**Don’t be afraid to use children’s literature to teach about diversity in the classroom**
KEREKES 2SUZSA, Ochanomizu University, Japan

**Managing love-led practice**
JANE MALCOLM, University of Edinburgh, United Kingdom

**Whānau stories: creating meaningful engagement and an increased wellbeing for the indigenous peoples of Aotearoa New Zealand**
DIANA CRUSE, UNIVERSITY OF WAIKATO, NEW ZEALAND

Group 2
1st Floor, Room K150

CHAIR: TONY BERTRAM, EECERA Board of Trustees, United Kingdom,

**Engendering excellence in early career researchers in early childhood education and care: Mentoring, modelling and motivating in an Australian university**
ANN FARRELL, Queensland University of Technology, Australia

**Child-focused playful learning in the early years.**
KAREN MCINNES, Norland College, United Kingdom

**A cross cultural conversation on working with families in Jamaica and England**
CHARLOTTE HARDACRE, University of Cumbria, United Kingdom

**Rethinking the male role model discourse in ECEC**
JEAN PLAISIR, Borough of Manhattan Community College, United States of America

**Children’s caring and compassionate voices emerging through animal-assisted and related learning**
DIAHANN GALLARD, Liverpool John Moores University, United Kingdom
The evolution of trust
SUSAN K WALKER, University of Minnesota, United States of America

Understanding children's voice from birth to five: dilemmas in participation and rights
LORNA ARNOTT, University of Strathclyde, United Kingdom

Let’s play mathematics!
OLIVER THIEL, Queen Maud University College, Norway

Doing learning- social practice of learning in kindergardens of China
ANDREA MANNO, BayWISS Graduate Programme Bavaria, Germany

‘Picking up the pieces: where to next in terms of listening to young children?’
ALISON CLARK, UCL Institute of Education, United Kingdom

The gap between rhetoric and practice
SEVCAN HAKYEMEZ-PAUL, University of Turku, Suomi

Learning from the intercultural legacy: a different view from Cordoba’s children
MARÍA ELENA GONZÁLEZ ALFAYA, University of Cordoba, Spain

“Interesting but far away from us in the field”: A headmaster’s statement of ECEC gender research.
THORDIS THORDARDOTTIR, University of Iceland, Iceland

The early year curriculum; state of being or state of becoming?
NANNE VAN DOORN, BKK Foundation, Netherlands

Newness and moral panic: The need for shared conceptualisations of digital technology
KELLY JOHNSTON, Macquarie University, Australia