66th OMEP World Assembly and Conference,
University College Cork.
July 1-5, 2014.

OMEP Éireann: An Eagraíocht um Oideachas agus Chúram Luath-Óige

Conference Theme:
Children’s Cultural Worlds

BOOK OF ABSTRACTS
P0-PC-01: Poster: Play and Creativity

Visual Arts and Multiple Intelligences: Content Analysis of Children's Drawings
S. K. Y. Leung, P. W. P. Wong

Teacher's and parent's conceptualization of early childhood play and learning: A comparison of Hong Kong and Tokyo
N. L. L. Chau

The Effect of Interactive Emotional Activities using Picture Books on Young Children's Picture Representation Ability and Emotional Intelligence
M. Kim, Y. Paik

Study on Differences in Peer Play Behaviors of Young Children
K. S. Chung, S. Ryu

Study on Playfulness Depending on Peer Interactive Peer Play
K. C. Kim, H. Jung

The Effect of Interactive Emotional Activities using Picture Books on Young Children's Picture Representation Ability and Emotional Intelligence
M. Kim, Y. Paik

PRETENDING ELEMENTS IN CONSTRUCTIVE PLAY WITH LEGO BLOCKS
S. Han, J. Park

Impact of Parenting Stress and Emotional Intelligence of Young Children on Their Children's Creativity Traits
A. Cho

Study on Penn Interactive Peer Play, Play behavior and Development
K. C. Kim, E. Kim

Une ludothèque pour des enfants autochtones du Canada
M. Baillargeon, R. Filion

PO-CE-01: Poster: Cultural Experiences and Heritage

"How do we use plastic" : 3rd OMEP ESD Project: Intergenerational Dialogue for ESD applied in Korea
J. E. Kim, M. Y. Jang, E. Park

Preservice child care teacher's belief in multicultural education in korea
Y. H. Byun, G. S. Lee
Story-telling in preschool from a cross-cultural perspective: A preliminary analysis
K. Mukaida

“Shoku Iku” (Food and Nutrition Education) in Japanese Nursery Schools
Y. Mizuno, G. Doigami

Preservice child care teachers’ Multicultural perceptions
G. S. Lee, Y. H. Byun

Empowering Nations: Developing the Educational Continuum and Cross Cultural Competencies within West African Countries
M. L. Nealy, E. Kiamu

Acercando las Ciencias Astronómicas a las Educadoras de Párvulos de la Región de Coquimbo
C. P. Jara Reyes

Crossover Picture Books in Korea
S. Ko

The Study about Teaching Practice Development of the ECEC Students
T. Naito

Educational Program Evaluation of Korea Children’s Folk Museum
J. Yoo, H. Suh

"Sharing wisdom between generation" : Connecting inter-generation in early childhood education practice
A. K. Kim, J. E. Kim, E. Park

Cultural values and educational meanings implied in Korean picture books after 2000
D. Chung

Reorganización del espacio educativo desde una mirada Reggiana
C. Ormeño, S. Rodriguez

PO-DC-01: Poster: Digital Childhood

All Children, All Media: What in the World Will We Do?
E. Ranck, C. Darcy

Digital technologies as a catalyst for creative-learning and innovative teaching
M. Magennis

Awareness about early childhood pre-teachers who experienced R-Learning college club activities
G. M. Jo, Y. Lee
How does Photography express Children’s Voice? A Media Project in Hong Kong Kindergarten
S. K. Y. Leung

PO-EL-01: Poster: Influences on Early Learning

"Observe, wait and listen - let them talk": Evaluation of Ballyfermot Language Enrichment Programme
G. French, C. Fitzgerald

The Comparison of Vocabulary Abilities between 5-6 Years Children with High-functioning Autism and Typically Developing Peers
L. Zheng, L. Sheng, H. Peng

The Impact of Home Language Input on Early Chinese Classifier Acquisition: A Corpus-Based Study on the Mandarin-speaking Children in Beijing
E. C. M. Wong, H. Li

A narrative study on whole-language curriculum development in a Chinese kindergarten
X. Hua, Y. Yu

Linking Cultures: Revisiting Montessori Training -Ireland to India
M. Oke, O. McKiernan, D. Flood

Collaborative learning in group parent education
L. H. F. Yuen

PO-FR-01: Poster: Friendships, Relationship and Identities

Chilean Prison Day Care Facilitates Bonding of Mothers and Children
J. Townsend, M. Vosper Fenwick

THE RELATIVE EFFECTS OF THE QUALITY OF TEACHER-TODDLER INTERACTION AND MOTHER-TODDLER INTERACTION ON TODDLER-TEACHER RELATIONSHIP
J. Sung, S. Yang

The changes and meanings of children’s behaviors in ACPI
J. Kim, S. Choi, K. Park

The Effects of ACPI on the Emotional and Social Relations
S. Choi, D. Chung

Analysis of social science activities on age 3 to 5 Nuri curriculum teacher’s guidebook
A. Cho, H. Hong

How to achieve good teaching in a pedagogical relation
G. Hofmann
## LA LECTURA EN FAMILIA

J. Quintanal_Díaz, J. Garcia_Llamas, J. Pordomingo_Rodriguez

### PO-SD-01: Poster: Sustainable Development

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing to Sustainable Lifestyle through ESD project and applying 7Rs in ECEC in Korea</td>
<td>41</td>
</tr>
<tr>
<td>S. Park, S. Park, E. Park</td>
<td></td>
</tr>
<tr>
<td>Validating of Environmental Rating Scale for sustainable Development in Early Childhood (pilot version) in Korea</td>
<td>42</td>
</tr>
<tr>
<td>S. Park, E. Park</td>
<td></td>
</tr>
<tr>
<td>The Affects of Radiation on the Early Childhood Education System</td>
<td>43</td>
</tr>
<tr>
<td>H. Sekiguchi, M. Nagata, T. Mihoko</td>
<td></td>
</tr>
<tr>
<td>Comparison of Children’s Growth Before and After the Radiation Disaster</td>
<td>44</td>
</tr>
<tr>
<td>M. Nagata, H. Sekiguchi, T. Mihoko</td>
<td></td>
</tr>
<tr>
<td>Considering ESD Through Intergenerational Exchanges—Cases in Japan</td>
<td>45</td>
</tr>
<tr>
<td>T. Kaneda, M. Hagiwara, M. Kawakita, Y. Ishizuka, N. Sakai, N. Hiura</td>
<td></td>
</tr>
<tr>
<td>Problematic behaviors of early childhood based on nursing environment and teaching methods</td>
<td>46</td>
</tr>
<tr>
<td>K. Kim, J. Shin, H. K. Shin, J. Lee</td>
<td></td>
</tr>
<tr>
<td>The Effect of the Integrating Activity through Green Growth Education Program on Young Children’s Scientific Inquiry Competence and Nature-friendly Attitude</td>
<td>47</td>
</tr>
<tr>
<td>C. Y. R. Chae</td>
<td></td>
</tr>
<tr>
<td>Quality of Life Analysis for Parents and Children</td>
<td>48</td>
</tr>
<tr>
<td>M. J. Kim, H. I. Hwang, O. G. Kim, H. M. Kang</td>
<td></td>
</tr>
<tr>
<td>Analysis of Images of Ecological Child among Preservice Early Childhood Teachers(PECT)</td>
<td>49</td>
</tr>
<tr>
<td>H. I. Hwang, J. H. Tak, H. M. Kang, S. E. Lee</td>
<td></td>
</tr>
<tr>
<td>The Cost Benefit Analysis of the Workplace Childcare Center</td>
<td>50</td>
</tr>
<tr>
<td>M. J. Kim, J. W. Won, M. K. Lee</td>
<td></td>
</tr>
<tr>
<td>&quot;3C&quot;- ECOLOGICAL EDUCATION FOR YOUNG CHILDREN</td>
<td>51</td>
</tr>
<tr>
<td>R. You, L. Wang, H. Chen</td>
<td></td>
</tr>
<tr>
<td>Development of Exercise Capacity of Fukushima Children - who lost the outdoor playing ground by nuclear disaster in 2011</td>
<td>52</td>
</tr>
<tr>
<td>A. Seki, N. Kamigaichi</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>The Status of OMEP Liberia</td>
<td>53</td>
</tr>
<tr>
<td>E. Bryant</td>
<td></td>
</tr>
<tr>
<td>The Early Childhood Education and Care under the condition with</td>
<td>54</td>
</tr>
<tr>
<td>Radioactive contamination concern in Fukushima, Japan: The</td>
<td></td>
</tr>
<tr>
<td>transition of preschool teachers' attitude towards their practices</td>
<td></td>
</tr>
<tr>
<td>N. Kamigaichi, H. Sekiguchi, N. Hiura</td>
<td></td>
</tr>
<tr>
<td>A Study on the Student Staff in a Child-rearing Program</td>
<td>55</td>
</tr>
<tr>
<td>Y. Shirakawa, R. Irie, T. Ohara</td>
<td></td>
</tr>
<tr>
<td>Training Childcare Workers as Practitioners of &quot;Education for</td>
<td>57</td>
</tr>
<tr>
<td>Importance of Life&quot;</td>
<td></td>
</tr>
<tr>
<td>H. Tazume, H. Tomita</td>
<td></td>
</tr>
<tr>
<td>A Survey of Kindergarten Teacher's Perceptions, Attitudes and</td>
<td>58</td>
</tr>
<tr>
<td>Practical Intention toward Sustainable Development</td>
<td></td>
</tr>
<tr>
<td>E. S. Shin, E. Kim, Y. Yoo</td>
<td></td>
</tr>
<tr>
<td><strong>0S-CH-01: Cultural Experiences and Heritage 1</strong></td>
<td></td>
</tr>
<tr>
<td>Use of the L2 and L1 in Irish primary English medium and Irish</td>
<td>59</td>
</tr>
<tr>
<td>medium schools</td>
<td></td>
</tr>
<tr>
<td>J. McKeon</td>
<td></td>
</tr>
<tr>
<td>Child Migration from a Cultural Perspective: Supporting Settlement</td>
<td>60</td>
</tr>
<tr>
<td>and Readiness</td>
<td></td>
</tr>
<tr>
<td>J. Colbert</td>
<td></td>
</tr>
<tr>
<td><strong>ADJUSTING TO PRESCHOOL: VOICE OF PARENTS</strong></td>
<td>61</td>
</tr>
<tr>
<td>R. Sak, I. T. Şahin Sak, B. K. Şahin</td>
<td></td>
</tr>
<tr>
<td>Súil, súil eile... - An Bhreathnóireacht ar Shealbhú na Gaeilge i</td>
<td>62</td>
</tr>
<tr>
<td>gComhthéacs Fhorbairt Iomlán an Linbh</td>
<td></td>
</tr>
<tr>
<td>L. Rawdon, C. Frost</td>
<td></td>
</tr>
<tr>
<td><strong>0S-DC-03: Digital Childhood 3</strong></td>
<td></td>
</tr>
<tr>
<td>Creation of applications for smart mobile devices for preschool</td>
<td>63</td>
</tr>
<tr>
<td>science education</td>
<td></td>
</tr>
<tr>
<td>M. Kalogiannakis</td>
<td></td>
</tr>
<tr>
<td>Games on mobile devices: do they really shape new childhood?</td>
<td>64</td>
</tr>
<tr>
<td>A. Ryzhov</td>
<td></td>
</tr>
<tr>
<td>Web-based learning for children with a urinary malformation</td>
<td>65</td>
</tr>
<tr>
<td>A. Simeonsdotter Svensson, H. Anna-Lena, J. N. Margaretha</td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Title</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>OS-CH-02</td>
<td><strong>Cultural Experiences and Heritage 2</strong></td>
</tr>
<tr>
<td></td>
<td>Traditional Chinese Festivals and Their Impact on Cultural Education</td>
</tr>
<tr>
<td></td>
<td><em>H. &amp; T. R. Huangshan &amp; Tian Ruiqing,</em></td>
</tr>
<tr>
<td></td>
<td>The Study of Folk Carnival Culture’s Duality of Young Children</td>
</tr>
<tr>
<td></td>
<td><em>Y. L. Chen</em></td>
</tr>
<tr>
<td></td>
<td>Traditional Folk Games in Chinese Kindergarten</td>
</tr>
<tr>
<td></td>
<td><em>X. Xu, J. Xia</em></td>
</tr>
<tr>
<td>OS-DC-01</td>
<td><strong>Digital Childhood 1</strong></td>
</tr>
<tr>
<td></td>
<td>‘We Don’t Have A Clue But Children Do!’ – Children’s Engagement with Media and Technology: Differing Perspectives</td>
</tr>
<tr>
<td></td>
<td><em>P. Radley</em></td>
</tr>
<tr>
<td></td>
<td>The Child as Rhizomatic Learner (Individual Paper)</td>
</tr>
<tr>
<td></td>
<td><em>F. Long</em></td>
</tr>
<tr>
<td></td>
<td>Crayons to Ipads: Children’s meaning making processes in the digital world</td>
</tr>
<tr>
<td></td>
<td><em>D. Harwood</em></td>
</tr>
<tr>
<td>OS-DC-02</td>
<td><strong>Digital Childhood 2</strong></td>
</tr>
<tr>
<td></td>
<td>When denial becomes a cultural thing. The struggle within (us).</td>
</tr>
<tr>
<td></td>
<td><em>D. B. McTaggart, J. Pender, T. Cavaliiero</em></td>
</tr>
<tr>
<td></td>
<td>Montesssori teachers’ perceptions and practices surrounding ICT use in ECE</td>
</tr>
<tr>
<td></td>
<td><em>N. Finucane</em></td>
</tr>
<tr>
<td>OS-EL-01</td>
<td><strong>Influences on Early Learning 1</strong></td>
</tr>
<tr>
<td></td>
<td>The case study to promote the development of students intelligence in children visual spatial</td>
</tr>
<tr>
<td></td>
<td><em>X. Zhao</em></td>
</tr>
<tr>
<td></td>
<td>The Multiple Intelligences footprint in the Aistear Early Years’ Curriculum Framework in Ireland</td>
</tr>
<tr>
<td></td>
<td><em>M. Towler, A. Ridgway, M. McCarthy</em></td>
</tr>
<tr>
<td></td>
<td>Reading, writing, counting and sitting still- Influences on early learning, historic and contemporary</td>
</tr>
<tr>
<td></td>
<td><em>M. Towler</em></td>
</tr>
</tbody>
</table>
OS-EL-02: Influences on Early Learning 2

Interactive Media and Technology – a Tool or a barrier for Early Childhood Development and Learning?
A. Prendergast

Care and Education; Educare as a form of Early Learning
L. O'Connor

The Development of Emotion understanding of the kids aged 4-6 and the Contribution of Family Environments
L. Wu

OS-EL-03: Influences on Early Learning 3

Getting teachers and children excited about science
N. Mulcahy-O'Mahony

Play with natural sciences in family/school workshop: a two years' experience
M. Kalogiannakis, V. Skoufou, M. Mosxovi, G. Velivasaki, S. Fragouli, K. Diplaraki, M. Vavouraki, I. Chochlidaki, I. Karataraki, E. Sifaki

The Influence of Different Organizational Forms on Children’s Scientific Inquiry Abilities
X. Hong

OS-EL-04: Influences on Early Learning 4

An observational study on early science teaching in Chinese Urban Kindergartens
J. Zhang, N. Rao

An historical route to Inquiry-based science teaching
C. de Hosson

Literature Research on Three-dimensional Construction and Spatial Perception in Children within the Context of the Integration of Medical Science and Education
Y. Gong

OS-ES-01: Espanol 1

CIENCIAS EN LA EDUCACIÓN PARVULARIA: PROPUESTA CENTRO EXPERIMENTAL DE CIENCIAS
K. Saavedra
EXPERIENCIAS CULTURALES Y PATRIMONIO

I. de La Jara

Derecho a la participación infantil en Educación Inicial

D. de León

Herencia cultural y saberes no legitimados presentes en la labor pedagógica de la Educadora de Párulos

L. Vasquez Valenzuela

---

OS-FR-01: Friendships, Relationships and Identities 1

Promoting Friendship Skills with Young Children in a Disadvantaged Community

H. Schonfeld, J. Russell

Building friendship among toddlers in preschool

I. Engdahl

What relationships support young children accessing article 12 of CRC?

P. Jewell

---

OS-FR-02: Friendships, Relationships and Identities 2

Making the Invisible Visible: Bilingual Children and Identity Formation

Á. Ní Dhonnabháin, M. Horgan

Powerful Anti-Bullying Research in Early Childhood Classrooms and Teacher Education

P. D. B. Hinitz

Early Years Can Seed Bullying Behaviour - and what to do differently

V. Mullally

---

OS-FS-01: Francais 1

Favoriser la pensée sociale par le jeu symbolique chez des enfants québécois qui fréquentent la maternelle cinq ans

L. Sarah, C. Caroline

Réapprendre aux futures enseignantes à jouer

M. Krasimira

Education Créative par le Jeu et la Culture

B. B. M. Alain Philippe
OS-PC-01: Play and Creativity 1

Urban nature as learning environment in City of Helsinki
M. Mäkelä, S. Järvenkallas

Diversity Outdoor Activities for Toddlers
M. Xu

Enhancing relationships through Play
E. Daly

OS-PC-02: Play and Creativity 2

Early childhood practitioners' observations and insights into children's play
C. Brennan

Preschool Teachers' Questioning in Sociodramatic Play
S. Meacham

Schoolyard play in the light of Aistear
U. Falcini

OS-SD-01: Sustainable Development 1

The Impact of Environmental Practice on Kindergarten Children’s Perceptions about Composting
S. Alici, R. Olgan, C. Oztekin

Children's Perceptions about Human-Environment Interrelationship: Analysis of Drawings in the context of Early Childhood Education for Sustainability
R. Olgan, G. Teksöz

Children's shared values in two Swedish Preschools
R. Karlsson

OS-SD-02: Sustainable Development 2

Guardians of environmental awareness
E. Domaccin

Assessing the early childhood education teachers' environmental literacy level in Ankara, Turkey
M. A. Karaduman, D. Ozturk, T. Karaduman
Students work with science as content in preschool-children's learning
G. Laila, S. Thulin

SS-CHS01: Cultural Experiences and Heritage S1

A study about how to manage Korean cultural heritage program in Korean Language Schools of France
H. Lee

Newly arrived children and families' encounters with the Swedish Pre-school
E. Stavholm

Haiku Composing as Part of Preschool Education
M. Chiaki

The Effect of Multicultural Educational Activities through the Use of Advertisements on Young children's Multicultural Perception
H. J. Kim

A study on structuring inclusive pedagogy: perspectives on diversity and belongingness
S. Aven

RESEARCH ON LOCAL CHRONICLES OF BEIBEI EXPERIMENTAL KINDERGARTEN
L. Wang, R. You

The ECE of the Republic of Srpska at the crossroads
T. Pribisev Beleslin

A CURRICULUM OF SELF-DETERMINATION FOR THE COMMUNITY OF CASTRO: CHILE
M. V. Peralta Espinosa, M. Manhey, L. Ayala, X. Rebolledo

A STUDY ON A MULTIDIMENSIONAL TEACHER TRAINING PROGRAM BASED ON AESTHETIC APPROACH TO THE TEACHING METHOD
H. Kim, B. Lim

SS-DCS01: Digital Childhood S1

The Effects of u-Learning integrated Eco Experience Activities on Young Children's Emotional Intelligence and Social Competence
H. Suh

Exploring the role of digital vs. non-digital media in the lives of young children, their families and those who work with them.
L. Wineberg, J. Robinson
Digital games and digital literacy in Early Childhood
Z. Nikiforidou

The thesis about the frequency of children’s using Tablet PCs in leisure-time and some related countermeasures
W. Yu

SS-FRS01: Friendships, Relationship and Identities S1

Exploring Animal-Assisted Programs with Children in Schools
L. Davern

MODERN SOCIETY AND CHILDREN’S SOCIAL COMPETENCE
M. Galinec

UNDERSTANDING and REDUCING ETHNIC/RACIAL PREJUDICE: A DEVELOPMENTAL PERSPECTIVE
I. Öztürk, D. D. Avcıbaşi

How the early education’s teachers guarantee the exercise of the child rights of children?
G. Etchebehere, D. Martinez-Iñigo

SS-PCS01: Play and Creativity S1

A Study on Play, its effect on children and role of the facilitator
K. Aghi

Korean In-service and Pre-service teachers’ conceptions of Creativity in early childhood education
M. S. Park, S. J. Kim, S. Y. Jeon, I. S. Choe

Constructivist teaching and learning revealed in the process of selecting themes from the reciprocal perspectives between teachers and children
S. H. Kim, G. Ahn, M. H. Kim

THE RELATIONSHIP BETWEEN VOCABULARY AND CREATIVE THINKING SKILLS OF 5-6 YEAR CHILDREN
R. G. Hazar, F. Dereli, M. S. Gönen

UNSTRUCTURED MATERIALS AS A FUNCTION OF ENCOURAGING CREATIVITY OF YOUNG CHILDREN
S. Basic, A. Visnjic Jevtic
<table>
<thead>
<tr>
<th>Symposium</th>
<th>Title</th>
<th>Authors</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY-EL05</td>
<td>Symposium: Influences on Early Learning</td>
<td>E. Park, E. S. Shin, S. Park, D. Butterworth, T. Kaneda, D. Hill</td>
<td>133</td>
</tr>
<tr>
<td>SY-ESPO1</td>
<td>Symposium: Espaniol 1</td>
<td>R. Pascual Lacal, D. Madrid, E. Gallardo Quero</td>
<td>134</td>
</tr>
<tr>
<td>SY-IE02</td>
<td>Symposium: Influences on Early Learning 2</td>
<td>M. Koong, J. Wong, N. Rao, A. Lee</td>
<td>135</td>
</tr>
<tr>
<td>SY-PC-02</td>
<td>Music and Art with Babies</td>
<td>S. Powell, K. Gooch</td>
<td>136</td>
</tr>
<tr>
<td>SY-PC-03</td>
<td>Play and Creativity</td>
<td>E. McMullan</td>
<td>139</td>
</tr>
<tr>
<td>WK-CH-01</td>
<td>Cultural Experiences and Heritage</td>
<td>M. J. Noonan, P. Sheehey, M. Sheehey</td>
<td>142</td>
</tr>
</tbody>
</table>
**WK-EL-02: Workshop: Influences on Early Learning 2**

Pioneers Who Made a Difference in Learning for Young Children

J. Simpson, J. L. McConnell-Farmer

**WK-FR03: Workshop: Francais 3**

Créer un livre animé : littérature, arts visuels et technologie

D. Perruchon

**WK-SD01: Workshop: Sustainable Development**

A Research Programme for Education for Sustainable Development in Early Childhood

J. Siraj-Blatchford, I. Pramling Asmuelsson, E. Park, E. Årlemalm-Hagsér

**0S-DC-04: Digital Childhood 4**

Positioning Technology in Early Childhood Settings

M. McCormack

A Digital childhood; The Being and Becoming

L. O’Connor

Early Childhood Care and Education students and digital media

J. Kane, O. Walsh

**In-WK-02: Workshop: Guest Facilitator**

Let’s play/pléigh*!

K. McCarthy

**OS-EL-05: Influences on Early Learning 5**

Early Child Bilingual Education in Brazil: teacher development programs

R. Ladeia

Teaching three languages to kindergarten children in a trilingual context

D. Lee, N. Rao

**OS-EL-06: Influences on Early Learning 6**

SHOULD I FEEL FEAR? – ROLE OF ADULTS IN EXPLAINING THE WORLD

E. Glavina
J. Sun, N. Rao, H. Liang

Children learning motivation in different education models
E. Lewandsowska

OS-EL-07: Influences on Early Learning 7

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

EXAMINATION OF AFFECT ON SELF EFFICIACY AND BELIEF OF PRESCHOOL TEACHERS ABOUT MATHEMATICS EDUCATION ON THE MATH SKILLS OF 48-60 MONTHS OLD CHILDREN
T. Şeker, F. Alisinanoğlu

The action research of math activities to promote the development of children's spatial perception
H. Wang

OS-EL-08: Influences on Early Learning 8

Child Voice: A "Right" in Irish Education
D. Fleming, M. Horgan

What Influences Young Children to behave as Researchers?
J. Murray

Influences on Early Learning: A Dynamic Dance
A. R. Codd

OS-EL-09: Influences on Early Learning 9

The teacher's role in children's early literacy learning: Reflections on research in New Zealand early childhood settings
C. McLachlan, A. Arrow

Teaching and Learning through Children's Writing
N. Merryman

Chinese Parents' Beliefs and Home Literacy Practices in Hong Kong
C. Lau, N. Rao
**OS-EL-10: Influences on Early Learning 10**

Home influences on executive function in preschoolers  
R. Wang, N. Rao

Growing Child: Educating Parents Developing Children  
M. Walker Callaghan

Resisting the caricature within the global 'new politics of parenting': embracing diversity and engaging with parents in poverty to support children's learning  
D. Simpson

**OS-ES-02: Espanol 2**

Tics y el niño/a del siglo XXI  
M. Escobar

Hacia una inclusión acogedora para los niños y niñas de familias inmigrantes  
L. Ayala

Estudio de Caso: Lectura y Escritura en Educación Inicial a través del uso de TICs  
S. Devia

Protección de la Madre Tierra  
J. Uribe Chamorro, V. Romo

**OS-FR-03: Friendships, Relationship and Identities 3**

Family Movements and Suitcase Stories  
C. Nolan

Maternal Identities and Early Years services: the Private-Public Threshold  
S. Garrity, S. Garrity

Adopted Children in the Swedish Preschool  
E. Ahlin

**OS-FR-04: Friendships, Relationship and Identities 4**

Learning Identity  
S. O’Brien
Peer Relationships as the process and Outcome of Collaborative Classrooms: Evidence from an International Study  
J. Shaik

The Mediator/Moderator Effect Of Self-Efficacy On The Relationship Between Attachment Styles and Prejudice  
I. Öztürk, D. D. Avcıbaşı

OS-FS-02: Francais 2

Regard Africain/Camerounais Sur le Patrimoine et l'Expérience Culturelle  
B. B. M. Alain Philippe

Culture levier pour une éducation de qualité  
B. B. M. Alain Philippe

OS-PC-03: Play and Creativity 3

Action Research on Emotion Comprehension Improvement through Thematic-fantasy Play of 5-6 Years Old Children in Kindergarten  
Z. Wang

Cautionary Tales on Interrupting Children’s Play  
K. Weldemariam

Young Children Constructing Mathematical Understanding: Examples of Creative Learning and Play  
M. E. Efstatidiadou, C. Papademetri-Kachrimani

OS-PC-04: Play and Creativity 4

Social play in infants under two- relationships, environments and affordances  
H. Lynch

Moving Outdoors  
C. Duffy

Teaching teachers how to play  
M. Krasimira

OS-SD-03: Sustainable Development 3

Inclusive Practice - a route to Sustainable Development  
G. O'Carroll
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Community in Early Childhood Education in Hong Kong</td>
<td>186</td>
</tr>
<tr>
<td>D. Ho, M. Lee, Y. Teng</td>
<td></td>
</tr>
<tr>
<td>Learning about nature in nature – Sustainable Development in pre-school</td>
<td>187</td>
</tr>
<tr>
<td>G. Laila</td>
<td></td>
</tr>
<tr>
<td><strong>OS-SD-04: Sustainable Development 4</strong></td>
<td></td>
</tr>
<tr>
<td>Intergenerational Dialog: Small Children and families benefiting from grandparents support</td>
<td>188</td>
</tr>
<tr>
<td>M. Rabusicova</td>
<td></td>
</tr>
<tr>
<td>The Island of Guam's Early Childhood System</td>
<td>189</td>
</tr>
<tr>
<td>T. Fejarang, E. Eclavea</td>
<td></td>
</tr>
<tr>
<td>A Study on the Development and the Effects of GNEP on Young Children’s Attitude to Health, Environment and Empathy</td>
<td>190</td>
</tr>
<tr>
<td>H. J. Kim, Y. Oh, H. Lee</td>
<td></td>
</tr>
<tr>
<td>Development of 'Electricity Saving Program' centered 'Earth Hour' for ECEfS</td>
<td>191</td>
</tr>
<tr>
<td>O. Ji</td>
<td></td>
</tr>
<tr>
<td><strong>SY-CH01: Symposium: Cultural Experiences and Heritage 1</strong></td>
<td></td>
</tr>
<tr>
<td>Les cultures dans les programmes français et canadiens - La culture scientifique et les programmes français</td>
<td>192</td>
</tr>
<tr>
<td>D. Perruchon</td>
<td></td>
</tr>
<tr>
<td>Les cultures dans les programmes français et canadiens - La culture humaniste et les programmes français</td>
<td>193</td>
</tr>
<tr>
<td>D. Perruchon, L. Gouin</td>
<td></td>
</tr>
<tr>
<td>L'apprentissage de la langue dans les programmes de différents pays : Le bain de langue : le modèle bilingue franco-allemand et le projet TRILINGUA en Sarrelangue : le modèle bilingue franco-allemand</td>
<td>194</td>
</tr>
<tr>
<td>H. B. Eva, H. Larouche</td>
<td></td>
</tr>
<tr>
<td><strong>SY-EL06: Symposium: Influences on Early Learning 6</strong></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education in Shanghai: a Possible Pathway to Students’ Achievement in PISA?</td>
<td>195</td>
</tr>
<tr>
<td>J. Huang</td>
<td></td>
</tr>
</tbody>
</table>
**SY-ESP02: Symposium: Espaniol 2**

**CLAVES PARA UNA EDUCACIÓN INFANTIL CREATIVA**

D. Madrid, R. Pascual Lacal, E. Gallardo Quero, T. Navarro

---

**SY-IE03: Symposium: Influences on Early Learning 3**

**OMEP’S WORK WITH THE UNITED NATIONS AND UNICEF**

J. Wagner

---

**SY-IE04: Symposium: Influences on Early Learning 4**

Improving the Quality of ECE in China: the New Focuses of ECE Development after the Three-Year National Action Plan

L. Zhang, Q. Liu, Y. Guo, S. Guo, Y. Yao, X. Zhang

The quality of early Uyghur-Chinese bilingual teaching in Xinjiang kindergarten classroom: Language input, teaching strategies and child-teacher interaction-----Improving the Quality of ECE in China: the New Focuses of ECE Development after the Three-Year

J. Zhou, S. Chen

Effective learning through Joyful Play: Exploring the Key Value of Chinese Culture ---

Improving the Quality of ECE in China: the New Focuses of ECE Development after the Three-Year National Action Plan

X. Hong, X. Hong

The Professional Development of Early Education Teachers in Countryside of West China: Improvement and Supporting---Improving the Quality of ECE in China: the New Focuses of ECE Development after the Three-Year National Action Plan

X. Hong

---

**SY-PC01: Symposium: Play Creativity 1**

**Aistear In Action: A Multi-strand Mentoring Approach and its effectiveness**

M. Corbett, M. Daly

---

**IN-WK-03: Workshop: Guest Facilitator**

The importance of outdoor play in the early years curriculum

M. Ouvry
### OS-CH-03: Cultural Experiences and Heritage 3

Cultural Understandings of the Health and Special Needs of Children with Diverse Backgrounds  
*J. Colbert*

Cultural actions and communication activities within the framework of the program "Education of Roma Children" in Greece  
*E. Sifaki, P. Kalogiannaki*

Where Turkish parents bury a baby’s umbilical cord after it falls off? What is their expectation for their children’s future?  
*Z. Akdag*

### OS-CH-04: Cultural Experiences and Heritage 4

Together Old and Young: Older People Sharing Cultural Heritage with Young Children  
*M. Kernan*

Silkworms can tie the past with the future  
*F. O. Fujii*

Toys that survive  
*D. Blanuša Trošelj*

Immigrant and Refugee Students in Canada  
*M. McCabe, C. Brewer*

### OS-DC-05: Digital Childhood 5

THROUGH A GLASS, DARKLY – TECHNOLOGY, MEDIA CULTURE AND THE EROSION OF TRADITIONAL CHILDHOOD  
*M. Flanagan*

Overcoming Barriers to Embrace Digital Childhood  
*S. O'Reilly*

### OS-EL-11: Influences on Early Learning 11

Transitions in Early Childhood: Home to Pre-school to Primary School  
*M. Cunneen*
## Getting Poor and Rural Chinese Children Ready for School: Caregivers' Perceptions of School Readiness

L. Zhang, N. Rao

### OS-EL-12: Influences on Early Learning 12

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Association of Childhood Professionals: Making it Pay</td>
<td>215</td>
</tr>
<tr>
<td>J. M. O’Sullivan</td>
<td></td>
</tr>
<tr>
<td>Views of Preschool Teachers on Free Early Childhood Education in Hong Kong</td>
<td>216</td>
</tr>
<tr>
<td>H. Mei Yung Lam</td>
<td></td>
</tr>
<tr>
<td>Meeting Young Children's Needs of Development by Updating the Teacher Training and Education Mode</td>
<td>217</td>
</tr>
<tr>
<td>X. Feng</td>
<td></td>
</tr>
</tbody>
</table>

### OS-EL-13: Influences on Early Learning 13

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towards Extended Purposive Conversations</td>
<td>218</td>
</tr>
<tr>
<td>G. French</td>
<td></td>
</tr>
<tr>
<td>Dialogue with children</td>
<td>219</td>
</tr>
<tr>
<td>B. Xu</td>
<td></td>
</tr>
<tr>
<td>Do Parents' Attitudes Towards Mathematics and Mathematics Talk Affect Children?</td>
<td>220</td>
</tr>
<tr>
<td>S. K. Cheung</td>
<td></td>
</tr>
</tbody>
</table>

### OS-EL-14: Influences on Early Learning 14

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Design and Teaching and Learning: Observations from Award Winning Green Preschools</td>
<td>221</td>
</tr>
<tr>
<td>A. Iwan, N. Rao</td>
<td></td>
</tr>
<tr>
<td>Physical activities in nature – superior education of children and teachers</td>
<td>222</td>
</tr>
<tr>
<td>Balance of Challenges and Safety Needs in Early Childhood Physical Education</td>
<td>223</td>
</tr>
<tr>
<td>A. Ridgway</td>
<td></td>
</tr>
</tbody>
</table>

### OS-ES-03: Espanol 3

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aportes de la autoevaluación para potenciar aprendizaj es en edades temprana</td>
<td>224</td>
</tr>
<tr>
<td>M. Lara Catalan, T. Larrondo González, P. Aceituno</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>MEDIACIÓN Y SU SENTIDO PRÁCTICO EN EDUCACIÓN</td>
<td>225</td>
</tr>
<tr>
<td>K. Saavedra</td>
<td></td>
</tr>
<tr>
<td>IMPORTANCIA DE LAS PRÁCTICAS TEMPRANAS EN EDUCACIÖN PARVULARIA</td>
<td>226</td>
</tr>
<tr>
<td>M. Escobar</td>
<td></td>
</tr>
<tr>
<td><strong>OS-FR-05: Friendships, Relationship and Identities 5</strong></td>
<td></td>
</tr>
<tr>
<td>Supporting Identity Development during Early Years’ Professional Practice Placement</td>
<td>227</td>
</tr>
<tr>
<td>A. Ridgway, R. Murphy</td>
<td></td>
</tr>
<tr>
<td>Accessing children’s cultural worlds in a pre-school community of practice</td>
<td>228</td>
</tr>
<tr>
<td>F. Clerkin</td>
<td></td>
</tr>
<tr>
<td>Children’s Moral Judgements about Inclusion and Exclusion in Play</td>
<td>229</td>
</tr>
<tr>
<td>D. Berthelsen, J. Lunn, S. Walker, E. Johansson, C. Cobb-Moore, L. Scholes, J. Mascardi</td>
<td></td>
</tr>
<tr>
<td><strong>OS-FR-06: Friendships, Relationship and Identities 6</strong></td>
<td></td>
</tr>
<tr>
<td><strong>OS-PC-05: Play and Creativity 5</strong></td>
<td></td>
</tr>
<tr>
<td>Young children’s modes and trajectories of participation in preschool</td>
<td>232</td>
</tr>
<tr>
<td>A. Kultti</td>
<td></td>
</tr>
<tr>
<td>Child Care in Japan – A Questionnaire Survey Conducted among 5,221 Directors of Kindergartens and Day-care centers</td>
<td>233</td>
</tr>
<tr>
<td>Y. Sakakihara</td>
<td></td>
</tr>
<tr>
<td>Constructivist Teaching and Learning Revealed in the Process of Selecting Themes from the Reciprocal Perspectives between Teachers and Children</td>
<td>234</td>
</tr>
<tr>
<td>H. Kwak, M. Huh, G. S. Ahn, S. Kwon</td>
<td></td>
</tr>
<tr>
<td><strong>OS-PC-06: Play and Creativity 6</strong></td>
<td></td>
</tr>
<tr>
<td>Implementing Aistear in an English Language Learner Classroom</td>
<td>235</td>
</tr>
<tr>
<td>T. Concannon-Gibney</td>
<td></td>
</tr>
</tbody>
</table>
ENRICHING YOUNG CHILDREN’S PLAY AND CREATIVE CULTURE USING MOTHER-TONGUE AND TRADITIONAL COSTUMES IN EARLY CHILDHOOD EDUCATION IN THE RURAL AREAS

M. Haggai

Playing to learn and learning to play

A. Megale

OS-SD-05: Sustainable Development 5

WHAT’S GOING ON AT HOME: IS IT GARBAGE OR WASTE?

S. Alici, R. Olgan, C. Oztekin

Addressing the complexities of educational disadvantage through initial teacher education

T. Connolly

Free early childhood education policies in Greater China

R. W. Fong, H. Li

OS-SD-06: Sustainable Development 6

Early intervention possibilities to support children born of gender-based violence

A. Veale

Supporting children as social agents through picture books and narrative assessment

L. de Vocht, G. M. MacKey

Building Bridges - a playful dialogue between generations, time and space

I. Engdahl, C. Press

OS-SDS01: Sustainable Development S1

Development of an In-service Early Childhood Teacher Program for Sustainability

B. Cho, O. Ji, A. Chung

A Research Trend on Forest Kindergartens in the Republic of Korea

S. Kim

An Analysis of Adult Readers’ Reviews on Picture Book ❦Cloud Bread❦

T. K. Kim, Y. Jun, H. Jo

SS-ES1: Espanol S1

Filosofía para niños desde Lipman en Chile y la necesidad de contextualizar

J. L. Reyes
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿En qué medida las maestras de educación inicial garantizan el ejercicio de los derechos de infancia de niños y niñas?</td>
<td>248</td>
</tr>
<tr>
<td>G. Etchebehere, D. Martínez-Iñigo</td>
<td></td>
</tr>
<tr>
<td>Niños y niñas bordadores de Copiulemu</td>
<td>249</td>
</tr>
<tr>
<td>P. Troncoso Ibache, K. Villarroel</td>
<td></td>
</tr>
<tr>
<td>Cultura institucional y socialización política de las infancias</td>
<td>250</td>
</tr>
<tr>
<td>M. Losso</td>
<td></td>
</tr>
<tr>
<td><strong>SS-IES01: Influences on Early Learning S1</strong></td>
<td></td>
</tr>
<tr>
<td>Chinese Parental Beliefs and Practices about Younger Children's Play and Learning</td>
<td>251</td>
</tr>
<tr>
<td>H. Li</td>
<td></td>
</tr>
<tr>
<td>Preschool administrators' perspectives regarding parent involvement</td>
<td>252</td>
</tr>
<tr>
<td>T. Karaduman</td>
<td></td>
</tr>
<tr>
<td>Interplay among Preservice Early Childhood Teachers' Epistemological Beliefs, Self-Efficacy Beliefs, and Achievement Goals</td>
<td>253</td>
</tr>
<tr>
<td>S. Pamuk</td>
<td></td>
</tr>
<tr>
<td>How Early Years support/mentor practitioners in parent/ mentor programmes perceive their role</td>
<td>254</td>
</tr>
<tr>
<td>T. Reynolds</td>
<td></td>
</tr>
<tr>
<td>Art activities to promote the development of children's spatial perception</td>
<td>255</td>
</tr>
<tr>
<td>Y. He</td>
<td></td>
</tr>
<tr>
<td>Preschool administrators', who work in Ankara, perspectives regarding parent involvement</td>
<td>256</td>
</tr>
<tr>
<td>T. Karaduman</td>
<td></td>
</tr>
<tr>
<td>Practice of building constructed environment to promoting children spatial perception development</td>
<td>257</td>
</tr>
<tr>
<td>F. Liu</td>
<td></td>
</tr>
<tr>
<td><strong>SY-DC01: Symposium: Digital Childhood 1</strong></td>
<td></td>
</tr>
<tr>
<td>Digital technologies in early childhood education - The negotiated nature of tool-mediated story-making activity</td>
<td>258</td>
</tr>
<tr>
<td>N. Pramling, P. Lagerlöf, M. Nilsen, E. Skantz Aberg</td>
<td></td>
</tr>
<tr>
<td>Digital technologies in early childhood education - Activities with tablet computers in a Swedish preschool setting</td>
<td>259</td>
</tr>
<tr>
<td>N. Pramling, P. Lagerlöf, M. Nilsen, E. Skantz Aberg</td>
<td></td>
</tr>
</tbody>
</table>
Digital technologies in early childhood education
N. Pramling, P. Lagerlöf, M. Nilsen, E. Skantz Aberg

Digital technologies in early childhood education - Engaging children's participation in a technology-mediated musical dialogue
N. Pramling, P. Lagerlöf, M. Nilsen, E. Skantz Aberg

SY-EL-07: Symposium: OMEP College Chapters

Growing the Next Generation of Child Advocates:
J. Wagner

SY-FR01: Symposium: Francais 1

L'apprentissage de la langue dans les programmes de différents pays
H. Larouche, D. Perruchon, H. B. Eva, D. Rose-Marie

L'apprentissage de la langue dans les programmes de différents pays: L'apprentissage de la langue : le cas d’un milieu minoritaire canadien
D. Rose-Marie, H. Larouche

Les cultures dans les programmes français et canadiens - La prise en compte de la culture à l'éducation préscolaire
D. Perruchon, B. S. Christiane

Les cultures dans les programmes français et canadiens
D. Perruchon, H. Larouche, L. Gouin, B. S. Christiane

WK FR-01: Workshop: Friendships, Relationship and Identities

Self-Esteem - why it matters and what to do about it
V. Mullally

WK-PC-01: Workshop: Play and Creativity

Music education for young children:
H. Poulssen

WK-SD02: Workshop: Sustainable Development 2

Sustainability: A Practical Guide to Logic Modelling, Implementation and Evaluation
A. Reid
IN-WK-04: Workshop: Guest Facilitator
Music in the early years curriculum
M. Ouvry

IN-WK-05: Workshop: Guest Facilitator
Children's Cultural Worlds from Folk Dance Perspectives
S. Phelan

IN-WK-06: Workshop: Guest Facilitator
Art education and creativity in the early years
T. O'Connor

OS-CH-05: Cultural Experiences and Heritage 5
THE INVESTIGATION OF SCHOOL READINESS IN CHILDREN'S PICTURE BOOKS
T. Akyol, T. Guler Yildiz
Turkish preschool children's perceptions related to first grade education
I. T. Şahin Sak, R. Sak, N. Tuncer

OS-DC-06: Digital Childhood 6
Can Young Children Touch Mathematics in the Classroom
Z. Yilmaz, S. Ince
DIGITALISATION OF PRESCHOOL CHILDREN'S STORIES UNDER THE REFLECTION OF MATHEMATICS
B. Birgili

OS-DC-07: Digital Childhood 7
The Gaze and the Gift: Ethics, Young Children and Photography
P. Tarr, S. Kind
E - xpressionism
E. Rogulj
Kindergarten teacher's perception on r-learning based education by Q-method approach
Y. Lee, M. Lee, M. Kang, S. Lim, J. Choi
OS-EL-15: Influences on Early Learning 15

Open classroom
B. Xu

Do developmental frameworks hold back young children's right to development?
P. Jewell

OS-EL-16: Influences on Early Learning 16

They Believe It but Can't Do It: A Multiple Case Study of Early Visual Arts Education in Hong Kong Kindergarten
S. K. Y. Leung, H. Li

Does the "Parent-Child Shared Reading" Magic Always Work?

OS-EL-17: Influences on Early Learning 17

Research on the Current Situation and Problems of Daily Appraisal Behavior of Chinese Kindergarten Teachers
P. Ye

An Examination of Educational Environment Regulated for Acquisition of Social Skills in Early Childhood Years
A. Akinci, Z. N. Aydin-Kılıç, E. Omeroğlu

The Influence of Different Organizational Forms on Children's Scientific Inquiry Abilities
H. Mei Yung Lam

OS-EL-18: Influences on Early Learning 18

Minority Cultures and Early Childhood Development in Northwest China
Y. Ma, G. Y. Zhang

Could kindergarten teachers' dispositions influence the inclusion of pupils with special needs in their classrooms?
G. Koustourakis, A. Efthymiou

The action research of outdoor sports to promote of 2-3 years old toddler's spatial perception development
M. Zhang
OS-ES-04: Espanol 4

EL APRENDIZAJE INFANTIL Y EL CURRICULUM EN LOS PAISES DE AMERICA LATINA CONSTATACIONES PARA LA REFLEXIÓN, DESAFÍOS PARA LAS MAESTRAS/ OS
O. Reveco

Modelamiento del Ambiente Físico de Aprendizaje: La Construcción Multivocal de un Modelo Evaluativo para la Habitabilidad Educativa de Jardines Infantiles
C. Adlerstein

Valor de la documentación en la formación profesional
K. Villarroel, P. Troncoso Ibacache

OS-FR-07: Friendships, Relationship and Identities 7

The social construction of Separated Children in Ireland: Impact on aftercare provision
A. Horgan

Perspectives of early years providers on meeting the needs of asylum seeking young children in Ireland
J. O’Riordan, D. Horgan, S. Martin

Sustainable Early Childhood System: Relationships and Partnerships
S. B. F. Kamara

OS-FR-08: Friendships, Relationship and Identities 8

Mixed-age Education in Beijing Normal University Kindergarten
S. Huang

Creating the collective cultural environment to a newly-enrolled class in a kindergarten
H. Liu

OS-PC-07: Play and Creativity 7

Let go of the kids, allowing them to be the master of games
L. Qian

One dimensional materials for the development of children's spatial perception
T. Yan

Different modes of play and its relationship with children’s creativity
K. Vong, D. Cheng, K. Liu

xxviii
Applied research of educational drama in kindergarten – the theme of "life education with own"

K. W. Kao

**OS-SD-07: Sustainable Development 7**

Prize-winning energy saving preschoolers - building a culture for sustainability

M. Qvicker

Debate on digital childhood – case Finland

A. Holappa

Researching the use of reclaimed resources in early childhood settings

P. Luff

**OS-SD-08: Sustainable Development 8**

Impact of Orff Music Therapy on Working Memory and Attention of Children with Down's Syndrome

X. Ning

Priority SD challenges: how kindergartens can help to face them

N. Ryzhova, I. Ryzhov

Training program of children's spatial perception in family

Y. Liu

**PS-OS-08: Play and Creativity 8**

Playing with patterns – a Learning study with toddlers

C. Björklund

The development of children's creativity in ceramic

B. Xu

Promoting Active Development in the "Child-Centered" Kindergarten Environment

D. Jun

**ST-SD01: Symposium: Sustainable Development 1**

OMEP's world project 2013-14: Equality for sustainability

J. Siraj-Blatchford, I. Pramling Asmuelsson
SY-EL01: Symposium: Influences Early Learning

Integrating Theory and Practice on the BA(EYCS) Degree Programme: Intersections and Misconceptions
M. Cunneen

WK-EL04: Workshop: Influences Early Learning

Shared Leadership in Early Childhood Program Settings
A. Foster

Wk-FR02: Workshop: Francais 2

Co-construire une identité d’apprenant actif au préscolaire : un récit québécois
H. Larouche, L. Nolin
**Visual Arts and Multiple Intelligences: Content Analysis of Children's Drawings**

*Thursday, 3rd July 10.30 - Devere Hall - Poster*

*Suzannie Kit Ying Leung, Pinky Wa Ping Wong*

Classical theories of artistic development adhered to linear, hierarchical stage theories and used the criteria of visual realism as the endpoint of a child's artistic development. However, in recent decades, researchers have adopted the opposite view. They now realize that children’s artistic development should not be regarded as a stage-like unilinear progression in visual realism or expressive quality. Children's holistic development is the goal of the contemporary perspective to recognize the interaction of social, physical, emotional, moral, linguistic, cognitive and aesthetic development. In this study, a content analysis was conducted to investigate 60 pieces of drawings from children aged 3 to 6 years collected in a Hong Kong kindergarten. Results showed that the children's visual arts reflected their multiple intelligences (1) Linguistic; (2) Logical-mathematical; (3) Spatial; (4) Kinesthetic; (5) Musical; (6) Interpersonal; (7) Intrapersonal; (8) Naturalistic. This study reinforces the importance of visual arts and its contribution to the holistic development of young children and informs a review of visual arts learning, teaching and assessment in early childhood education.
Play has been widely acknowledged as a means to promote children's learning. Although the concept "learning through play" (LTP) was originated in Western cultures, with government support, this concept is not alien to Asian early childhood educators. Despite the explicit support, play was frequently observed in kindergartens in some Asian societies like Japan, but seldom in others, for instance, Hong Kong. Some researchers attributed the theory-practice dissonances to the low qualification of teachers. Yet, the lack of clear definition for this concept has been a long-existing issue in both research and practice. LTP composes of the concepts "learning" and "play", which have already been considered "fuzzy terms" on their own. Without clear articulation of terms, it is inappropriate to assume that early childhood stakeholders have shared understanding about these concepts and thus were their problem for not being able to put LTP in practice.

In view of this, the current study aims to investigate and compare the conceptualizations of "play" and "learning" by teachers and parents in Hong Kong and Tokyo. Three kindergartens, one from Hong Kong and two from Tokyo, were selected according to their types. Semi-structured interviews and questionnaires were used to tap the conceptualizations of teachers and parents respectively. In total, 82 responses about "play" and 94 responses about "learning" were produced by 49 Hong Kong parents, while 154 responses about "play" and 191 responses about "learning" were produced by 130 Japanese parents. Results indicated that both Hong Kong and Japanese parents regarded elements like "happiness" and "social interaction" as essential to play. However, while Japanese parents considered "play" and "friends" as important to children's learning, Hong Kong parents considered "books" and "knowledge" as more relevant. These results echoed with nine class teachers' interview responses. Implications of these results will be discussed.
The Effect of Interactive Emotional Activities using Picture Books on Young Children's Picture Representation Ability and Emotional Intelligence

Thursday, 3rd July 10.30 - Devere Hall - Poster

Myung-Fa Kim, Young-Suk Paik

The purpose of this study was to find out the effect of interactive emotional activities using picture books on young children's picture representation ability and emotional intelligence. The subjects were randomly assigned 45 young children aged five years who were attended one kindergarten located in ‘G’ city, South Korea. Twenty two young children experimental group and twenty three young children comparison group were selected. Children of experimental group interacted with emotional activities using picture books and those who comparison group listened to picture books' story.

To measure young children's emotional intelligence, the emotional intelligence checklist was used, that was created by Salovey & Mayer(1990), and modified and adapted by Kim, Kyung-Hee(1998). To measure the picture representation ability, the picture representation ability scale for young children developed by Chi, Sung-Ae(2001) was used. Analysis of data was conducted with Pearson's co - relations and T- paired test using SPSS 18.0.

The results were as follows. First, interactive emotional expression activities using picture books enhanced young children's emotional intelligence. Second, interactive emotional expression activities using picture books enhanced young children's Picture representation ability.

In conclusion, Interactive emotional expression activities using picture books were meaningful process through sharing their feelings and thoughts about main character's behavior and gathering various views. Therefore the present study results imply that emotional expression activities using picture books are worth using as a meaningful teaching method in the early childhood education field.
Study on Differences in Peer Play Behaviors of Young Children

Thursday, 3rd July 10.30 - Devere Hall - Poster

Kai Sook Chung, Sumin Ryu

This study examined whether there are any differences in peer play behaviors (play interaction, play disconnection, and play disruption) among young children depending on mother-variables such as parenting competency or the number of parenting books that mothers possess and teacher-variables including teacher types and the ages of children that teachers have in their classrooms.

Participants are mothers and teachers of 332 young children in 19 early childhood education centers. The research tools used in this study were The Penn Interactive Peer Play Scale, the Authentic Parental Competence Scale and the questionnaire. Differences in peer play behaviors among young children were tested and analyzed through t-test and f-test.

The result reveals that young children in the mother group having higher developmental positive parenting competencies shows the lower degree of play disconnection and play disruption. With regards to the number of parenting books that mothers possess, young children in the mother group having more parenting books shows the lower degree of play disconnection. For example, young children in the mother group having more than 20 books about parenting showed the less degree of play disconnection than young children in the mother groups having less than 10 books and 10-19 books. Preschool teachers evaluated the higher degree of play interaction among young children than child care teachers. There were no age differences of young children that teachers have in their classrooms.
Study on Playfulness Depending on Peen Interactive Peer Play

Thursday, 3rd July 10.30 - Devere Hall - Poster

Kyung-Chul Kim, Hye-Seung Jung

Young children's social relationship first made beyond the fence of family is the relationship with peers. Young children experience social relationships in playing with peers, so the peer play provides opportunities for young children to acquire necessary social strategies for making social relationships like crashing opinions, keeping rules, and cooperating with others.

The purpose of this study is to investigate young children's playfulness in the peen interactive peer play. The research target was 34 young children in their ages of full 3, 4, 5 years old, and the research tools the Peen Interactive Peer Play Scale (PIPPS) developed by Peen Child Development Research Center, and Barnett (1990)'s Children's Playfulness Scale (CPS). As the research method, this study observed the target children for 8 weeks from Oct. 1st~Dec. 1st in 2013, and for the Peen Interactive Peer Play Scale Test, the target children were observed for 60 minutes from 10:30~11:30, a.m. during the freely selecting activity time of children's daily works. For measuring the young children's playfulness scale, the target children's play situations were observed and their playfulness was measured.

From the results of this study, it was found that young children's peen interactive peer play is relevant with their playfulness, and the both made a close relationship. In the peen interactive peer play, the play interaction showed higher-level relevant with the social spontaneity, and the play hindrance and the play joyfulness was close relevant. This result is considered that the physical spontaneity was the item about young children's own bodies rather than their interactions with peers, so the physical spontaneity showed somewhat lower relevance with the play interaction than other items' relevance with play interaction.

Key word: Playfulness, Peer play, Play behavior
The Effect of Interactive Emotional Activities using Picture Books on Young Children's Picture Representation Ability and Emotional Intelligence

Thursday, 3rd July 10.30 - Devere Hall - Poster

Myung-Fa Kim, Young-Suk Paik

The purpose of this study was to find out the effect of interactive emotional activities using picture books on young children's picture representation ability and emotional intelligence. The subjects were randomly assigned 45 young children aged five years who were attended one kindergarten located in 'G' city, South Korea. Twenty two young children experimental group and twenty three young children comparison group were selected. Children of experimental group interacted with emotional activities using picture books and those who comparison group listened to picture books' story.

To measure young children's emotional intelligence, the emotional intelligence checklist was used, that was created by Salovey & Mayer(1990), and modified and adapted by Kim, Kyung-Hee(1998). To measure the picture representation ability, the picture representation ability scale for young children developed by Chi, Sung-Ae(2001) was used. Analysis of data was conducted with Pearson's co - relations and T- paired test using SPSS 18.0.

The results were as follows. First, interactive emotional expression activities using picture books enhanced young children's emotional intelligence. Second, interactive emotional expression activities using picture books enhanced young children's Picture representation ability.

In conclusion, Interactive emotional expression activities using picture books were meaningful process through sharing their feelings and thoughts about main character's behavior and gathering various views. Therefore the present study results imply that emotional expression activities using picture books are worth using as a meaningful teaching method in the early childhood education field.
The present study examined the frequency of symbolic representations in constructive play with LEGO blocks. Participants were sixty four 3-year-olds and sixty eight 5-year-olds. The children participated in 5 block play sessions twice a week and played for 30 minutes in each session. Three kits of LEGO blocks were served to each group consisted of five children. AFPE(Analyzing form of pretend play elements) developed by Han &Park(2010) was administrated to identify the elements of pretend play while participants were involved in block play. The frequency of demonstrated elements of pretend play during block play was calculated. Results showed that elements of pretend play were divided into two categories, and each category had 3 sub-categories. The first category called 'self-subjective pretend play'(12.6%) identifies when a participant transforms himself(herself) into another person or object and the second category called 'projective pretend play'(87.4%) identifies when a participant attaches the meaning of a person or an object to the constructions that he or she constructed. Both pretend play categories had three sub-categories. The first sub-category identifies when a participant demonstrates behaviour such as 'pretending to play a role'(10.2%, 15.2%, respectively) that includes verbal declaration to represent a certain character and imitation of a character’s action or narration. A character is not necessarily a person but can be a personified object or animal. The second sub category identifies when a participant ‘pretend play with an object’(1.7%, 60.1%, respectively) that includes a verbal declaration stating a representation of an object, gestures representing a certain object or animal, and sounds related to certain objects or animals. ‘Pretend playing a situation’(0.6%, 12.1%, respectively) is a child’s mention about the temporal and spatial background of pretend play. This results of this study indicate that constructive play is closely related to symbolic play and they mainly show "projective pretend play".
Impact of Parenting Stress and Emotional Intelligence of Young Children on Their Children's Creativity Traits

Anna Cho

The purpose of the study was to investigate the impact of parenting stress and emotional intelligence of young children on their children's creativity traits as well as the relationship among parenting stress, emotional intelligence and creativity traits of their children.

The subjects were 210 mothers and their 4-to-5 year old children in Seoul and Kyonggi-Do. Mothers who participated in this study administered a packet of the surveys which assessed demographic information, parenting stress, and emotional intelligence of their young children. Teachers rated 40 items on Yes-No-type Scale on Korean Creativity Traits Checklist developed by Jeon (2006) for the study. Statistical analyses were performed using frequency, t-test and one way ANOVA, correlation, and multiple regression analysis.

The major results of this study were as follows: First, there were significant differences in creativity traits of young children by mothers' level of education, children's gender and age, not by mothers' employment. Children who were female and 5-year olds and whose mothers were highly educated were more likely to show higher creativity traits regardless of the mothers' employment status. Second, there was a negative correlation between parenting stress and creativity traits of their children, but a positive correlation between emotional intelligence of young children and their creativity traits. It denotes that positive and secure relationship between mothers and their children is important to sustain and develop creativity traits of young children. Third, there were significant effects by parent-child dysfunctional interaction and others recognition of young children on creativity traits of their children. It implies that understanding others is strongly related to creative skills to solve problems in new and unique ways. This study provides insights for improving creativity traits of young children living in 'creative' society.

Key words: parenting stress, emotional intelligence, creativity traits
Study on Penn Interactive Peer Play, Play behavior and Development

Thursday, 3rd July 10.30 - Devere Hall - Poster

Kyung-Chul Kim, Eun-Ok Kim

Young children acquire social competences through plays, practice social skills in mid of setting the rules and cooperating with peers within plays, and experience complex, various interactions with other young children, with their teacher(s).

The research target was randomly set 34 young children in their ages of full 3, 4, 5 years old attending on Kindergarten K located in K-city as the observation target. And the research tools were the Penn Interactive Peer Play Scale (PIPPS) developed Peen Child Development Research Center, and the play behavior and development check list. As the research method, this study observed the target children for 8 weeks from Oct. 1st~Dec. 1st in 2013, and for the Peen Interactive Peer Play Scale Test, the target children were observed for 60 minutes from 10:30~11:30, a.m. during the freely selecting activity time of children's daily works. For measuring the young children's play behavior and development, the play behavior and development checklist was used.

From the results of this study, it was found that in the peen interactive peer play, the play interaction was relevant with the play behavior, the play behavior in development and the self-help skills, and young children's peen interactive peer play influence on the play behavior and the development. Additionally, the results identified that the play hindrance was relevant with the play severance, the play behavior and the self concept in development. This study is considered to be helpful for teachers in collecting basic data about young children's body, language, sociality, and cognitive development, supporting young children's development, and providing enough experiences for them to take a leap.

Key word: Interactive, Peer play, Play behavior
**Une ludothèque pour des enfants autochtones du Canada**

*Thursday, 3rd July 10.30 - Devere Hall - Poster*

**Madeleine Baillargeon, Rolande Filion**

Ce projet de ludothèque est la réponse à une demande de la communauté Atikamekw d'Opitciwan, Québec, Canada, qui souhaitait offrir un service éducatif aux familles de jeunes enfants, en dehors des institutions traditionnelles qui les rebutent.

Plusieurs communautés autochtones canadiennes vivent dans de pénibles conditions de pauvreté qui entraînent des conséquences négatives pour les enfants. Fréquemment, l'exercice du rôle parental est marqué par l'expérience traumatisante des pensionnats autochtones vécue par les générations antérieures. Les enfants subissent donc les effets néfastes des problèmes associés à la pauvreté et ceux découlant de faibles compétences parentales.

Selon notre perspective, les participants sont des partenaires plutôt que des bénéficiaires, et sont ultérieurement les artisans du projet. La première étape du projet, réalisée en octobre 2013, consistait à se rendre dans ce village très isolé pour y donner la formation à des candidats ludothécaires, à en embaucher et à amorcer le démarrage de la ludothèque présentement en opération.

La deuxième étape, à venir au printemps 2014, sera une mission de suivi pour faire le point, soutenir des activités liées à l'apprentissage de la langue, et planifier la suite du projet afin qu'il se maintienne au-delà de la subvention obtenue par la communauté.

Le poster présentera le projet, illustré par des photos, dans les trois langues de l'OMEP (français, anglais, espagnol).

Mots-clés : ludothèque, enfants autochtones, jeu, pauvreté, équité, développement durable
"How do we use plastic": 3rd OMEP ESD Project: Intergenerational Dialogue for ESD applied in Korea

Thursday, 3rd July 10.30 - Devere Hall - Poster

Ji Eun Kim, Min Young Jang, Eunhye Park

Since 2010, the OMEP started a world project on ESD to enhance the awareness of ESD. In 2013, the third project 'intergenerational dialogues for ESD' proceeded to broaden the perspectives beyond the preschool and school and to engage in intergenerational dialogues around three specific goals for a sustainable lifestyle. Goals were to reduce the use of plastic in the preschool, school and home, to create a new garden in the neighborhood to produce food and to establish a network of friends by exchanging various play method and traditional play around world. By these, global knowledge about ESD from children's perspective and the awareness of ESD in the practice has been enhanced.

We aim to find out children's ideas and actions within ESD in the process of applying OMEP's 'intergenerational dialogues for ESD' especially about reducing plastic usage in early childhood education practice. The project proceeded in two 5 year olds' preschool classes in Seoul in March and April 2013. The content analysis was done based on the participatory observation, field record, children's work of art, informal interview on children and teachers and photo shots taken during the project.

Children started to recognize the problem regarding plastic usage within their environment by finding out the common ground between their life and related public advertisement. In the problem solving process, children investigated objective knowledge regarding the problem and started to understand ecological system, moreover they became interested in lifestyle of previous generation in order to change their own attitude towards life. The result of this case study is expected in reducing the generational gap in the early childhood education practice as well as to providing meaningful experience for children. In this poster, we plan to present photo shots and children's work of art from this project.
This project is made to understand the Korean preservice child care teacher's belief in multicultural education for young children. For this project we have researched Busan's preservice child care teachers. The research was conducted from October to November, 2013. A total of 200 research questionnaires were sent out to preservice child care teachers, and 187 questionnaires were returned. The research questionnaire items used in this project were modified and reconstructed on the basis of those of the former researchers (Sung, 2010, Lee 2012). The items of the research questionnaire are grouped as follows: 1. Recognition of multicultural effect, 2. Sensitivity to other cultures, 3. Multicultural curriculum, 4. Teacher’s role in multicultural education, 5. Teacher’s cooperation in multicultural education, 6. Partnership between parents, child care center and community in multicultural education.

By using SPSS/PC WIN (ver 21.0), we analyzed our data results of research.

Results of the research are as follows: Firstly, those who had multicultural neighbors tended to show much stronger belief in multicultural education. The more they get along with people from multicultural families, (1) the more they have recognition of multicultural effect, (2) the more multicultural curriculum they develop, (3) the greater role they take on in multicultural education, (4) the more cooperative they become in multicultural education, (5) the more effective partnership in multicultural education they have. Secondly, they are not affected by lectures on Multiculturalism, presence of their foreign friends, and experience that had been living abroad.

As we can see from the results of the research, it is strongly recommendable that we develop multicultural education program including interaction with multicultural families.

Key words: beliefs in multicultural education, preservice child care teacher, multicultural education
Story-telling in preschool from a cross-cultural perspective: A preliminary analysis

Thursday, 3rd July 10.30 - Devere Hall - Poster

Kumiko Mukaida

Previous research has shown that the contents of books for children are different across cultures. For example, an analysis of bestseller picture books for children shows that protagonists of U.S. picture books tend to express high-arousal emotion, whereas Asian picture books are likely to describe low-arousal emotion (Tsai, Louie, Chen, & Uchida, 2007). Another research shows that most of Western folktales highlight the personal agency of protagonists and have a happy ending, while certain amount of Japanese folktales have passive protagonists and a sad ending (Mukaida, 2010, 2011). These content differences imply that the way and purpose of story-telling for children may also differ according to cultures. The author interviewed 12 American and 20 Japanese preschool teachers who have at least three years' practical experience about their story-telling activities. Data was analyzed based on the coding scheme which had been developed for this study. As a result, it was shown that both American and Japanese teachers held that story-telling could have a positive impact on the development of creativity and imagination. Cultural differences were also found: American preschool teachers were more individually oriented and emphasized the development of school readiness or academic skills, while Japanese preschool teachers tended to give greater importance to socio-emotional development and group activities. These findings on story-telling seem to reflect culture-specific approaches to early childhood education (Tobin, Hsueh, & Karasawa, 2011). However, this study has a number of limitations which make it difficult to draw any conclusion. In future studies, more data should be collected by both qualitative and quantitative approaches and be analyzed in a more fine-grained manner.
"Shoku Iku" (Food and Nutrition Education) in Japanese Nursery Schools

Thursday, 3rd July 10.30 - Devere Hall - Poster

Yuko Mizuno, George Doigami

Shoku Iku, or food and nutrition educations, is positioned as a basic education for one to live a life, and on which moral, intellectual and physical educations are built upon. Shoku Iku is to foster people's ability to learn about food and nutrition, how to distinguish good foods from others, and lead a healthy dietary life through various classes and experiences in schools and other occasions. A legislation of Basic Law for Food and Nutrition was enacted in Japan in June 2005 to promote Shoku Iku from early childhood education through out one's life. I believe the notion of Shoku Iku is universal and sharing our practices in Japan during the July OMEP International Conference is informative and beneficial to all the participants.

Our poster will show the unique practices and activities about Shoku Iku in Japan, which will include, for example, integration of traditional dietary cultures of the Japanese dishes, called "Washoku" into daily lunch menu in our schools. FYI, "Washoku" was listed in UNESCO's "List of the Intangible Cultural Heritage of Humanity" in December last year. We will display how we raise the awareness of the mechanism the basic three nutrition factors build our body – carbohydrates, fat and protein – and where those food materials come from. Especially, after the Mar. 11, 2011 Great Earthquake of Northern Japan caused nuclear accidents and emission of radiation caused great amount of concerns among the public about adverse effects such radiation from the broken down plants gives on human body through dining.

The Child Welfare Law of Japan requires all nursery schools to cook and provide foods within the facility following strict food sanitation regulations. Children fosters their ability of live a healthy and happy life by learning about foods and thanking for people who provides foods for them.
Preservice child care teachers' Multicultural perceptions

Thursday, 3rd July 10.30 - Devere Hall - Poster

Gyeong Seon Lee, Youn Hee Byun

As South Korea has become a multicultural society, many people today, especially administrators and researchers on multicultural education want child care center to teach multicultural activities to young children. So, it is important for child care teachers to have multicultural perceptions.

This study investigated preservice child care teachers' multicultural perceptions. Specifically, demographic factors were utilized for the analysis. The Multicultural perceptions instrument consists of three factors: openness, acceptability, and respect for culture.

The subject was 286 preservice child care teachers who enroll in academic credit bank system in Busan City, South Korea. To achieve the aims for this study, data were collected by conduction a survey using mail, e-mail and visiting participants. Data were analyzed by SPSS 21.0 program. Frequency, percentage, mean, standard deviation, and one-way ANOVA were used of this study.

The findings showed that teachers' multicultural perceptions exhibited respect for culture, openness, and acceptability in order of mean score. Among the demographic factors, two factors, that is, age and family income were found statistically significant different.

The results of this study are meaningful for multicultural curriculum in early childhood education. To get certification of child care teacher in South Korea, there is no need to take any multicultural subject. But the findings stressed the need for multicultural education, especially, cultural acceptability.

Key words: preservice child care teachers, multicultural perceptions, academic credit bank system, South Korea
Empowering Nations: Developing the Educational Continuum and Cross Cultural Competencies within West African Countries

Thursday, 3rd July 10.30 - Devere Hall - Poster

Ms. Lillian Nealy, Eleanor Kiamu

The project focuses on developing inclusive teacher training curriculum and resources to provide culturally competent educational training, for teachers who work with children and families who have not been semi-acculturated into mainstream American or European lifestyles. Most culturally diverse teacher training materials are predominantly written to meet the needs of American and European teachers who work with children and families who have semi-acculturated to an environment outside of West African countries.

Facilitators will spend time assisting teachers in West Africa to further understand West African Culture and cultural nuances. Time will be spent in identifying materials and supplies available in the various areas which can be used in educating young children and their families, from the various cities, villages and/or native tribes. When developing a continuum of educational curriculum and teaching styles one must vary from traditional or mainstream methods of instruction while facilitators of teacher training program are developing culturally competent curriculum. "It follows that children's cultural and family socialization practices should be consistently integrated into early childhood program practice to provide high-quality early care and education." (Gonzalez-Mena, 2010: Grant & Ray, 2013)

The Curriculum writers will continually adjust and adapt strategies to meet the cultural needs of teachers being introduced to the new teacher training curriculum for the children and families receiving the early childhood development education. This allow children and families to reach their full potential options in life.
Acercando las Ciencias Astronómicas a las Educadoras de Párvulos de la Región de Coquimbo

Thursday, 3rd July 10.30 - Devere Hall - Poster

Claudia Paola Jara Reyes

Dado que los cielos de la región de Coquimbo en Chile, son unos de los más limpios y privilegiados para las observaciones astronómica, y aprovechando los beneficios de contar con instalaciones cercanas a la ciudad donde se realizan estas observaciones, es que la Universidad Santo Tomás, a través de la carrera de Educación Parvularia, lanzó un proyecto de Vinculación con Observatorio Inter Americano de Cerro Tololo, donde se realizaron una serie de capacitaciones a Educadoras de Párvulos en conjunto con el personal técnico, en contenidos astronómicos, para favorecer aprendizajes de calidad e integrar así, estos contenidos en el trabajo pedagógico de niños y niñas de segundo ciclo.

Las temáticas de contaminación lumínica, el sol, las estrellas y los planetas fueron abordados por Juan Seguel, coordinador del departamento de extensión y educación del Observatorio.

Las Educadoras en conjunto con el personal técnico, trabajaron durante 4 sesiones en estas temáticas, fortaleciendo sus aprendizajes y mejorando conceptos astronómicos para ser trabajados en cada uno de sus niveles, favoreciendo aprendizajes significativos en sus niño/as.

Las Educadoras propician despertar estos temas de interés en los niño/as, favoreciendo el descubrir, la indagación, habilidades básicas para el desarrollo del pensamiento y los métodos de investigación.

Surgen los proyectos de aula en cada nivel, lo que tuvo como resultado final su presentación en el primer Congreso de Párvulos en Astronomía, realizado en el mes de noviembre en la comuna de Monte Patria, participando alrededor de 12 educadoras de diferentes localidades de la región, con un total de 50 niños/as aproximados, donde cada establecimiento dio a conocer sus aprendizajes en ciencias astronómicas.
Crossover Picture Books in Korea

Seonju Ko

This study aims to investigate the current status and prospects of Korean crossover picture books, enjoyed across generation. Interviews were carried with publishers of big Korean picture book publishing companies such as Sakyejul, Chobang, and i-seum. Since the year 2000, publishers have noticed domestic educational demand and potential of exporting Korean picture books, especially about the traditional culture. Informational books were made about traditions in music, architecture, furniture and special occasions like wedding and religious ceremonies. Drawings of those books were precise and realistic. Children as well as adults would appreciate beauty and delicacy of them. Common themes of story picture-books for all generations together were friendship, love, death and funeral. Titles of those books on cover pages were often presented in Korean calligraphy, leaving an impression that this is an old style. Some drawings were done by brush and Chinese ink on Hanji or silk. There was a series of picture books, based on stories of the best-selling adult novels for all time. Famous poem originally for grown-ups was the written text of a picture book, too. Simplified versions of those fictions and the poem were still longer than texts of other picture books, leading to more pages. The books were indicated by publishers for middle school children (aged 11+). Parents were mentioned as readers accompanying with children. It was never been a case that adults alone were presumed as a main target of picture books. In some case, Korean picture books were sold to overseas collectors. In other cases, licenses were sold, allowing translation. Implications were made for picture book marketing in a society like Korea, where is a fast growth of elderly population. Various forms of art books and parodies are welcome. Key wards: Crossover, picture books, Korea, traditional culture, children, adults
The Study about Teaching Practice Development of the ECEC Students

Thursday, 3rd July 10.30 - Devere Hall - Poster

Tomomi Naito

The Study about Teaching Practice Development of the Students who participate in the Child-Rearing Support Center in Japan—Focusing on the understanding the mothers' feelings about child rearing

The objective of this research is to clarify the teaching practice development of the students who participate in the child-rearing support center which is attached to the Japanese University. This training is held more than 6 times for second year through senior undergraduate student. The contents of this training are as follows. At first students observe the play and the interaction between mother and her child. Secondly they talk with mothers about child rearing. After this training, we clarify how they understand the mothers feeling and how they try to develop their own teaching practice, especially the ability of family support.

The research method is questionnaire and free descriptive answer. Target respondents are 187 senior students who are belonging to ECEC teacher training school. Survey respondents 187 (100%). Period of this survey is from Jan. 2013 to Jan. 2014.

As a result, we found five things through students' questionnaires. 1) The students who have been trained in the child-rearing support center reduce the stress and tension by themselves to make mothers relaxed. 2) They try to have sympathy with mothers and listen carefully to the mothers. 3) Each family has different character so that they try to interact with the family flexibly. 4) They promote better relationship between mother and child by play. 5) They try to find good aspects of children to tell their mother about them.

Through this training, they acquire the ability of family support such as effective and concrete ideas and advices for building relationship between mother and child.

keywords: ECEC teacher, teaching practice, mothers feeling, child-rearing, family support, child-rearing support center
Educational Program Evaluation of Korea Children's Folk Museum

Thursday, 3rd July 10.30 - Devere Hall - Poster

Jungah Yoo, Heejeon Suh

The purpose of this research was to examine quality of educational programs in Korea children's folk museum and find the ways of improve the programs. Evaluation targets were 23 programs operating by the children's folk museum in 2013. Research instruments included in educational program evaluation rubrics, lesson plan evaluation rubric, and participant's satisfaction questionnaires. Educational program evaluation rubrics were created by National Folk Museum of Korea in 2012. These rubrics were composed of 23 sub-areas (Likert 5 point scale) of 4 areas such as education program, instructor, environment, and assistant instructor. The lesson plan evaluation rubric was composed of learning objectives and motivation, instructional strategies, interaction with participants, teaching materials and evaluation items. The satisfaction questionnaires consisted of satisfaction of program and satisfaction of instructor.

Evaluation of 23 programs conducted by museum experts and education professionals which belonged to the National Folk Museum. Each program was evaluated by 2 experts using evaluation rubrics from July 24 to November 11 in 2013. Also 23 lesson plans were assessed by an instructional specialist. Moreover, the satisfaction questionnaires of students, teachers, and parents were conducted at the last of each program.

The evaluation result of all programs operating in 2013 showed 4.5 points of program, 4.6 of instructor, 4.6 of environment, and 4.5 of assistant instructors area. According to the result of lesson plans' qualitative evaluation, it needed to describe learning objectives clearly, prepare the variety of activities considering participant's level, and include assessment plan. And, the result of satisfaction questionnaires analysis, means of the programs and instructor's satisfaction were very high. For improving the quality of the program, the expansion of quality assessment and providing evaluator's professional training program were derived.

keyword : Children's Folk Museum, Educational Program Evaluation
"Sharing wisdom between generation" : Connecting inter-generation in early childhood education practice

Thursday, 3rd July 10.30 - Devere Hall - Poster

Ah Kyung Kim, Ji Eun Kim, Eunhye Park

1. Introduction
Traditional knowledge and heritages around the world are on the crisis of disappearing due to globalization and uniformity. Children have lesser chance to talk to their grandparents and learn from past experience because they usually live in the unit of nuclear family. For this reason, South Korea developed a program called “Sharing Wisdom between Generations (http://moe.morem.co.kr)” in early childhood education system. In this program, retired senior citizens visit preschool and deliver their expert knowledge to children. The program contains 13 fields including citizen personality, labor, energy, science, creativity etc. Children have chance to communicate with past generation and preschools are able to get human, systemic supports in operating educational curriculum.

The purpose of this study is to find out how this program is applied and run in early childhood educational practice and how much effectiveness it has. Also the program's effectiveness in promoting children's cultural experience regarding ESD.

2. Methods
The subjects of this study is the management plan for "Sharing Wisdom between Generations" program by ministry of education and the case reports of the best practices in 17 regional education offices since 2008. Each regional education office selects the most successful practice case of the program every year and upload reports on the office websites.

Therefore we intend to investigate through the management plan of the program and the case reports uploaded on the web-site.

3. Conclusion and Suggestion
With the result of the study, we expect to find out suggestions in program appliance in educational field, as well as effective way to promote children's cultural experience in ESD context. Also it can be used as a baseline data which suggests the way to revitalize the cultural exchanges between generations and to share the wisdom of the past generation.
Cultural values and educational meanings implied in Korean picture books after 2000

Thursday, 3rd July 10.30 - Devere Hall - Poster

Daeryun Chung

The purpose of this study is to examine the cultural characteristics and values implied in Korean picture books. Especially the Korean contemporary and traditional cultural traits described in stories and illustrations of children's books are investigated, and those values and educational meanings for ECE are probed.

As well as material inheritances, such as Korean traditional costume, food, and housing form, moral or spiritual cultures mixed with Buddhism, Confucianism, Taoism and Shamanism have been passed down until 21st century. Also, the industrialization and urbanization, the concentration of city population and rural depopulation, nuclear-family-type of living, rapidly increasing portion of multi-cultural families, etc., so many factors and changes coexist in Korea. In addition, new popular culture, namely, "Hallyu(한류)" in literature, journalism, technology and cellular phones, internet games, pop music (K-pop), films, dramas, animations, etc., has influenced all Korean people. Young children have also been illuminated by cultural aspects of picture books and authors' philosophy.

The objects of the study are 70 picture books recommended in 2012 The List of Good Picture Books by ARCP. Those are 55 fiction and 15 non-fiction books published by Korean writers and illustrators after 2000. The procedures of analysis are as follows: check and classify the Korean traditional or contemporary characteristics, i.e. artistic or mental works, symbolic systems, lifestyles; analyze their values and educational meanings; reason the prospects for the future ECE.

In conclusion, Korean young children, reading those picture books, are expected to appreciate literary lyricism, experience and understand Korean culture, and establish the national identity and basics of enhanced personality. Teachers in ECE classrooms can select and apply these books as educational materials to practice 11 themes related to 5 dimensions of Nuri-curriculum evaluated by The Korean Ministry of Education.

Keywords: picture book, young children, culture, Korea
Reorganización del espacio educativo desde una mirada Reggiana

Thursday, 3rd July 10.30 - Devere Hall - Poster

Claudia Ormeño, Sandra Rodríguez

La presente investigación tiene su fundamento en la concepción estética que se promueve desde las escuelas municipales de Reggio Emilia, no sólo como manifestación de una escuela bella y amable, sino también como creación de un espacio educativo que exprese y comunique el proyecto pedagógico, como un compromiso de participación del entorno sociocultural al que pertenece.

El espacio-ambiente en las escuelas municipales de Reggio Emilia se concibe como un elemento fundamental de su filosofía educativa, buscando siempre la coherencia entre la arquitectura y el proyecto pedagógico, para construir una escuela que no prepare para la vida sino “donde se viva”.

En este contexto es que la JUNJI nos solicitó la realización de una intervención en el espacio educativo en jardines infantiles de la RM (2012 - 2013). Dicha intervención se enmarca dentro del proyecto de vinculación con el medio que propicia la universidad.

Los objetivos de la intervención fueron acercar a las educadoras al concepto de "seducción estética" y aprendizaje por impregnación de belleza de la filosofía educativa Reggiana. Por otra parte, se pretendió presentar visualmente cómo la configuración de los espacios y todos sus elementos: objetos, iluminación, información visual, etc. presentan el proyecto educativo de la escuela desde la estética, la ética, la cultura y la identidad.

Una vez finalizada la intervención en las diferentes aulas, la investigación se centró en explorar la percepción de las educadoras frente a este cambio en su espacio educativo y el impacto que causó en los niños y niñas. Para ello se realizaron entrevistas en profundidad y focus group, que se encuentran en proceso de análisis para obtener conclusiones al respecto.
All Children, All Media: What in the World Will We Do?

Thursday, 3rd July 10.30 - Devere Hall - Poster

Edna Ranck, Carol Darcy

This poster session will address the availability of many types of media to young children around the world. What does the variety of media access - television, iPods, iPads, iPhones - mean to parents, to early childhood teachers, and to the children? What happens when many children have access to an amazing number of electronic resources, but many children don't even have enough to eat or the electricity needed to operate the devices? How can preschool teachers and teacher educators help children and the adults who care for and teach them manage the rapid changes in media in our homes and classrooms? OMEP conference attendees will learn what is happening with media in some countries, how children are being taught to use, or not, devices, and what skills are recommended for early educators to help them manage an electronic world.
Digital technologies as a catalyst for creative-learning and innovative teaching

Thursday, 3rd July 10.30 - Devere Hall - Poster

Marguerita Magennis

This study reviews national, European and international literature on the effects of Digital Technologies within early education, with consideration given to its effective integration to promote autonomy and creative thought. The research addresses factors indicated as influential in a recent Masters Study and current PhD highlighting the need for investigation into areas of policy and legislative awareness, current practice, Continual Professional Development (CPD), staff phobias, funding, resources and initial teacher training (ITT). The recent economic crisis involved further restrictions in funding and training, resulting in a compromise between quality in educational resourcing and monetary priorities; however, these objectives need to be complimentary as quality education is fundamental to economic development. This cross-border study addresses these factors, in conjunction with national, European and international literature, identifying how digital technologies are being implemented effectively. The thesis also addresses debates over the value and desirability of children in early education using digital equipment, while considering the current opinions regarding these new and innovative teaching methods, and the potential of digital media as a resource, rather than as a curriculum subject in the higher end of primary and post primary education. The research will promote a positive attitude towards diversity in early education (4 – 8yrs), by developing principles of effective implementation of Digital technologies; influencing the review of current policy, practice and joint venture initiatives throughout Ireland; in conjunction with the Digital Strategies for Schools (DES, 2013), aiming to improve ICT in Primary Education, released in December 2013 and the "Digital Schools of Distinction" programme (DES, 2013) a joint initiative rolled out in October 2013 in conjunction with HP Ireland and Microsoft Ireland. This study will inform policy change in light of these current developments in the DES and this National strategy.

Keywords Digital technologies; innovative; cross-border; creative thinking; autonomy; effective integration.
Awareness about early childhood pre-teachers who experienced R-Learning college club activities

Tuesday, 3rd July 10.30 - Devere Hall - Poster

Gyung Mi Jo, Yeon-Seung Lee

The purpose of this study was to examine the state of college R-learning club activities among pre-service early childhood teachers, their awareness for the club activities in an effort to discuss how to step up the effective application of R-learning to early childhood education. A research question was posed: What is the awareness of pre-service early childhood teachers on college R-learning club activities?

The major findings of the study were as follows: The pre-service early childhood teachers chose a teacher's robot literacy as the most influential factor for R-learning. 80.9 percent replied their professionalism as early childhood teachers was taken to another level by engaging in R-learning club activities. As to the reason, they answered that the club activities made it possible for them to draw up teaching plans more often, to improve their educational planning and teaching abilities by getting feedback from their mentors, and to flexibly respond to changing educational environments by utilizing robots, which were state-of-the-art technology. As a result of asking them about the necessity of educational robots in kindergarten, 77.2 percent replied it's necessary. As for the reason, the largest group answered that preschoolers should experience a wide variety of teaching media. Whether they agreed to teach R-learning one of regular subjects or not was asked, and 67.3 percent answered they agreed. As to the reason, the greatest group replied the use of up-to-date scientific technology would serve to boost the quality of education.

Keyword: Robot, R-Learning, early childhood teachers
How does Photography express Children's Voice? A Media Project in Hong Kong Kindergarten

Thursday, 3rd July 10.30 - Devere Hall - Poster

Suzannie Kit Ying Leung

In this digital era, children no longer express themselves only by verbal languages. Indeed, visual languages are also not limited to drawing, painting, crafts and sculptures. While children were having brushes to manipulate their colors and compositions, they are now able to manipulate these through the digital devices. A class of 15 three-year-old children in a Hong Kong kindergarten participated in this study. They were invited to take photos by using a digital camera in their kindergarten. Each of them had to take a photo of a person, an object, an event or a place the most favorite for themselves. A sharing session was conducted after the photo-taking activity and children were asked the reason of taking their own piece of photo work. Their responses showed that teachers, friends, materials and activities interwoven in the kindergarten provided a meaningful environment to children. Meanwhile, this study supports the children's usage of digital devices to express their thoughts and ideas in the early years.
"Observe, wait and listen - let them talk": Evaluation of Ballyfermot Language Enrichment Programme

Thursday, 3rd July 10.30 - Devere Hall - Poster

Geraldine French, Carina Fitzgerald

This poster reports on the Evaluation of the Ballyfermot Language Enrichment Programme. The research questions what is the impact of the Programme on the educators’ interactions and what is the impact of the Programme on the overall quality of the setting?

The evaluation draws from a broad range of perspectives in the context of educational inequality, language acquisition and socio-cultural theory.

Baseline data was collected in May 2012 and follow up data was collected, post Programme, in June 2013. The Hanen Teacher Interaction and Language Rating Scale was used to analyse videos of early childhood educators’ interactions with children. The Programme Quality Assessment was employed to assess the overall quality of the settings. A Literacy and Numeracy Indicator was devised and administered, photos of the environment were taken and post intervention interviews were held with staff and managers of the early years settings.

The research protocols of the overall evaluation of the National Early Years Access Initiative are adhered to. Participants’ rights are respected; the settings’, educators’ and children’s confidentiality is assured. The data is anonymised and stored securely.

The findings reveal that the Programme has had a positive impact on both the quality of the interactions and the quality of the settings. Staff reported that the use of video in individual feedback sessions was particularly effective. Staff learned to wait, listen and encourage children to articulate their ideas, thoughts and feelings, the basis for extended purposive conversation is in place. Access to a speech and language therapist not only enhanced the staff's interactions but also provided access to specialist advice and reassurance in relation to particular children.

All early childhood educators should have training in supporting children's language development and engaging children in purposive conversations; programmes such as this should be replicated.
The Comparison of Vocabulary Abilities between 5-6 Years Children with High-functioning Autism and Typically Developing Peers

Thursday, 3rd July 10.30 - Devere Hall - Poster

Li Zheng, Li Sheng, Hui Peng

Previous studies have focused on vocabulary development in children with high-functioning autism (HFA). This line of research has shown inconsistent results regarding whether or not children with HFA are delayed in vocabulary development relative to typically developing (TD) peers. The current study aims to further investigate vocabulary development in this population and examine potential differences between children with HFA and TD peers on both vocabulary breadth and vocabulary depth.

Twenty-six children with HFA and 26 TD controls between 5 and 6 years of age participated in several tasks such as picture identification, picture naming, word association, and novel word creation that measured both vocabulary breadth and depth. To assess vocabulary breadth, children completed two tasks: a picture naming task by naming the picture which the examiner pointed, and picture identification task, in which they selected from picture arrays the ones that went with the target words. To assess vocabulary depth, children completed two tasks: a repeated word association task by responding to each stimulus word with three associations (e.g., spider-web, legs, black), and a novel word creation task by creating a new word which is similar with each stimulus word.

Results indicated that children with HFA were delayed in both breadth and depth measures relative to age peers, and the delay was more severe for vocabulary depth measures. Children with HFA had immature understanding of word meanings. These children showed preference for certain morphemes and overuse of these morphemes, which resulted in different kinds of errors in the novel word creation task.

Key words: Children with High-functioning autism (HFA); Typically Developing Peers(TD); Vocabulary Breadth; Vocabulary Depth.
The Impact of Home Language Input on Early Chinese Classifier Acquisition: A Corpus-Based Study on the Mandarin-speaking Children in Beijing

Thursday, 3rd July 10.30 - Devere Hall - Poster

Eileen Chin Mei Wong, Hui Li

Classifier is a distinctive characteristic of Chinese languages that quantifies and enumerates the referents by its explicit features (Erbaugh, 2004). Many studies (Loke & Harrison, 1986; Tsang, Chambers, 2011; Tse, Li, & Leung, 2007) have been conducted to explore the acquisition of Chinese classifier, whereas very few (Yang, & Zhou, 2010) were done to investigate the impact of home language input on it. This study is dedicated to understanding the relationship between home language input and the attainment of Chinese classifier using the Early Mandarin Corpus. The corpus collected the natural speech produced by 150 Mandarin-speaking preschoolers in Beijing who were paired and participated in a 30 minute videotaping free play. All the classifiers were elicited and analysed. This poster will report the following results: (1) the developmental trends of Chinese classifier acquisition, including Age and Gender difference in Mandarin-speaking children; (2) the differences in home language environment and home language input will be analysed; and (3) hierarchical regression analyses will be conducted to understand the contribution of home language input to the attainment of Chinese classifier in the early years. Last, the educational implications of these findings will be addressed to provide valuable suggestions to early childhood educators and researchers interested in teaching Chinese as the 1st and 2nd language.
A narrative study on whole-language curriculum development in a Chinese kindergarten

Thursday, 3rd July 10.30 - Devere Hall - Poster

Xiying Hua, Yongping Yu

The theory of whole language was introduced to China in late 1990s. It brought on the conception of integrity and unity in Chinese early language education. However, there is a need of localized study to combine the western theory and Chinese educational practice. The present study described the process of curriculum development in the Chinese context based on the whole language theory. Adopting the approach of narrative research, the researcher narrated and interpreted the experiences of participants during the process of curriculum development in an organized manner. The experiences were organized in the narration with three clues: (1) problems and solutions in curriculum development (2) change of teachers' conceptions and behaviors, and (3) progressive assessment of children's literacy behaviors. The topics of narration included: whole language environment, whole language social interaction environment, learner-centered and integrated curriculum development, whole language assessment based teaching practice, and the change of participants' conceptions and behaviors. The indigenous concepts of the participants emerged during the research process were: "model", "war-like", "conductor", and "security". The participants also presented their personal concepts such as "complex", "response", and "are you sure". All these concepts existed in the educational lives explicitly or implicitly, and had an influence on educational reform. The development process of whole language curriculum is a process of encountering and conflicting between the theory outside and local educational culture, and the subsequent determination and equilibrium. It is also an intrinsic reform occurs within Chinese language educational practice.

Keywords: whole language curriculum, kindergarten, whole language environment, social interaction environment, whole language assessment
**Linking Cultures: Revisiting Montessori Training -Ireland to India**

*Thursday, 3rd July 10.30 - Devere Hall - Poster*

*Meera Oke, Olga McKiernan, Denise Flood*

Montessori, a pioneer in the field of Early Childhood Education, held the first formal training course in 1939 on an invitation by the Theosophical Society of India. Thereafter she spent 9 years (1939 -1948), published 3 books, besides conducting training courses in several cities in India including Pune. The poster presents experiences of an on-going collaborative project of Portobello Institute, Dublin (a pioneering Institute in Montessori Method training in Ireland), and Bhartiya Samaj Seva Kendra (BSSK) Pune. It revisits Montessori pedagogy. Providing a perspective on current Early Childhood Education training and practice in India, the poster describes Montessori Method training and discusses its impact on trainee and children's experiences, besides trainer experiences.

Qualified (15-20 years) trainers from Portobello Institute worked with 8 experienced (2-18 years) practitioners from BSSK over three sessions (7-10 days each). The trainees were interviewed on two occasions The trainees and trainers maintained a log of the training and experiences, besides keeping contact over the internet.

The trainees reported that children used 'error and control' while using Montessori apparatus. They mentioned that using Montessori apparatus enhanced concentration for longer durations. Furthermore, trainees noted an improvement in their knowledge of each child's specific interests and abilities. They learnt to differentiate between a 'good person' and 'good learning'. Challenges faced by the trainees were in creating adaptations for children with disabilities and those with special needs and in special circumstances.

The trainers reported the ease of using most Montessori materials indicating it to be 'culture free'. Contextual adaptation of practical life and language materials, besides live demonstration with children was effective. The poster finally describes implications for training methods used in Early Childhood Education and the use of Montessori apparatus and methods.

Key words: 'culture free', contextual adaptation, early learning, materials, Montessori pedagogy
Collaborative learning in group parent education

Thursday, 3rd July 10.30 - Devere Hall - Poster

Lai Ha, Freda Yuen

In the past, parent education is embedded within the nurture assumption which maintains that parenting is not a self-sufficient and self-sustaining act but is inherently directed towards the well-being and functional behavioral development of a child. Historically, parent education has been influenced by the education model that emphasizes the process of training and developing knowledge, skills, mind and character. By recognized personal parenting knowledge as what parents know and upon which they think and act in parenting, parent educators necessarily need to expand the locus of parent education to include learner's personal parenting knowledge. The research set up a group parent education program, named 'Self-learning in Parenthood' enabled participants to collaboratively examine and reflect on their parenting experience within a group-based conversation. The program lasted four sessions covering the following themes: (a) exploring the "family-of-origin" influence on a person's parenting beliefs and practice; (b) situating difficulties that the present generation of parents face in the context of sociocultural changes and the social construction of childhood; (c) how parents learn to become better problem-solvers from their parenting experience; and (d) how parents can learn from their children's parenting experience to become better problem-solvers. This paper studies the experiences and learning of the participants.
Chilean Prison Day Care Facilitates Bonding of Mothers and Children

Thursday, 3rd July 10.30 - Devere Hall - Poster

Joyce Townsend, Martha Vosper Fenwick

During the almost 20 years I spent facilitating child care in a prison setting I feel a poster representing this aspect of early childhood would be relevant to the "Friendships, Relationships and Identity" topic.

The poster would depict photos from a Chilean prison in which "rooming in" situations were created for mothers and their children as well as an onsite day care facility. The Day Care Raijas de Sol in the Santiago Prison for Women was built for 12 children, aged 3 months to 2 years. It consists of two main rooms (one for infants and one for toddlers), bathroom and staff room. The staff consists of accredited childhood education graduates. While the women are at their jobs in the prison the children attend this attractive Day Care Centre. During the rest of the day, mothers and children live and play together in a "bunkhouse" situation, with yard facilities, where they can experience the routines of daily living.

I have spent much of my career exposing this often neglected aspect of the lives of children whose parents are incarcerated. Children separated from their parents due to imprisonment suffer additional trauma which can be mitigated by a program designed to support inmates and their children.

Keywords: Day Care, Chile, Prison, Children of Prisoners, Female Inmates, Early Childhood Education
THE RELATIVE EFFECTS OF THE QUALITY OF TEACHER-TODDLER INTERACTION AND MOTHER-TODDLER INTERACTION ON TODDLER-TEACHER RELATIONSHIP

Thursday, 3rd July 10.30 - Devere Hall - Poster

Jihyun Sung, Soyoung Yang

The purpose of this study was to examine the relative effects of the quality of teacher-toddler interaction and mother-toddler interaction on toddler-teacher relationship. The participants consisted of 32 mothers and their two-year-old toddlers and 18 teachers working at child care center in Seoul and Gyeonggi-do Province. The mother-toddler interaction and teacher-toddler interaction were videotaped during 60-min daily routine and play. The qualities of the teacher’s interaction and the mother’s interaction were rated by Arnett’s caregiver interaction scale. Teacher-toddler relationship was measured by the student-teacher relationship scale (Pianta, 2001).

Results showed that the quality of toddler-teacher interaction differs depending on teacher's age, the years of teaching experience, experiences of charging of infant and toddler classes, marital status and the level of practitioner certificates. However, the quality of toddler-mother interaction did not differ depending on mother’s age, education, occupation, and family income. Next, overall high quality of toddler-teacher interactions was related to the closeness of toddler-teacher relationships. On the other hand, harshness as a subfactor among toddler-mother interaction constructs was associated with the dependency of toddler-teacher relationship. Finally, the regression results revealed that permissiveness of teacher-toddler interaction positively contributed to the closeness of teacher-child relationship, whereas detachment of teacher-toddler interaction negatively contributed to the closeness of teacher-child relationship. Harshness of toddler-mother interactions explained the variance of the dependency of toddler-teacher relationships.

Research results suggest that one of the most important factors of the qualities of teacher-toddler interaction and mother-toddler interaction is sensitive and responsive interactive behavior. Also, a specific feature of the mother-toddler interaction and the teacher-toddler interaction may have different effects on the constructs of toddler and teacher relationship.
The changes and meanings of children's behaviors in ACPI

Thursday, 3rd July 10.30 - Devere Hall - Poster

Joohee Kim, Sunkyung Choi, Kayoung Park

The purpose of this study is to examine the changes of verbal interactions of 5 year old children through activities of a community of philosophical inquiry (ACPI). This study is to find out the meaning of young children’s experiences how to express their opinions and how to reach mutual consents, namely, how to form social relations through philosophical activities. This study, especially, has interest in the changes of young children who have attitudes of onlooker, show little concern, assume an indifferent attitude or behave passively or negatively.

The objects of the research are 40 5-year-old children of a kindergarten attached to D university, in Seoul, Korea. They will participate in 12 sessions of ACPI from March 2014 to June 2014. The research questions are: 1) what kinds of behaviors do the children show at the beginning and during 12 sessions of ACPI? 2) what are the reasons of such behaviors? 3) what changes are achieved in children’s behaviors after this ACPI?

For this study, phenomenological method will be applied. The procedures are 1) the children's behaviors and activities of 12 sessions will be recorded and analyzed, and 2) a qualitative analysis will be carried about children who show negative attitudes at the beginning and during sessions, with depth interviews of selected children, class teachers, and parents.

The results to be expected are that children will show changes of attitudes to participate in ACPI, and that the reasons and meanings of the changes will show the direction how to approach to children who are uncomfortable with expressing their opinions and associating with others in a democratic community.

Keywords : ACPI, Changes, Phenomenological method, Interview, Attitude
The Effects of ACPI on the Emotional and Social Relations

Thursday, 3rd July 10.30 - Devere Hall - Poster

Sunkyung Choi, Daeryun Chung

This study is about young children’s activities at a community of philosophical inquiry (ACPI) using picture books related to the living theme of Nuri-program for 3-5 year old children designed by the Korean Ministry of Education and about effects of these activities on the emotional intelligence and social competence.

The objects of this study were 4-5 year old children of a day care center in Seoul, Korea, and they participated in 20 sessions from December 2013 to February 2014. 9 picture books, focused on living theme, such as, ‘winter, tools, and new school year’, were selected. The procedures of the activities were 1) solidifying the community of inquiry 2) reading picture books 3) asking questions and constructing discussing plans 4) discussion and 6) self-evaluation. Comparison of the pre- and post-treatment measures of 2 control (N=38) and 2 experimental groups (N=38) has been taken. \[\text{EIRSYC}\] was used to examine a) self-emotion perception and expression, b) emotional control and impulse suppression, c) use of self-emotions, d) recognition and consideration of other’s emotions and e) relationship with teachers and peers. \[\text{MYCSC}\] was applied to analyze young children’s a) leadership, b) cooperation and c) sociability.

The ACPI give an internal motivation starting from the interest of young children. Based on thinking for themselves reflectively, listening to others’ words, and expressing their own thoughts examined by reasons, children discuss about their selected questions and problems at the community. During the time of activities, they share naturally their thoughts and opinions through dialogues in open and permissive atmosphere, and can understand others’ points of view, accept new ideas, adjust their own positions, form democratic values and attitudes about human relations and socialization, and finally respect themselves mutually.

Keywords: ACPI, social competence, emotional intelligence
**Analysis of social science activities on age 3 to 5 Nuri curriculum teacher's guidebook**

*Thursday, 3rd July 10.30 - Devere Hall - Poster*

**Anna Cho, Haejin Hong**

The purpose of this study was to analyze the part of Social Relationship on age 3 to 5 NURI curriculum teacher's guidebook as well as the knowledge of social science based on activity objects. The subjects of investigation in this study were 1,105 activities in the part of Social Relationship in 32 teacher's guide books on age 3 to 5 NURI curriculum. After classifying the activities in the part of Social Relationship by children's age, theme of daily life, and type of activities, it was proceeded to analyze the activities related to the knowledge of social science included in the part of Social Relationship by the criteria consisted of 6 items including geography, history, economic, etc.

The results of this study can be summarized as follows: First, there were frequency differences on the activities by the theme of daily life. In other words, some areas such as the theme about our community and our countries included many activities related to Social Relationship, but some included a few. On the other hand, it was shown similar levels of frequencies in the part of Social Relationship by children's age and type of activities. Second, the activities related to knowledge of social science were attended more into the area of history and democratic citizens. It is important to provide activities about knowledge of social science in the other areas, too. The study provides insights into understanding the basic information about social studies for young children and improving the NURI curriculum for planning and acting in the practice in Korea.

* 'Age 3 to 5 Nuri curriculum' refers to universal free education for all 3-5 year olds in Korea*

Key words: Age 3 to 5 Nuri Curriculum Teacher's Guidebook, Part of Social-Relationship, Knowledge of Social Science
How to achieve good teaching in a pedagogical relation

Thursday, 3rd July 10.30 - Devere Hall - Poster

Gisela Hofmann

The paper presented here is an outline to study pedagogical relationships where focus is on the dialogue between children in preschool and preschool teacher students. Related to Moira von Wright a perspective on studying what good teaching in a pedagogical relation is used. In a mutuality communication the relation perspective is in focus where children are making meaning. The point in between in a dialogue is the meaning making construction witch is in focus to find out what good teaching can be seen as. An aspect of the dialogue in the study is the deliberative communication on the democratic participation in a sustainable society where children have rights to be heard. The study focuses on intersubjective in a relation between children and preschool teacher students making meaning in a pedagogical communication. In the project video-observations will be used to study meaning making dialogues.
LA LECTURA EN FAMILIA

Thursday, 3rd July 10.30 - Devere Hall - Poster

José Quintanal Díaz, Jose Luis Garcia Llamas, Julita Pordomingo Rodriguez

The family is a key element that must be taken care for children awaken the love for reading. The children interest in literature is not natural but it is inherited from their elders. And we know, if parents are involved and participate in a committed relationship in reading with their children then their children will wake their interest, curiosity and habit in reading.

Two aspects that we address our contribution to analyze, propose and encourage the reading development in the family: Firstly the effectiveness scientist conviction based on studies and research experiences developed. Secondly by providing some important references to help parents to drive that relationship with their children.

In this study, firstly it is provided scientific references underlying the importance and necessity of that family involvement. After, it is explained the way that family should act relying on 10 criteria to ensure reading success in their children. These criteria as based on relationship and accompaniment converted into reference model for them. It means to read, to read for and with them. It is important to read continuously, with passion, diligence and enthusiasm so it is necessary to do as a reference in which the children can see reflected his reading model: the family.

Summarising this is the basis of a much larger study that has been published in our mother tongue to facilitate diffusion between young parents. It is necessary to sensitize this topic because only we will generate a better hobby reader of children by engaging educational commitment.
Changing to Sustainable Lifestyle through ESD project and applying 7Rs in ECEC in Korea

Thursday, 3rd July 10.30 - Devere Hall - Poster

Seeyedong Park, Selyyoung Park, Eunhye Park

'Health and Food' theme is one of core educational themes of ESD suggested by UNESCO and also important contents dealt in existing early childhood education. In order to enhance educational impacts, 7Rs proposed by OMEP(2010) can be applied. Examining a process of ESD project, focused on 'health and food' issues which are frequently brought up in ECEC contexts, will help us to understand the process of improving children's lifestyle and of applying 7rs.

Purpose of this study is to analyze the process of changing children's lifestyle, started from children's posing problems of 'health and food' and of applying 7Rs to ESD projects. ESD project related to 'health and food' took place from April to June in 2012 in two classes of 3-year-old children in ECE institute attached to university in Korea. For the study, field notes obtained by participant observation, daily educational plans, child observation records, pictures, and children's works of art during this period were collected. Informal interviews with teachers and children were often conducted.

Children rethought leftover food problems posed during everyday lives in dimensions of sustainable lifestyle and health and food and searched ways to solve problems. In this process, children experienced reducing actual amount of leftover food and improving their eating habits to become healthier. Then children built a systematic program for producing food in sustainable ways.

7Rs were applied in ways to rethink existing food lives, to reduce and recycle leftover food, redistribute food by building systems to produce food at the institute. In process of decision making and promoting, children respected and reflected difference between age groups and culture over the world.

In this poster, we plan to present photo shots and children's works of arts from this project.
Validating of Environmental Rating Scale for sustainable Development in Early Childhood (pilot version) in Korea

Thursday, 3rd July 10.30 - Devere Hall - Poster

Seejoung Park, Eunhye Park

Several cases practiced in ECEC institutes published through OMEP and verified that ESD in early childhood is effective to build foundations of many of our fundamental attitudes and values for sustainable future.

However necessity of ESD in early childhood is limitedly recognized by small proportion of the international community of early childhood educators. It is challengeable for teachers to develop educational systems, curriculum and pedagogic practices that are sustainable in terms of social and culture, economic, and environmental pillars.

In efforts to promote ESD in early childhood, OMEP developed Environmental Rating Scale for sustainable Development in Early Childhood in 2013. This will give guidelines for teachers to apply ESD in children's everyday lives and to evaluate the impact of practice in ESD. OMEP put the scale into the same way to use Early Childhood Environmental Rating Scale (Harms, Clifford, & Cryer, 2005), which is internationally and increasingly used, in order to increase reliability and consistency.

This study aims to verify the validity of 'Environmental Rating Scale for Sustainable Development in Early Childhood (ERS-SDEC)' in Korea. Data will be collected from 100 ECEC institutes in Korea by questionnaire including items of ERS-SDED (2013) and ECERS-R (2005). And 10 teachers will be interviewed about validity of the scale. Validation will be analyzed using content analysis, correlation of ERS-SDEC and ECERS-R for concurrent validity and comparing the model fitness by type and scale of institutes for cross validity. Finally qualitative date from interviewing teachers will be added to verify the validity of ERS-SDEC.

The result will be able to show characteristics of early childhood education, which are child-centered, approached from children's interests, holistic and interdisciplinary based on themes in children's everyday lives, are also suitable to implement ESD.
The Affects of Radiation on the Early Childhood Education System

Thursday, 3rd July 10.30 - Devere Hall - Poster

Hatsue Sekiguchi, Mizue Nagata, Tanaka Mihoko

As of today, the radiation problem from the 2011 Tohoku Earthquake has yet to be resolved in the Fukushima Prefecture of Japan. This study is composed of surveys with principals and teachers of preschools in the area.

Questions
1. The Affects of Radiation on Preschools
   (a) Has there been any big changes in the administration and/or curriculum since the earthquake? If so, what are they and the reasons?
   (b) What is current stress level with the preschool?
   (c) How is the relationship between the parents and the preschool?
   (d) Has there been any changes in the teachers' and/or parents' attitude since the earthquake?
   (e) How is the relationship between the local government and the preschool?

2. Parent's Feeling towards the Radiation
   (a) Are there any changes in the parents' feeling towards the radiation since the earthquake?

3. Child's Development and Parental Concerns
   (a) How is the 1 or 2 year Old's development?
   (b) What are the parents' thoughts about taking care of their new born children?

Results
Since outside activities have been limited, the preschool teachers have developed a closer bond with their students. On the other hand, the children might have suppressed their spontaneous activity unconsciously in order to cooperate with the teachers. Since the newly devised inside activities, teachers have changed their views about outside activities.

Many preschool teachers quit their jobs due to an increase in their responsibilities. As a result, there is a shortage of teachers in the prefecture, which is becoming a serious problem.

Physical inabilities are found at each age. There is a lack of body balance, walking ability, and stamina than the national average because of the limited outside exposure. Also, children lack an interest and knowledge of nature and disregard the rules when engaged in outside activities.
Comparison of Children's Growth Before and After the Radiation Disaster

Thursday, 3rd July 10.30 - Devere Hall - Poster

Mizue Nagata, Hatsue Sekiguchi, Tanaka Mihoko

We compared three cohorts with and without the radiation disaster experience. Our aim was to study the impact of the disaster on the growth of children.

Methodology
(1) Cohorts: Children attending two private kindergarten in Fukushima
(2) Questionnaire survey: Growth-survey of kindergarten children
There were a total of 128 items in the following domains: intelligence; physical; emotional; social; living habits; and play.

I. Comparison of two cohorts before the radiation disaster
Although there were similar trends between the two points in time in terms of progress in growth between each pair of domains shown above, the size of the difference in growth progress between the domains differed between the two points in time.

II. Comparison of two cohorts with and without the radiation disaster experience
We compared the growth evaluations of the first cohort (March 2005) that had not experienced the radiation disaster with those of a third cohort (March 2012) that had experienced the radiation disaster.

Among the major results were:
(1) Intelligence and physical domain: first cohort > third
(2) Emotional domain: first > third for 3-year-old children; no difference between the time points for 4-year-old children; and third > first for 5-year-old children

III. Comparison between the two analyses
(1) Comparison between the first and third cohorts revealed a significant difference between the social domain and play in 2005. Significant differences were also observed between the emotional domain and living habits and between the social domain and play in 2012.
(2) A lower evaluation score was given to the emotional domain than to living habits or play in 2012. Although there is no denying the differences among cohorts or in the timing of the evaluation, the results could suggest that changes in childcare after the disaster affected the children's emotions.
**Considering ESD Through Intergenerational Exchanges —Cases in Japan**

**Thursday, 3rd July 10.30 - Devere Hall - Poster**

*Toshiko Kaneda, Motoaki Hagiwara, Masayo Kawakita, Yuriko Ishizuka, Noriko Sakai, Naomi Hiura*

**Purpose of the Study**

This study aims at revealing the characteristics of Japanese culture and at deepening the understanding in ESD.

**Procedures**

To accomplish Objective 1, discussions between senior citizens (mainly grandparents) and children and a follow-up discussion were involved. For Objective 3, a questionnaire was employed. For Objective 2, we are now considering exactly what words should be used in the Japanese question items.

**Data Collection Site:** two preschools (a kindergarten and a nursery school)

**Data Collection Schedule:** June, 2013 (Objective 1), January, (Objective 3)- January to February, 2014 (Objective 2)

**Results and Discussion**

**Objective 1:** The result from the survey showed common features though the two preschools are different in education system and in the location. In old days, cloth wrappers (furo-shiki) and bamboo cylinders (take-zutsu) were used while plastic bags and plastic bottles (to carry water) are common today. This could be one of the cultural characteristics though the survey involved only two preschools.

**Objective 2:** The detail will be reported in the presentation.

**Objective 3:** The table shows the findings from the questionnaire survey.

1. Play in the nature: Catching insects with spider's threads, flying a bee on a string leash, climbing trees, playing with the cold, hopscotch
2. Play with tools made of natural things: spinning tops, stilts, Japanese kites, beanbags (azuki beans), making dolls using plants, sticks, etc, making a sword with a blanch, bamboo gun, bamboo dragonflies, making bamboo baskets, menko, stone marbles
3. Play in a group: hide-and-seek, tag, kick-the-can

The findings pose a question: how can we assimilate such custom of actively playing in the nature into children's play today?

There is now an effort made to consider how ESD should be applied in Japan through discussion with children and intergenerational exchange.
Problematic behaviors of early childhood based on nursing environment and teaching methods

Thursday, 3rd July 10.30 - Devere Hall - Poster

Kyunghwa Kim, Jihyun Shin, Hye Kyong Shin, Juyoun Lee

This research intends to observe how children's development is affected by their temperament and home environment, the parent's child-rearing attitude and nursery facilities. Also the research will observe what teaching method best suits children with problematic behaviors. The results of the research are summarized as follows.

First of all, characteristics of physical, social and emotional experience or will that appear during early childhood are noticeably different from the problematic behaviors depicted from psycho-analytic point of view. Secondly, there are several abnormal behaviors that appear as problematic behaviors, and they are different from child to child. This also has a high correlation with initial environment and has been categorized to cases of violence, disruptive behavior and abusive language. Their characteristics can differ slightly from each other, be seen as a development process and can prevent secondary cause when found early.

Thirdly, environmental causes seem to be the main cause of problematic behaviors, but children's temperament cannot be ignored. There are lots of definitions of temperament, but it has uniqueness; and although it is a continuous individual disposition, it should be understood that it is changeable through mutual action. Therefore, the correlation between those that is caused by temperamental cause, home environment or parent's teaching behavior, nurturing facilities and so on, are very high.

Fourthly, problematic behaviors can be amended to some degree with punishments, compliments, conversations and role plays. Each teaching method to resolve children's problematic behaviors have its own individual characteristics depending on the pattern of the behavior. Let us look at an example of a case using compliments. Overly complimenting can cause problems of its own, so it should be applied in a right, adequate matter. As a result, prior problematic behaviors can be reduced in both qualitatively and quantitatively.
The Effect of the Integrating Activity through Green Growth Education Program on Young Children’s Scientific Inquiry Competence and Nature-friendly Attitude

Thursday, 3rd July 10.30 - Devere Hall - Poster

Chae Young Ran Chae

1. Purpose
This study analyzes the effect of integrating activities through the green growth education program on young children's scientific inquiry competence and nature-friendly attitude.

The following are the main research questions:
1. What are the effects of integrating activities through the green growth education program on young children's scientific inquiry competence?
2. What are the effects of integrating activities through the green growth education program on young children's nature-friendly attitude?

2. Methods
The Subjects of this study were 40 children who are five-years-old from C kindergarten in Gwang-ju city. They are randomly divided into group, experimental group 20 and control group 20. Two groups were age homogeneity because of the mean age of experimental group was 74.19 months and the mean age of comparative group was 73.14 months. The program was planned on 20 times, during 10 weeks. The experimental group participated in integrating activities with green growth education program. The measuring tool 'Young Children's Scientific Inquiry Competence and Nature-friendly Attitude were used in collection of data. The data got from the pre and the post tests were coded by researcher and analyzed by t-test using SPSS.

3. Results
The results of this study show difference between the experimental group and the control group. The integrated activities with green growth education were the most effective for promoting young children's scientific inquiry competence and nature-friendly attitude. Thus, it may be concluded that an integrated approach to green growth education with natural setting more deeply and thoroughly fulfills early childhood’s highest educational goals.

Keyword : green growth, integrating activity, nature-friendly attitude
Quality of Life Analysis for Parents and Children

Mi Jung Kim, Hae Ik Hwang, On Gi Kim, Hyun Mi Kang

This study is conducted in order to look at the satisfaction with the childcare centers and happiness level of the users by different type of childcare centers (national & public, private, workplace) and to find ways to improve quality of life for working parents and their children using such facilities. Responses of 490 parents and 295 children using different types of childcare facilities were analyzed.

The findings are as follows: first, there was not a significant difference in the overall satisfaction with life of parents by facility type; however, in the subcategory of satisfaction with the childcare centers, those using workplace childcare centers were most satisfied. Second, in the subcategories of satisfaction with facilities in terms of cleanliness, atmosphere, health management, lunch & snack, safety control, counseling and operating hours, workplace childcare centers were at the top of the ranking. Third, there was not a significant difference in the overall happiness level among parents by facility type; however, in the subcategory of 'being happy', those using workplace childcare centers were scored significantly higher than others. Fourth, those using workplace childcare centers got significantly happier after they used the facilities than before. Fifth, there was not a significant difference in the level of happiness that children felt by childcare center type.

These findings suggest that More support should be provided to set up workplace childcare centers in an attempt to raise the happiness level of the working parents along with that of children and to offer quality care and services for children in the situation where there is not enough childcare services provided or supported by the government (5.2%) and majority of childcare programs are offered by private and home childcare businesses (87.9%).

Keyword: workplace childcare center, quality of life, happiness
Analysis of Images of Ecological Child among Preservice Early Childhood Teachers (PECT)

Thursday, 3rd July 10.30 - Devere Hall - Poster

Hae Ik Hwang, Jeong Hwa Tak, Hyun Mi Kang, Si Eun Lee

The purpose of this study was to examine the images of ecological child among preservice early childhood teachers (PECT) on the assumption that their representation of an ecological child who would be necessary for sustainable development might depend on their experience of taking courses related to eco-early childhood education. The subjects in this study were 68 PECT who were asked to draw a picture of an ecological child and describe it.

First, in terms of space, the PECT who took courses drew preschoolers who were in broader spaces of nature such as forest or community, not smaller spaces such as outdoor playground. Second, in terms of a perspective of looking at nature, the PECT who had taken no courses related to eco-early childhood education drew preschoolers who just looked at nature or would just be in a superficial relationship with nature. Third, in terms of appearance, the PECT who had taken courses related to eco-early childhood education drew preschoolers whose face got a little tanned, who got dirt in their hands or who wore casual clothes, sneakers or hats. Fourth, in terms of facial expressions, all PECT drew preschoolers who looked pleasant or who had smiling faces. But the PECT who had taken no courses related to eco-early childhood education gave no explanation on the pleasant expression or smiling face when they explained their pictures.

The kind of theoretical, philosophical and practical approaches that seek after child saving, life saving and nature saving should be taken to ensure the smooth implementation of a curriculum for sustainable development. In addition, PECT should foster their critical thinking faculty and try to define what an ecological child should be like.

KEYWORD: images, ecological child, Preservice Early Childhood Teachers (PECT)
The Cost Benefit Analysis of the Workplace Childcare Center

Thursday, 3rd July 10.30 - Devere Hall - Poster

Mi Jung Kim, Jong Wook Won, Mi Kyung Lee

This study was conducted in order to present objective research findings on the benefits vs. costs of workplace childcare centers in Korea and to lead employers to see them in a different perspective. The study assessed questionnaires collected from 72 large companies who were required to have workplace childcare centers and 34 small and medium-sized enterprises. The assessment also included 57 firms who set up cooperative workplace childcare centers. Technical data of each parameter were analyzed, based on which the Net Present Value (NPV) and Cost Benefit Ratio (CBR) were calculated.

Investment costs of the workplace childcare centers were broken down into the installation and operational costs while benefits for enterprises included an improved corporate image (A), direct impact on enhanced productivity (B), and indirect impact on better productivity (C). Of these three elements, the monetary value of the indirect impact on increased productivity (C) was provided by adding the saving compared with the cost that would have incurred when using a private childcare center service ①, the amount employees were willing to pay in order to prevent their workplace childcare centers from closing ②, and an extra monthly wage that the employee could receive working in another company without a workplace childcare center ③.

The study found that the benefit per user calculated by adding (A)+(B)+③ was 12,221 dollars for a workplace childcare of a large firm, 12,090 dollars for a cooperative type set up by large firms together, 7,617 dollars for a childcare by SME, and 9,002 dollars for a SME cooperative type. CBR was 3.35, 3.53, 3.57, and 4.87 for each type of center in the same order. In conclusion, a workplace childcare center benefits the employer by enhancing its corporate image and productivity.

Keyword: workplace childcare, cost benefit analysis
"3C" - ECOLOGICAL EDUCATION FOR YOUNG CHILDREN

Thursday, 3rd July 10.30 - Devere Hall - Poster

Ruiyuan You, Lin Wang, Hong Chen

Ecological civilization interprets the harmonious relationship between human and nature, which advocates healthy consumption patterns, a better Way of life and the concept of sustainable development. This study tries to explore ecological education which is suitable for young children under Chinese city’s real circumstance. Study shows that the main contents of ecological education for young children should include the concept of harmony between human and nature, ESD and ecological ethics view of love and hate. With these ideas, the researchers took a series of practice and we call it "3C": 1. Create a good ecological environment from two aspects: ① build ecological landscape, such as creating an ecological park, spring, happy farm, etc. Let the children get close to nature, love nature; ② recycle waste and old material, such as do sports toys with waste material, do snowflakes with Coke bottles decorating kindergarten, etc. ; 2 Cultivate teachers’ ecological idea; 3. Construct ecological curriculum from four dimensions, including life activities, games, sports activities and learning activities. Life activities mainly focus on children’s behavior habits, such as washing hand does not waste water, having dinner does not waste food; Sports activities mainly focus on exercise in nature, such as walking on plum blossom piles (Chinese traditional exercise tool ), climbing small castle, etc.; Learning activities mainly means theme activities, such as the theme of water, teachers took a series activities such as study and communicate the present situation of water resources of the world by themselves, investigate our hometown River, protect of water etc., The results shows that children is getting to have the concept of sustainable development and ecological ethics view of love and hate, know human and nature should coexist harmoniously, save resources, protect environment, etc.
Development of Exercise Capacity of Fukushima Children - who lost the outdoor playing ground by nuclear disaster in 2011

Thursday, 3rd July 10.30 - Devere Hall - Poster

Akinobu Seki, Nobuko Kamigaichi

Three years passed since The Grate East Japan Earthquake in 2011. The Fukushima children have been affected by the radioactive contaminations caused by the nuclear disaster at the earthquake. They have lost their outdoor playing and interactions in the nature. Since then, in order to make the children to be able to apply developing their exercise capacity, we have been trying to provide creative indoor exercises in our children's activities which stimulate their five senses. However, we have observed the change of the children's exercise capacity.

We have been tracking children's exercise capacity data for long time. Until the year of 2012, we did not see the change from the past data of before earthquake. The capacity down has indicated in the data of May 2013. It was far below the past data.

We generated a hypothesis: The children who entered nursery school in 2013, they were the age of 1 and 2 soon after the earthquake, they had very limited playing environment during their toddlerhood. And the children of the age 4-5 also had very limited access to the outdoor. This situation may cause the delay of acquiring the exercise capability. It shows us the importance of playing ground of nursery school in order to develop the children's exercise capacity.

Because of the nuclear contaminations, we stopped playing with sand in the nursery playing ground from March 2011 to June 2013. We re-started the play from July 2013. We observed that all the ages of children 3, 4 and 5 years old, they all had the same kind of plays. We were aghast at the behaviors of the children. We recognized the importance of the order in the growth of children. Originally, there should be a shift from the lower to the higher.
The Status of OMEP Liberia

Thursday, 3rd July 10.30 - Devere Hall - Poster

Eku Bryant

Summary
This poster presentation will highlight the reactivated OMEP Liberia, impact and challenges, as well as events from the 8th OMEP Africa regional conference hosted by OMEP in collaboration with the Liberia Ministry of Education and its partners in Liberia.

Abstract
While other organizations have championed other programs in their speeches, the reality cannot be met without quality education. The Liberia National Committee of OMEP after the Civil Crises saw a need to reorganize OMEP that was previously established by Madam Malia Harris who saw the need to buttress Government efforts by joining OMEP International and establishing a national committee in Liberia that will further promote and defends the rights of children to having quality education.

This poster presentation will focus on OMEP Liberia since its re-establishment in 2012, progress made although faced with numerous challenges, starting with the hosting of the Africa Regional Conference, organizing teacher and parents training were they are taught to make and use local resources in creating creative activity teaching materials, the is also a future project for a short term Early Childhood Development Certificate program for practitioners and parents. With our vision to promote study and research related to ECEC, dissemination of information on ECEC in the 15 counties of Liberia through the establishment of local branches, and the provision of quality ECD centers or facilities we believe that through collaborative efforts we can make Liberia Better for our children's tomorrow.
The Early Childhood Education and Care under the condition with Radioactive contamination concern in Fukushima, Japan: The transition of preschool teachers' attitude towards their practices

Thursday, 3rd July 10.30 - Devere Hall - Poster

Nobuko Kamigaichi, Hatsue Sekiguchi, Naomi Hiura

The giant Earthquake and Tsunami in March of 2011 has caused the continuous radioactive contamination problem in a part of the Fukushima Prefecture. Even in the areas with low radiation level there are still several restrictions in children's outside activities, food and other daily activities.

We, OMEP Japan has held several workshops cooperating with the preschool teachers in Fukushima in order to understand the situation of ECEC, for over three years.

This study focused on the transition of preschool teachers' attitude under the condition with radioactive contamination concern.

1. 1st workshop on March, 2012
Under these critical conditions, we learned the importance of the preschool teachers' close care such as: to keep the fundamental attitude as a caregiver/teacher; to build trustful relationships with children to give them a sense of security, while utilizing currently available environment most and supporting their recovery through children's play.

2. 2nd workshop on August, 2012
This workshop focused on the long term affects of the earthquake, tsunami, and radiation and the new problems produced by them. The differences of the children's attitudes from those before the disaster were discussed considering the difference of seriousness caused by the experience depending on individual development stages. The necessity of the long term research of children was also recognized.

3. 3rd workshop on March, 2013
The level of the fear feeling against the radioactive contamination affects and recovery stages are broad among the families, which created child care difficulties in relationships among them and the teachers. This also made it difficult to be fair among the institutions. Several preschools were closed due to the evacuation. It was suggested that teachers should have long term plan of their child care methods. The necessity of the long-lasting continuous support activities were suggested at this workshop.
A Study on the Student Staff in a Child-rearing Program

Thursday, 3rd July 10.30 - Devere Hall - Poster

Yoshiko Shirakawa, Reiko Irie, Toshio Ohara

The aims of this study are:
- Clarify what four-year university students in ECCE course learn from a child-rearing program for pre-kindergarten children and parents, comparing to practice teaching at kindergarten and nursery school.
- Examine future tasks in the program.

We use questionnaire as a research method.

Targeted Respondents: 23 student staff

Basic Attributes of Respondents:
1) School grade: Third year (11) and senior (12)
2) Years of experiences: 2 to 20 months
3) A license or qualification to obtain:
   - Kindergarten teacher (number of responses: 23, 100%)
   - Nursery teacher (23, 100%)
   - Elementary school teacher (1, 4.4%)
   - Certified psychologist (4, 17.4%)
4) Future occupation they aim for:
   - Kindergarten teacher (number of responses: 14, 60.9%)
   - Nursery teacher (8, 34.8%)
   - Graduate school (1, 4.4%)

Research Results:
1) Frequent Reasons for Participation
More than 90% were motivated by practical skills.
   - Obtain practical skills (number of responses: 21, 91.3%)
   - Play with children (17, 73.9%)
   - Thesis (8, 34.8%)
   - By listening to senior staff (6, 26.1%)

2) Evaluation of Their Skills before and after the Program (in 27 items, five grades)
Many mentioned cooperation between student staff.
   - Discuss environment for ECCE and interaction with children (4.91)
   - Carry out activities (4.83)

As for items related to skills giving advice and information in child-rearing are low.

This needs further consideration.
   - Skills to advice to parents (2.09)
   - Skills to offer information to parents (2.26)
3) Difference in between What They Learn from a Child-rearing Program, and Practice Teaching at Kindergarten and Nursery School (Free answer)

Some felt the program was an opportunity to observe the relationship between parent and child, and child’s development for about a year.

This suggests that they learn from the program things they don’t from practice teaching.
Training Childcare Workers as Practitioners of "Education for Importance of Life"

Thursday, 3rd July 10.30 - Devere Hall - Poster

Hirotsugu Tazume, Hisae Tomita

Focusing on the training of childcare workers and teachers who have ESD skills, this paper discusses a case of the effort taken by a university to train students to be childcare workers or teachers who can teach children "the importance of life."

We conducted seven classes for this workshop, which was part of the training course for childcare workers and teachers. The purpose of this workshop was to develop methods or hypotheses about "education that raises children's awareness of the importance of life" and discuss topics related to it. In the classes, several groups of students, consisting of 6–9 members each, brainstormed ideas. Then, based on the results of their brainstorming, they applied the KJ method and drew their ideas as a concept map.

In their discussions, the groups talked about the following topics: the background of certain themes (the social and educational environment surrounding children, children's concept of life), their own experiences, and the issue of "death." Moreover, as educational methods that "raise children's awareness of the importance of life," topics such as the breeding of animals, the cultivation of plants, food and nutrition, and disaster prevention were mentioned. Following the students discussion session, the lecturer presented an academic perspective on the topic.

The results of the practice indicate that students' understanding of the theme changed and was deepened by expressing their own ideas, hearing the ideas of others, and visualizing and making their thinking concrete by displaying it as a diagram.
A Survey of Kindergarten Teacher's Perceptions, Attitudes and Practical Intention toward Sustainable Development

Thursday, 3rd July 10.30 - Devere Hall - Poster

Eun Soo Shin, Eunjung Kim, Yungeui Yoo

The purpose of this study was to examine the pre-service elementary teachers' perceptions and attitudes toward sustainable development. The survey was carried out by kindergarten teachers. Subjects were 300 kindergarten teachers.

The questionnaire which has been developed from based on the advanced research was modified and used to understand the current status and barriers of ESD. The instrument consisted of totally 42 items which were constructed by 3 components; perception of concept of sustainable development, attitude toward the relationship between economy and environment. To identify the characteristics of object, descriptive statistics were calculated. SPSS program (statistical program) were used to investigate the current.

The results of the study are as follows:
Firstly, various books and teaching materials which were answered by many teachers should be developed and distributed about climate change, energy, biological diversity etc. Secondly, the teachers who feel barrier so ESD need to support for diverse and high quality educational materials on the internet. Thirdly, ESD is included in curriculum after expanding the awareness and forming an educational consensus.

Through this study, ESD of the kindergarten teachers was expected and recognized for the opportunity of the activation. The key findings suggest that most teachers associate strongly the concepts of sustainable development with their environmental as against economic and social aspect. They had complex attitudes concerning the relationship between economy and environment.
Use of the L2 and L1 in Irish primary English medium and Irish medium schools

Thursday, 3rd July 15.00 - ORB Second Floor 203 - Oral: Long

Jacinta McKeon

This paper will explore some key issues around use of a second language (L2) and the first language (L1) or mother tongue which may be a heritage language for some learners in Irish primary schools. From a theoretical perspective it will draw on cognitive and sociocultural theories of second language learning.

As a second language teacher educator in an Irish university my work involves the supervision of M.Ed level theses. Over the last 10 years students have completed dissertations relating to use of the L2 and L1. Key findings from these investigations indicate directions for enhancing current pedagogical practice. Key focuses include use of dual language texts in multilingual learning contexts, a whole school approach to developing use of the L2 in Irish immersion primary schools, negotiating an Irish medium identity among pre-teen learners and enhancing accuracy in Irish immersion primary schools.

Use of the L1 in a second language classroom is a controversial issue among teachers, policy makers and school inspectors. Use of the L1 in an immersion primary learning context is highly contested as it would appear to contravene a key principle of immersion education, i.e. use of the second language to the exclusion of the L1. When considering the use of language by a teacher and his/her young learners, the key role of language in learning needs to be foregrounded. Recent research explores use of the L1 from a sociocultural perspective in which the L1 is considered to be an important cognitive tool as well as embodying a learner’s cultural identity. This paper will make a case for rethinking current attitudes to use of the L1 given our increasing understanding of the links between language use, cultural inclusivity and the maintenance of heritage languages.
Child Migration from a Cultural Perspective: Supporting Settlement and Readiness

Thursday, 3rd July 15.00 - ORB Second Floor 203 - Oral: Long

Judith Colbert

Worldwide, children are on the move, as immigrants, refugees, unaccompanied minors and third-culture children who are temporarily with their families in other countries. Within countries, other children experience more than one culture, including children from indigenous, bi-racial/bi-cultural and minority families. In each case, children in transition experience a three-stage process that is driven primarily by cultural factors and has full participation in the receiving society as its goal. In an international context, this presentation explores child migration from one culture to another in relation to "three big ideas:" culture, settlement and readiness. It proposes definitions of culture and cultural transmission and explores how families preserve and extend their heritage. Within that context, it looks at settlement as it is experienced by children making a transition from one culture to another, including the barriers they face. Finally, it provides an expanded definition of readiness for children and families in migration. Discussion will focus on transnational comparisons of the settlement barriers children face. Questions will be raised about the relevance to children from varied cultural backgrounds of early childhood/primary practices based on Western ideas of quality programming and what, in fact, is needed to help young migrants be ready for school and to participate fully in society within a global context.

Key Words: Culture, Settlement, Readiness, Immigrants, Refugees, Heritage
Early childhood education is important for children's future lives. First experiences related to school influence the attitudes of children about it during the life. Therefore, it is crucial to determine some adaptation problems of young children and some alternatives related to solution of these problems. In this study, it was aimed to examine Turkish parents’ experiences regarding adaptation problems of their children to preschool and their solutions. The participants were 30 parents whose children attended a preschool. The data was collected through a semi-structured interview protocol developed by the researchers. For data analysis, word repetition technique was used. The findings of the study will be discussed at the conference.
Súil, súil eile... - An Bhreathnóireacht ar Shealbhú na Gaeilge i gComhthéacs Fhorbairt Iomlán an Linbh

Thursday, 3rd July 15.00 - ORB Second Floor 203 - Oral: Long

Laura Rawdon, Cliona Frost

Tá béim níos lándre ar scileanna agus ar áiseanna breathnóireachta agus ar na modhanna éagsúla a bhíonn in úsáid sna seirbhísí luathbhlianta. D’aithin Forbairt Naíonraí Teoranta (FNT) go raibh gèarghá le hálseanna agus le teimpléid breathnóireachta a forbairt trí mheán na Gaeilge. Thugadh faoi deara go mbeadh i bhfad níos mó i gceist ná aistiúcháin amháin, toisc nach raibh tagairt ar bith den Luath-thumadh Iomlán sna teimpléid reatha. D’aithin FNT gur cheart teimpléid a forbairt leis an mbreathnóireacht a dhéanadh ar shealbhú teanga i gcomhthéacs fhorbairt iomlán an linbh sna naíonraí (T2). D’eagraigh FNT scéim phiolóitacht agus ghlac 4 naíonra páirt sa scéim. Bhí taithí agus tuiscintí éagsúla ar an mbreathnóireacht acu. Bhain siad trial as na teimpléid nua a bhí cruthaithe ag FNT trí mheán na Gaeilge. Tháinig eolas suasachacha chun solais mar thoradh ar an scéim phiolóitacht. Léirigh an scéim an tábhacht a bhaineann le cur i bhfeidhm an tionscadal, treoir agus oílúint san áireamh. Chinneadh go raibh gá le cáipéisiocht tacaíochta fionannais-bhunaithe do na teimpléid nua, bunaithe ar theoiric, ar dheachleachtas agus ar an bhfoigor. Is as an taighde seo ar fad a d’eascair Súil, súil eile... Úsáidtear Súil, súil eile... mar áis foghlama i seomra an naíonra/seirbhísí luathbhlianta agus an foireann ag iarraidh polasaithte, Síolta, Aistear agus Rialacháin um Chúram Leanaí (Seirbhísí Réamhscoile), 2006, a chur i bhfeidhm.
Creation of applications for smart mobile devices for preschool science education

Thursday, 3rd July 15.00 - ORB First Floor 132 - Oral: Long

Michail Kalogiannakis

Researchers have expanded the content of the term ICT (Information and Communication Technologies) to deal not only with the desktop computer but also with mobile technologies embedded in various devices. ICT’s can therefore play an essential role in achieving the objectives of the kindergarten curriculum in all subjects if supported by developmentally appropriate software applications embedded in appropriate educational scenarios. Mobile learning seems to be a great asset for the near future for early childhood education. The integration of mobile devices into the preschool curricula aims at strengthening the interest of young learners and in enhancing their participation and collaboration with their classmates and teachers. Children come in contact in their daily life in a range of technological achievements long before attending kindergarten and there are quite a few times that they surpass adults in their knowledge in this area.

Although mobile learning is not a new endeavor in science education there are not many researches for the use of mobile applications in early year’s science. The characteristics of tablets including light, weight, portability, touch screen, large icons, speakers, voice commands and the cognitive simplicity are some of the key advantages that make them an affordable and efficient tool for early childhood education. The tablets allows children and teachers to make use of various locations in the classroom enabling the creativity and collaboration of small groups of children. Our research is carried out by creating educational applications for tablets in the form of digital learning activities, using the application development software App Inventor developed in MIT (Massachusetts Institute of Technology, http://appinventor.mit.edu/). These activities consist of a variety of topics concerning main natural sciences phenomena or concepts such as: planets, solubility, shadows, immersion-flotation, recycling, melting-vaporisation, day-night, electricity, magnets and water cycle.
Games on mobile devices: do they really shape new childhood?

Thursday, 3rd July 15.00 - ORB First Floor 132 - Oral: Long

Alexey Ryzhov

Interactive digital technologies become much more widespread and accessible to children of early age (especially as games on smartphones, tablets and similar mobile devices and as new media), influencing children's playing, interaction and even identities. A major question is whether these new influences really shape new childhood, or they represent only new ways of satisfying children's unchanging psychological and social needs.

The report tells about the pilot study that was recently conducted in Russian kindergartens in big cities. The objectives of the study were to find approaches to further research in this area, that focus on how games on mobile devices influence interaction within children's groups, patterns of communication, playing, etc. Methods of the study included observation of children and surveys of pedagogues in kindergartens.

The results demonstrate that mobile devices have various effects on children's playing. For example, on the one hand, children tend to become more isolated, on the other hand, they used elements of computer games as "building blocks" for more or less traditional playing. Similar tendencies are seen in other areas of children's interaction.

The ways how different types of mobile games (arcade, "shooters", quests, puzzles, etc.) influence children's interaction and playing were also observed and analyzed.
Web-based learning for children with a urinary malformation

Thursday, 3rd July 15.00 - ORB First Floor 132 - Oral: Long

Agnete Simeonsdotter Svensson, Hellström Anna-Lena, Jenholt Nolbris Margaretha

Children encounter various kinds of information and communication technology early on in their everyday lives. In schools and in the family computers, smart phones and other technologies are introduced for the purposes of learning and pleasure. The purpose of this paper is to describe the process of developing ICT of the different themes of images together with participating young children with chronically illness as urinary malformation. I take starting point in socio-cultural theories and the ecological model which describes interactions of systems developed, coupled with a program of learning, communication, active participation and interaction between preschoolers and web-school. The data were analyzed using phenomenography. A qualitative exploratory research method was applied to interviews and notes via SKYPE between children and their web-teachers. A pedagogic method with communication support, have been developed based on needs of information, reflection, preparation and communication at individual and group level for children, family and staff. The method means to talk and using different cartoon images about various experiences, memories, thoughts, feelings and can be used from about 3 years of age and in younger school age. The participation was 19 children aged 3-7 years old. The focuses have been of the user needs in the steps of the Web-programme. The programme contains: 1) the family, 2) at pre-school/school, 3) the body, 4) emotions, 5) malformation. This study is part of a larger project studying a web-based model of person-centered learning and support for children with long-term illness. The study was conducted in the in the western region of Sweden. The analysis revealed that web-based learning via SKYPE identified themes such as discover, reflect, participation, communicate thoughts and understanding, identification of resources, documentation, and responsibility for learning.

Keyword: Web-based learning, SKYPE, Pedagogic method, Children
Chinese traditional festivals are our precious cultural heritage. They include Spring Festival, the Lantern Festival, Tomb Sweeping Day, the Dragon Boat Festival, Mid Autumn Festival, the Double Ninth Festival, the Laba festival, and so on. These tradition festivals contain a wealth of educational resources. Therefore, the integration of traditional festivals into kindergarten curriculum is not only conducive to the preservation, inheritance and development of national culture, but also helps children experience and identify ethnic ways of life, and gradually sense the spirit of Chinese culture, values such as optimism, self-confident, friendliness and tolerance, unity and cooperation, etc. Traditional festivals culture education refers to the program during the traditional holidays in the form of specific group, themes and ritual activities which create a festival atmosphere where people are educated and impacted in a various of ways. Beijing Normal University Kindergarten attaches great importance to traditionnal festivals culture education for young children and has invested a lot in exploring and examining it, accumulating a wealth of experience that we are willing to share. Firstly, let me introduce our lively traditional festivals and cultural education content. It mainly includes: (1) traditional holiday customs, understanding and recognizing traditional holiday customs through rhymes, stories, legends, video, toys, ornaments, food, etc. (2) traditional minority arts, such as art appreciation and reproduction about New Year paintings, paper cutting, embroidery, sachet, dragon and lion dance, drama, yangko dance, and other art forms. (3) social etiquette and norms of behavior, such as learning to care for the young, being polite and other acts. Secondly, we share how we use practical ways to enrich children's experiences of traditional festivals culture, such as interacting with family and community, participating in major festivals activities, theme activities and area activities, etc. Finally, there are a few principles that educational practitioners
The Study of Folk Carnival Culture's Duality of Young Children

Thursday, 3rd July 15.00 - BHSC GroundFloor G18 - Oral: Long

Yi Lang Chen

Through the interpretation of Rabelais' workings in the humor history, Bakhtin believes the folk carnival culture is a kind of performance that formed by the essence of humor in carnival. The spirit of carnival has an obviously difference with a serious official ceremony while it shows unofficial opinions on world and human beings' relationship.

Through an observation of the young children in two K-3 in Shanghai for 3 months, and relating to the carnival theory of Bakhtin, the study found that as a group culture in certain periods and areas, folk culture of young children which has such spirit of carnival is existed in serious class rules of kindergarten. Meanwhile, the folk carnival culture of young children has a deep duality on its causes, processes, results and expression.

From the study of folk carnival culture of young children, we can re-recognize young children's living condition, review relationship of education and kinder-culture, and rethink games in kindergartens from cultural point of view.

KEY WORDS: Carnival theory; Folk carnival culture of young children; Duality
Traditional Folk Games in Chinese Kindergarten

Thursday, 3rd July 15.00 - BHSC GroundFloor G18 - Oral: Long

Xiaohui Xu, Jing Xia

The popularization of traditional folk games which are mostly used in kindergartens could help drive the development of the traditional folk culture. The development and utilization of traditional folk games in the kindergarten is crucial to the inheritance and enhancement of the folk culture heritage, the reformation and implementation of kindergarten courses, and the development of the preschool education.

The teachers from four kindergartens of Beijing administered the interview about the application of traditional folk games in these kindergartens. Issues including the development and utilization, the organization and implementation and the attitude towards it were investigated. The research found that:

1) The educational function of the traditional folk game played in the kindergarten includes three aspects: comprehensive educational function, enhancing the interest of sports function and cultural heritage function;

2) Kindergarten teachers choose to carry out the traditional folk games for the heritage of culture, its multiple functions, easy learning and convenient materials;

3) The most favorite games are jumping (large) ropes, sandbags and kicking shuttlecocks;

4) Most Kindergartens organize traditional folk games in daily activity time outdoors, and some of them choose the transition process at activity areas;

5) The main choice of traditional folk games is outdoor playground and indoor activity area is taken as the second choice;

6) The organization and initiation of traditional folk games in the kindergarten include three types: children’s organization, teachers' organization and both;

7) Traditional folk games in the kindergarten are created in its content, the rules of the games and materials;

8) Children are very fond of playing traditional folk games.
Children's engagement with media and technology is important socially, culturally and educationally given the unprecedented increase in the rate of technological change both in Ireland and globally.

For this paper, both national and international literature will be reviewed in terms of the issues surrounding children's engagement with media and technology. This literature has identified a digital divide, which is highlighted by the terms digital natives and digital immigrants. The former is used to describe children in the 21st century and the latter their parents, teachers and older adults.

In this research, an eclectic research methodology was employed, incorporating both quantitative (questionnaires) and qualitative (focus groups) methods. The participants in this study included children of 2nd and 4th class in elementary school and their parents. The nationwide questionnaire was administered to teachers of this cohort.

This paper will focus on media and technology in contemporary childhoods and the effects and influence they have on children's lives. Some of the findings from this research will be presented.
The Child as Rhizomatic Learner (Individual Paper)

Thursday, 3rd July 15.00 - ORB First Floor 123 - Oral: Long

Fiachra Long

The operation of digital culture on children, constructing them as 'digital natives' (Prensky 2001), has now become central to the issue of learning. The world-wide web is now an important, some might say central, source of knowledge. Its impact is bypassing that of parents, teachers, authorities, institutions of learning, and disciplinary leaders such as professors.

In this way the web has risen up like a massive root system with its entanglements and contortions, links and hyperlinks facilitating a new form of intimacy that is capable of abolishing poverty, fear, fragility, emptiness and isolation at the touch of a button.

Educators who are only new to this reality and whose own formation did not include the new media may now find themselves at a loss to know how to manoeuvre through this new devaluation of human memory and experience. We orient ourselves to the more traditional human purpose of putting a shape on this infinity of information for the benefit of learners, thus re-fashioning it for human assimilation. We often fail to confront the radicality of what is happening, the fact, as Mc Luhan has said, that the medium is the message and that a far deeper transformation is taking place than the discovery of a more interactive set of resources. We prefer to argue with Sutherland et al that 'there is nothing essential about a computer environment (or indeed any cultural tool) (Sutherland et al., 2000, 198) and that nothing essential has changed. Yet we all suspect that as educators we need to face the implications that we now live in a rhizomatic space. But what are these implications for knowledge, for identity and for the organisation of learning? This paper sets out to explore this theme.
Crayons to Ipads: Children's meaning making processes in the digital world

Thursday, 3rd July 15.00 - ORB First Floor 123 - Oral: Long

Debra Harwood

The definition of being literate has undergone dramatic shifts in the 21st century. A 'new literacies' movement challenges education to recognize the diversity of texts and the need for children to be engaged critically with and immersed in multifaceted forms of texts (Flynt & Brozo, 2010; Walsh, 2008; Woloshyn, Lane, & Taber, 2013). Young children need to be exposed to the different pathways of becoming literate through critical encounters with varied kinds of culturally specific texts, including visual, dramatic, digital and written texts (Marsh, 2005; Pahl & Rowsell, 2005). This exposure to and engagement with diverse modal texts needs to occur early in life because these early experiences and interactions with emerging literacies provide the foundational understandings for later formal literacy learning (O'Brien & Comber, 2000). Children live in a 2.0 world (i.e., one that includes global participation, multiuser collaboration, and distributed resources and knowledge that often occurs within a digital realm) (Wohlwend, 2010). Yet, understanding how children traverse this digital world, incorporate participatory literacy practices, embody different identities, create and transform texts is perhaps the first step to reconceptualizing literacy curricula and praxis. Young children are immersed in and surrounded by "a new kind of connectedness in the language they see, hear, and use" (Blanchard & Moore, 2010, p. 2); understanding the impact and implications of these processes on how children speak, listen, read, and write is key. This presentation explores some of the key preliminary findings of a 2-year ethnographic study currently underway. The research focuses on the ways that young children draw upon modal resources within social/cultural settings to construct meaning and relationships with others.
Today's children are growing up in a rapidly changing technological age that is hugely different from that of their grandparents or even parents. As a result, most children of 2014 use technology based devices earlier than they hold a pencil and often with more ease and proficiency, (Lauricella, and Wartella, 2011). This is supported by their ability to follow pictorial directions and use situational and visual cues to understand and think about their activity (Clements and Nastasi 1993). However, professionals within the early education sector often struggle with this technological space. Questions arise over whether we should allow children to use this technology, what will the impact of this be? Is it harmful? (Clements, 1999).

But the reality remains that very young children are "growing up at ease with digital devices" which are becoming the tools of the society we live in (National Association for the Education of Young Children (NAEYC), 2012), as such, are we in cultural denial in not teaching ourselves and children in our care to use this technology in a responsible manner? And, if so, should we / can we find a way to incorporate this technology to improve our early years pedagogy and ultimately a child's learning opportunities?

Using realist and interpretive data collected from early year's educators, this paper discusses these issues along with the struggles and barriers from a professional perspective. The paper also identifies possible strategies to facilitate the early year's educator's journey to merge and integrate the traditional with progressive early year's pedagogy (Becker and Riel, 1999).

This is phase one of a three stage project which explores the barriers to (Phase One), implementation and integration of (Phase Two and Three), technological opportunities within early years teaching and learning.

Keywords: Innovation, early year's pedagogy, technology
Montessori teachers' perceptions and practices surrounding ICT use in ECE

Thursday, 3rd July 15.00 - BHSC Third Floor 304 - Oral: Long

Nuala Finucane

The advent of information and communication technology (ICT) in early childhood education (ECE) within Ireland is in its infancy. Historically, the literature has focused on the controversy surrounding this topic however, in more recent years there has been an acceptance that technology is here to stay and more emphasis is being placed on the importance of pedagogy and the vital role of the teacher. Constructivist pedagogy has been associated with ICT use in education (Jonassen, Peck and Wilson, 1999), where knowledge is constructed by the child and developed through experience. As there are significant associations between constructivism and Montessori philosophy there appears to be a natural alignment with ICT integration. This paper will discuss the results of a study which explored the perceptions and practices of Montessori teachers surrounding the use of ICT in ECE. This study was undertaken in 2013 in part fulfillment of a Master of Arts in Teaching and Learning (MATL) with Hibernia College Ireland. A quantitative approach was used with a large sample size representative of the total Montessori teacher population. The key findings indicate there was a high level of ICT usage by teachers; however, this was primarily for supplementary tasks. There was very limited use of ICT by children to enhance learning and access to resources was almost exclusively with the teacher, which in practice suggests a more didactic rather than constructivist or Montessori approach. Most teachers perceive themselves as emerging or proficient users of ICT. There is, however, a lack of knowledge and confidence around the design and implementation of ICT activities. Virtually all teachers perceived a lack of training to be a primary reason for the lack of ICT integration within their teaching and learning practices.
The case study to promote the development of students intelligence in children visual spatial

Thursday, 3rd July 15.00 - ORB First Floor 156 - Oral: Long

Xiaoyi Zhao

In 1983, Harvard University professor Gardner (Howard Gardner) proposed the theory of multiple intelligence, and has been made many development. He thinks that in real life everyone has language intelligence, mathematical logic intelligence, visual spatial intelligence and etc of seven kinds of intelligence. Among them, the visual spatial intelligence refers to the ability to sense the visual space accurately and express. This intelligence includes the sensitivity of color, line, shape, form, space, and their relationship. In general, children who have strong visual spatial intelligence have strong color perception, like to play Bricklayer game, puzzles and mazes, on the opposite, their ability might be weak. According to the author's observation, the performance of some object research children reflect their weak visual spatial intelligence. Therefore through a one-year correlation tracking observation and reflection on them, the author concluded and summarized the ways and means to promote the development of children spatial intelligence, to provide some reference methods for parents and teachers.
The Multiple Intelligences footprint in the Aistear Early Years' Curriculum Framework in Ireland

Thursday, 3rd July 15.00 - ORB First Floor 156 - Oral: Long

Marcella Towler, Anna Ridgway, Marian McCarthy

Multiple Intelligences Theory (Gardner 1983, 1991, 1999) acknowledges the plurality of intelligences and diversity of each person. It offers practitioners a unique way of honouring how each child thinks and learns, to ensure we help each child reach his/her potential. Aistear: The Early Childhood Curriculum Framework 'describes the types of learning (dispositions, values and attitudes, skills, knowledge, and understanding) that are important for children in their early years, and offers ideas and suggestions as to how this learning might be nurtured' (NCCA, 2009, p.6). Gardner's (1983, 1991, 1999) theory of multiple intelligences has been incorporated into the principles underpinning the framework (French, 2004). Gardner's theories are also incorporated into the approach to assessment used in Aistear (Dunphy, 2008). Multiple Intelligences theory is a cognitive theory of intelligences, but its pedagogical application is grounded in its Entry Points to learning which bridge theory and practice. This paper will explore Gardner's theory as an influence on early learning, through the ideas included in Aistear. In particular, it will look at suitable entry points to learning and assessment in the Early Years.

Keywords: Multiple Intelligences theory, Aistear, Early Years Learning and Assessment.
Reading, writing, counting and sitting still- Influences on early learning, historic and contemporary

Thursday, 3rd July 15.00 - ORB First Floor 156 - Oral: Long

Marcella Towler

This paper will explore the influence of Friedrich Froebel (1782-1852) on early learning in Ireland today. The paper will particularly focus on Aistear: The Early Childhood Curriculum Framework (NCCA, 2009) as an example of this influence. The title refers to a mid-nineteenth century description of infant schools as ‘...a place where children learned to read, write and count, and above all to sit still’ (Murray and Brown Smith, 1920, p.35). Hence, an historical overview will illustrate the disparities between intention and implementation in relation to a Froebelian approach. The historic example will be used as a contrast to the flexible nature of Aistear as a framework rather than a curriculum per se, thus making it adaptable to a variety of early learning contexts. Following this historic overview, the content of Aistear will be examined and compared to Froebel's approach in relation to principles, themes and suggestions, thus highlighting the continued influence of Frobelian ideas on early learning.

Keywords for listing: Froebel, Aistear, Influence, Early Learning, Curricula, History,
**Interactive Media and Technology – a Tool or a barrier for Early Childhood Development and Learning?**

*Thursday, 3rd July 15.00 - ORB First Floor 144 - Oral: Long*

**Aoife Prendergast**

The critical importance of the first years of life is well acknowledged. Given the dramatic increase in media now being produced for infants and toddlers, it has become particularly important to understand the effect of media during the first few years of life.

Television was once the newest technology in our home, then came videos, computers and now tablets. Today’s children are growing up in a rapidly changing digital age that is far different from that of their parents and grandparents. When sued wisely, technology and media can support learning and relationships. Enjoyable and engaging shared experiences that optimize the potential for children’s learning and development can support children’s relationships both with adults and their peers.

There is limited research available on media exposure in children younger than two years of age, and what little there is strongly suggests that learning from media by infants and toddlers may be different than it is for older children. Moreover, weak but nonetheless worrying evidence suggests a negative association between exposure to television younger than age two and later cognitive development.

This presentation aims to clarify the relationship between technology and early learning development. A critique of current literature will be provided. Additionally, the strengths and limitations of such approaches will be explored.
Care and Education; Educare as a form of Early Learning

Thursday, 3rd July 15.00 - ORB First Floor 144 - Oral: Long

Lorraine O’Connor

This paper will offer critical discussion on the influences on early learning. It will explore the shift from education to care, to the modern idea of 'educare' in Ireland. Utilizing literature and research from an Irish context, this paper will explore if there has been a societal shift in supporting children's learning. In doing this, specific factors relating to early learning experiences for children in modern Ireland such as childcare arrangements and technology will be analysed. With regard to childcare arrangements, the areas such as play and relationships will be explored in childcare centres and home environments. The area of technology will offer an insight to digital childhood in Irish society. This will be supported through using the key ideas notable theorists such as Vygotsky and Piaget whom believed the child learns through interaction with the environment and subsequently construct their own knowledge in response to their experiences. In examining the above areas, the role of 'educare' will be critically discussed with reference to societal and environmental factors. Subsequently providing an insight to the influences on early learning.
The Development of Emotion understanding of the kids aged 4-6 and the Contribution of Family Environments

Thursday, 3rd July 15.00 - ORB First Floor 144 - Oral: Long

Lingling Wu

Over the last two decades, more and more attention has been paid to the development of children’s understanding of emotion. Great developmental changes take place during the preschool years. The development of emotion understanding helps children realize the feeling of others and themselves, and it directs their behavior in interpersonal relationship.

In this study, 91 children aged 4-6 from one Shanghai local kindergarten were chosen as subjects. Two types of emotion understanding tasks were taken in the study to measure children’s abilities in emotion comprehension (one is emotion interview, the other is an adapted version of the Test of Emotion Comprehension, TEC). In addition, two experimental conditions (pretend context/picture context) were included in TEC tasks. Besides, in order to investigate the possible contribution of family environment to young children’s emotion understanding, information on the characters of these children’s family environment was collected by administering the Family Emotion Exposure Questionnaire and the Family Functioning Survey to children’s parents.

The major findings in this study are as follows:

1. Significant and related improvements over time were found for both emotion Interview tasks performances and TEC (the Test of Emotion Comprehension) task performances. but the gender made no difference.

2. Children’s performance in understanding positive emotion Was superior to negative emotion, and negative emotion Was superior to belief-based emotion.

3. In emotion interview tasks, children’s performance showed a developmental sequence: understanding emotion cause > emotion identity > understanding emotion expression > understanding behavior response to emotion > report emotion experience.

4. Despite the cultural context difference, Chinese children show a similar development pattern in the sequence of emotional understanding in TEC task to British children.

5. Children’s performance in pretend context condition is significantly better than that in picture context condition.
Getting teachers and children excited about science

Thursday, 3rd July 15.00 - BHSC First Floor 104 - Oral: Long

Nunci Mulcahy-O’Mahony

A new science curriculum was introduced to primary schools in the Republic of Ireland in 2003. This curriculum, broader in scope than its 1971 predecessor (Curaclam na Bunscoile, 1971), requires teachers at all levels of primary school to teach science. A review carried out in 2008 on behalf of the National Council for Curriculum and Assessment of children’s experiences of this curriculum found that its implementation throughout the country was uneven with many children having little opportunity for hands-on experience of science. This finding, together with the increasing numbers of teachers who were requesting support to implement this curriculum, suggested the need for a review of Irish primary teachers’ needs in the area of science.

The research study described in this paper was undertaken to establish the extent of Irish primary teachers’ needs in the area of science by conducting a national survey. The data from this survey, together with data from international studies, were used to develop a theoretical framework for a model of Continuing Professional Development (CPD). This theoretical framework was used to design a CPD model which was trialed in two case-study schools.

The participants in these ‘action-research’ case-studies included the whole school community, parents, teaching and non-teaching staff and local business interests. Teachers acted as co-researchers and contributed to the development and evolution of the CPD model in each school.

Analysis of the data gathered as part of the evaluation of the Whole-School, In-School (WSIS) model of CPD found an improved experience of science for children and improved confidence for teachers teaching at all levels of the primary school. In addition, a template for the establishment of a culture of collaborative CPD in schools has been developed from an analysis of the data.
**Play with natural sciences in family/school workshop: a two years' experience**

**Thursday, 3rd July 15.00 - BHSC First Floor 104 - Oral: Long**

Michail Kalogiannakis, Valia Skoufou, Maria Mosxovi, Galateia Velivasaki, Sofia Fragouli, Katerina Diplaraki, Maria Vavouraki, Iro Chochlidaki, Ioanna Karataraki, Eirini Sifaki

This research deals with a didactic strategy used for the initiation of preschool children to the natural sciences involving family in the school environment. A particular interesting way of combining enquiry-based learning with playing can be achieved through simple experiments extracted from natural sciences, with the participation of children, their parents and the teachers. This research explores a series of monthly workshops that took place at the private kindergarten school "Mikro Ergastiri" ("Little Laboratory") in the city of Heraklion, in Crete, during the school year 2013-2014. The workshops which took place every month in the school environment were implemented for second consecutive year and were conceived in order to enhance family, children and school participation through a science fair. A few days before each workshop parents were informed via email and via traditional mail about the list of the materials needed and were prompted to find these materials with their children.

At first, small groups of at least two children, their parents (one or both) were created in separated tables. The suggested activities in the form of simple experiments were planned in order to promote the knowledge of the natural sciences through inquiry in a playful way. During the activities, 7 early childhood teachers were near the tables facilitating the different tasks that were assigned to children and their parents. Every monthly workshop was video-recorded and, in the end, all the participants had to complete an evaluation form. In the framework of this research, a theoretical background and the connection between family and school through play for inquiry-based science activities will be presented. In addition, a qualitative evaluation of the workshops will be performed. The findings of our research present an extremely high mobilization of parents and children.
The Influence of Different Organizational Forms on Children's Scientific Inquiry Abilities

Thursday, 3rd July 15.00 - BHSC First Floor 104 - Oral: Long

Xiumin Hong

Children's scientific inquiry process is influenced by different stakeholders including children's themselves, peers, teachers and the organizational forms made up by these stakeholders. Employing a contextual experiment approach, this study was designed to study children's development of scientific inquiry abilities in three different organizational forms including self-inquiry, peer group inquiry and inquiry guided by teachers. This research was conducted in 12 classes in four kindergartens with 108 children and 12 teachers in Beijing, China. The results showed that:

(1) Children had different levels of abilities in different organizational forms in scientific inquiry process. Among them, children performed best in peer group inquiry. They scored the lowest in inquiry guided by teachers.

(2) In any organizational form of inquiry, children performed better in explaining ability than in questioning ability, assumption forming ability and experimental verification through experimentation ability. For questioning ability, self-inquiry was the most effective, followed by peer group inquiry, with inquiry guided by teachers being the last effective. For assumption forming ability and verifications through experimentation ability, children performed best in peer group inquiry, followed by self-inquiry and inquiry guided by teachers. For exploration ability and explaining ability, children in peer group inquiry and inquiry guided by teachers did slightly better than during self-inquiry.

(3) Among the three different organizational forms, children’s scientific abilities improved with children’s age and were significantly different among different ages, except the questioning ability. Also, abilities in assumption, verification through experimentation and exploration improved significantly after five and half years old.

(4) There was a significant gender difference in questioning ability. Boys displayed better questioning abilities and tended to be more active in asking questions.

Key Words: children; scientific inquiry; self-inquiry; peer group inquiry; inquiry guided by teachers
An observational study on early science teaching in Chinese Urban Kindergartens

Thursday, 3rd July 15.00 - BHSC First Floor 105 - Oral: Long

Jun Zhang, Nirmala Rao

Early childhood has been proven critical for science learning and development, but there is a dearth of empirical research on the teaching approaches in the Chinese context. This study aimed to observe early science teaching systematically in urban kindergartens in Mainland China. Classes in three kindergartens rated as good, average and unsatisfactory by the government regulatory body were video-recorded in their science classrooms with 6 lessons on appointed topics and 6 on self-chosen topics. Teaching behaviors were analyzed in terms of the instructional approach and its effectiveness. The results indicated variations in teaching approaches across the kindergartens. The teacher from the unsatisfactory kindergarten adopted a typical instructivist approach in science teaching, whereas the other two teachers gave children hands-on experiences as well as group discussions and direct instructions; nevertheless, there was poor connectedness among them. All three teachers were weak in considering the scientific conceptions embedded in the topics as well as the children's prior conceptions when planning their teaching. These findings provide empirical evidence about the teaching and learning of science in kindergartens in a Chinese context. The study has implications for the reform in early science teaching approach and corresponding in-service teacher training in Mainland China.

Keywords: science teaching approach kindergarten
An historical route to Inquiry-based science teaching

Thursday, 3rd July 15.00 - BHSC First Floor 105 - Oral: Long

Cécile de Hosson

Inquiry-Based Science Teaching tends to settle in progressively as a pedagogical way of constructing scientific knowledge in most countries of the world. Thought to engage student’s activity in solving problems built by themselves, inquiry-based science teaching is marked by the principles of the early 20th century active learning methods that exhumed educational principles older yet. From Comenius to Montessori, from Montaigne to Freinet, this conference will consist in a philosophical and pedagogical route. Far from being exhaustive, this exploration will allow us to bring out some historical roots of what constitutes a contemporary framework of science education. Characteristics of this framework will be described. We will highlight some common links with previous educational currents that had not been unable to settle permanently in the worldwide community of science education.
Literature Research on Three-dimensional Construction and Spatial Perception in Children within the Context of the Integration of Medical Science and Education

Thursday, 3rd July 15.00 - BHSC First Floor 105 - Oral: Long

Yan Gong

In recent years, due to rapid advancements in life sciences and information technology, many previously unpredictable and untestable areas of interest are slowly being understood. Mankind's major findings in these areas are continually being applied and adapted to research and practice in education, allowing for many long time questions to be solved or at least now open the possibility of being so. At present, many scholars and experts in the fields of medical science and education are committed to the exchange of information in education, learning more about physiology as well as children's health and related fields in order to establish a platform of shared research, exchanges and communication between bioscience and education. This research offers comprehensive analysis of the various perspectives regarding the integration of Medical science and education, and discusses the particularities of spatial perception in children, which provides a basis for further research.
El párvulo en su afán por descubrir el mundo que lo rodea comienza a cuestionarlo, ¿Por qué el arco iris tiene siete colores?, ¿Por qué las cosas caen al suelo?, ¿Por qué los pájaros vuelan? Así con esta capacidad cuestionadora, el niño/a descubre su entorno y es la ciencia quien facilita al párvulo a encontrar respuestas a sus interrogantes, ya que esta implica ser curioso, observar, preguntar, hipotetizar y experimentar.

La alfabetización científica, significa también promover cambios en los modelos de pensamiento iniciales de los niños/as, para acercarlos progresivamente a pensar por medio de teorías a fin de dar sentido al mundo. (Bahamonde, 2013) Es así como la ciencia potenciará el pensamiento en el párvulo comprendiendo e interactuando con su entorno, tomando decisiones y asumiendo una responsabilidad a partir de su comprensión. La alfabetización científica implica, en este sentido, "dar sentido al mundo que nos rodea" (Pozo y Gómez Crespo, 1998).

A través del desarrollo del pensamiento científico en el niño/a, vamos contribuyendo al descubrimiento del mundo que lo rodea y a su formación como persona desde sus inicios, ya sea con el desarrollo natural de su curiosidad en la resolución de situaciones problemáticas, como en la hipotetización, a través de preguntas para encontrar posibles soluciones.

Con lo anterior, cabe destacar la importancia de las ciencias en el desarrollo del pensamiento del párvulo para desenvolverse en su entorno, contribuyendo la Educación Parvularia en proporcionar aquellas experiencias educativas que provoquen el cuestionamiento, exploración, hipotetización, en un ambiente seguro y acogedor, facilitándole las herramientas para encontrar las respuestas a lo desconcido, desarrollando por tanto un pensamiento reflexivo, creativo y crítico.
EXPERIENCIAS CULTURALES Y PATRIMONIO

Thursday, 3rd July 15.00 - ORB Ground Floor G46 - Oral: Long

Irene de La Jara

Palabras clave: patrimonio, memoria, infancia, cultura, docentes, museo.

En el contexto de la educación, los imaginarios y convicciones adultas resultan ser determinantes a la hora de configurar los contenidos y la forma en que éstos operan en el aula. Esta premisa, llevada al ámbito de la apropiación del patrimonio cultural, implica que, muchas veces, niños y niñas de educación inicial sean los grandes ausentes en los escenarios museales, fundamentalmente por la suposición de que los museos tradicionales no constituyen una oferta cultural atractiva para ellos. Subyacen aquí dos creencias: la primera es que hay contenidos exclusivos para niños y para adultos, cuando la verdad es que todo puede ser enseñado a todos, lo importante es encontrar las claves didácticas. La segunda creencia es que la infancia es incapaz de alcanzar un nivel de reflexión profundo y significativo.

El patrimonio cultural, la memoria local, la historia de los pueblos, son asuntos de todos los ciudadanos, incluida la infancia. Creer que estas materias deben ser "vertidas" sobre los niños sin reconocer ni valorar sus imaginarios, es perpetuar la verticalidad de la educación, es entorpecer la oportunidad de observar el museo como un territorio vivo, es obsturar la participación de todos y todas y es, finalmente, negar al niño su calidad de persona.

Reconocer las propias ideologías y representaciones en torno a la infancia y la cultura, podría constituir para los docentes un ejercicio para mejorar la práctica pedagógica. Si este ejercicio comienza en la formación inicial de los profesores, entonces es posible pensar que las nuevas infancias recibirán el alfabeto y los códigos con que podrán "leer" su entorno y observarlo inclusivamente como fuente de memoria y sabiduría.
**Derecho a la participación infantil en Educación Inicial**

*Thursday, 3rd July 15.00 - ORB Ground Floor G46 - Oral: Long*

*Darío de León*

Este trabajo pretende visibilizar y problematizar un tema desafiante tanto para la Educación Inicial como para la psicología educativa, como es la participación infantil en el ámbito educativo formal.

La participación infantil en sus diversas expresiones, plasmada en la Convención sobre los Derechos del Niño 1989, más allá de ser considerada un derecho humano fundamental, es por excelencia un derecho facilitador, en tanto contribuye a vehicular el cumplimiento de los demás derechos que la Convención promueve. El ejercicio del derecho a la participación viene siendo un desafío de los Estados en el desarrollo de políticas públicas que permitan efectivizarlo. Sumado a estas dificultades se constata una escasa producción académica sobre las particularidades de la misma en los espacios educativos formales, contribuyendo con ello a su escasa visibilidad.

En este trabajo se darán a conocer algunos de los resultados de la investigación Participación Infantil en primera infancia, El centro educativo como espacio de participación. Esta investigación cualitativa de alcance exploratorio fue implementada a través de un estudio de caso de una institución educativa pública.

Nos centraremos en abordar las particularidades que la participación infantil puede adquirir en la Educación Inicial. Para ello se problematizarán los modelos conocidos sobre participación infantil, aportando nuevos indicadores desde los cuales poder pensar y habilitar la participación. En particular nos centraremos en la dimensión organizacional de los centros educativos y en las competencias docentes habilitantes de dichos procesos.

Habilitar la participación supone un proceso, donde el eje central pasa a ser el vínculo adulto-niño, que se va transformando, en un marco institucional que le da sentido.
Herencia cultural y saberes no legitimados presentes en la labor pedagógica de la Educadora de Párvulos

Thursday, 3rd July 15.00 - ORB Ground Floor G46 - Oral: Long

Lorena Vasquez Valenzuela

La herencia cultural de toda persona es determinante para la vida, las primeras vivencias tienen un efecto duradero y profundo en el comportamiento del adulto si es que no se modifica o adquiere mayores experiencias enriquecedoras en el transcurso de la vida. Es por esto la importancia de considerar la herencia cultural con que ingresan las estudiantes y el desafío que conlleva su proceso de formación. Dentro de esta instancia de formación inicial docente, la práctica se constituye como un momento fundamental para el aprendizaje de todo educador, es en esta instancia formativa cuando las estudiantes despliegan una cantidad importante de saberes espontáneos o creencias correspondientes al contexto y su herencia cultural que se van complementando con los conocimientos adquiridos a través de las diferentes asignaturas de su especialidad, los que influyen de manera concluyente en la adquisición de una identidad profesional, como Educadora de Párvulos y en la transmisión de sus saberes a los educandos.

En la malla curricular de la carrera de Educación Parvularia de la Universidad SEK, se visualiza una línea de práctica continua, lo que es un rasgo diferenciador y positivo porque permite la inserción de la estudiante en el contexto educativo de manera casi inmediata. Estas asignaturas prácticas incluyen en sus programas como metodología sugerida la utilización del diario reflexivo, instrumento que posibilita el registro y la reflexión de la estudiante. A través de este instrumento y de los registros de la supervisora en el aula, es que se pudo visualizar como las estudiantes especialmente en sus citas textuales dejan en evidencia expresiones que reflejan el traspaso de su herencia cultural a los niños y saberes no legitimados que se van modificando con el paso de los años.
It is long known that the quality of peer relationships influence and contribute to the learning of very young children. Barnardos, Ireland’s leading child welfare organisation has been responding to this with a targeted policy and practice approach. In particular, research shows that this work with young children on positive relationships will influence their later educational outcomes and that improving emotional well-being improves the capacity to learn and develop. Studies of typically developing children’s interactions with their peers in unstructured settings (such as in playgroups or free-play), demonstrate increasingly complex play and the development of social networks. However, there are many children who experience difficulty in engaging with their peers. This can be characterised by poorly organised and conflict-prone interactions.

Patterns of negative behaviour are shaped by the child’s relationships. Sensitive, responsive, positive adults in an accepting, low stress environment ameliorate these influences.

Adults need to foster children's friendships between the children they care for as these relationships act to enhance the child’s self-esteem and self-worth.

As a result, the interactions among young children became part of national policy in Ireland and informed service design and practice in Barnardos’ Early Years services. For example, the Tús Maith Curriculum was developed specifically to address the lack of the social and emotional skills children need to succeed.

This paper will summarise the pathway from research evidence and policy to service design, and describe the implementation with children in a Barnardos Early Years’ Service. We will show how specific and purposeful interventions by skilled practitioners facilitate better transitions to primary schooling and helps to break the cycle of educational disadvantage.

Keywords: Interactions, relationships, Barnardos, disadvantage, positive behaviour, educational outcomes
**Building friendship among toddlers in preschool**

*Thursday, 3rd July 15.00 - ORB Second Floor 212 - Oral: Long*

*Ingrid Engdahl*

This presentation focuses on interaction among young toddlers during their second year of life in a Swedish preschool. The overall aim is to tell about interaction, communication and the creation of friendship between the young children during self initiated play activities. Play is looked upon as a rich arena for observing toddler interaction.

An ethnographic study was carried out in a toddler unit with 15 children. Six one year old girls and boys were in focus during the observations for nine months. Participatory methods, photos, fieldnotes and videorecordings, were used for the data collection.

The theoretical framework for the study is built on phenomenology, the view of the child as a social person and a child oriented perspective. The overall findings support a theoretical perspective where the young toddlers are seen as social actors, with social competencies. Their play invitation strategies, as well as their play enactment and play-closing moves, were mostly found to be based on nonverbal communication such as movements, gestures, voice quality and facial expressions. The competencies of attunement, taking others' perspectives and turn-taking were found in play among the young toddlers, and they also showed negotiating skills while playing.

The findings also show how young toddlers make friends. During their second year of life, they monitor and pay attention to individual peers, displaying intentionality and agency by spontaneously greeting their peers, by offering play invitations, and by helping peers. Mutual awareness, joint attention, shared smiles, coordinated movements, as well as other types of synchronized actions are seen as parts of nonverbal elements in emerging friendship.

The findings in this thesis support an understanding of young toddlers as social persons in the preschool, engaged in consistent interest and attention towards each other while playing.
What relationships support young children accessing article 12 of CRC?

Thursday, 3rd July 15.00 - ORB Second Floor 212 - Oral: Long

Pat Jewell

Over time relationships between adults and children have been constantly changing. These changes have meant adults having to re-evaluate how they are thinking about, and treating children. In essence this has meant a continual change of "identity" for both the adult, especially the parent, and the child.

Historically children have not fared well under the control of their parents, particularly fathers. Children were seen as needy, deficient in many areas and generally a nuisance and of no importance until they become adults. The 1924 Geneva Declaration of the Rights of the Child was "inspired by the atrocities of World War 1" (McGillivray 2011 p23.) The 1959 Declaration of the Rights of the Child promised "children the rights and freedoms due to all mankind and "special safeguards and care" (McGillivray 2011 p23). These declarations were pivotal opportunities for adults to re-evaluate their thinking and treatment of children and inspired new and different relationships between parents and their children.

However it has been the 1989 United Nations Convention on the Rights of the Child that has provided the most challenges to parents and their relationship with their children 8 years and under. With the CRC came a new identity for the young child, a "social actor from the beginning of life, with particular interests, capacities and vulnerabilities, and of requirements for protection, guidance and support in the exercise of their rights" (CRC/C/GC7/Rev1 2006). It has been the participation articles that have been the most challenging for parents, especially Article 12 "the right to be heard and express views on all matters affecting the child" in relation to their youngest children.

Referring to my PhD research this paper will discuss the challenges for parents to enable their young children to access their participatory rights especially Article 12.
Making the Invisible Visible: Bilingual Children and Identity Formation

Thursday, 3rd July 15.00 - ORB Second Floor 244 - Oral: Long

Aine Ni Dhonnabhain, Mary Horgan

This paper looks at identity formation of young bilingual children and adolescents in the ROI today where, over the last forty years, there has been a mushrooming of Primary/ Post-Primary Irish medium schools.


Within the CHAT framework (Cultural, Historical, Activity Theory) the historical is of particular significance being foregrounded to show how early/ middle childhood through adolescence form a trajectory such that the child is ever "in history"/ "history" is ever in the child. (Holland and Lave, 2001) As the present is formed by the past, so early/middle childhood become elements worthy of probing in understanding young adolescents. The paper shows how the older children mask or reveal their bilingual identity depending on social context; identity constantly being negotiated as they go about the process of authoring a self. Identities are created/ recreated for both self and other through the interplay between self and environment, where tensions created by perceptions of difference/ separation are as significant as a sense of commonality.

The paper makes visible that what is perceived as meaningful to young children is always a function of the interactional opportunities denied or afforded them and what is alluring is explained in the context of one's past and one's present, one's geography and one's history.

It is argued that identity formation is therefore always relational, emanating from a matrix where home, school/ community, culture, policy and media influences are enmeshed, mediating the identities being formed. Through the vignettes presented of children, we attempt to elucidate this complexity- making the invisible visible.
**Powerful Anti-Bullying Research in Early Childhood Classrooms and Teacher Education**

*Thursday, 3rd July 15.00 - ORB Second Floor 244 - Oral: Long*

*Prof. Dr. Blythe Hinitz*

**Objectives:**
- Present proven pedagogical strategies that impede and prevent HIBT [Harassment, Intimidation, Bullying and Teasing] in multilingual classrooms for young children, and the contributions of a U.S. IHE [Institution of Higher Education] to the effort.

- Describe the role of pre-service teacher candidates in the implementation of integrated, inclusive, anti-HIBT curriculum and practice in selected preschool classrooms.

- Discuss the impact of program training on pre-service and in-service teachers and their students, including implementation of the State mandate for anti-HIBT training for all teachers prior to certification.

**Methods:**
- This paper reports recent work in an ongoing anti-HIBT program, citing an undergraduate research seminar, a social studies methods course, and a Spanish Experiential Learning course.

- The paper portrays bi-lingual [English/ Spanish] in-service and pre-service teacher implementation of themed lessons from The Anti-Bulling and Teasing Book [TABTB] and concept integration into the total program.

- Written and oral reflections, lesson plans, interview notes, journal entries, children’s work, course syllabi, and presentations constitute the data sources.

**Conclusions:**
- The research clearly demonstrated that implementation of the TABTB program decreased instances of HIBT in preschool classrooms.

- Classroom teacher reports revealed that the more anti-HIBT lessons and activities were integrated into the ongoing program, the more the children took ownership of the positive strategies and dispositions and their implementation. Teachers progressed from modeling to facilitation.

- Data indicates similar results whether the English or Spanish language edition of TABTB is used.

- Students in the Spanish Experiential Learning course observed the teacher’s role with parents and families as well as children, using both languages.

- The IHE course work and field work meet the current State teacher certification mandate for HIBT training.

- TABTB program is replicable in monolingual and bilingual settings and teacher preparation programs nationally and internationally.
Early Years Can Seed Bullying Behaviour - and what to do differently

Thursday, 3rd July 15.00 - ORB Second Floor 244 - Oral: Long

Val Mullally

Often groups concerned about Bullying focus on how to stop the behaviour that is already occurring. Val Mullally proposes that bullying is a community issue and that we need a long-term view, ideally starting in the Early Years, to deal with the ‘root’ of the problem rather than only the ‘fruit’. In this discussion, she looks to ‘spider watching’ to discover what could make the difference, to create emotionally healthy, respectful society. Val is author of the forthcoming book: 'BEHAVE! - what to do when your child won't'.

Her passion is supporting parents and professionals to help children and young people to:
- think more clearly
- connect more compassionately
- behave more responsibly
- and live more joyfully.

Please note:
This paper will be complemented by a workshop re 'Why Self-Esteem Matters and what to do about it'
Favoriser la pensée sociale par le jeu symbolique chez des enfants québécois qui fréquentent la maternelle cinq ans

Thursday, 3rd July 15.00 - ORB Ground Floor G41 - Oral: Long

Landry Sarah, Bouchard Caroline

La capacité de réfléchir sur le monde social repose sur le développement de la pensée sociale qui se définit notamment comme la capacité de penser ses échanges sociaux. Elle repose sur le jeu symbolique, véhicule des apprentissages et du développement de l’enfant. Malgré cela, force est d’admettre que le recours au jeu en contexte éducatif diminue. L’objectif de cette étude consistait à évaluer les liens entre le développement de la pensée sociale et l’étayage du jeu symbolique chez 72 enfants québécois (43 garçons et 29 filles) âgés de 5-6 ans (M= 68 mois, ET= 3,55) fréquentant une classe maternelle cinq ans (N=4). L’échantillon de volontaires fut scindé en deux pour former un groupe expérimental (N=34) et un groupe contrôle (N=38). Les enfants du groupe expérimental participaient, de façon hebdomadaire, à 9 rencontres d’une heure misant sur l’étayage du jeu symbolique. Avant et après ces rencontres, l’ensemble de l’échantillon était soumis à des tests pour évaluer des compétences liés à la pensée sociale (prise de perspective d’autrui, attitude prosociale et capacité de résoudre des problèmes sociaux). Ces mesures répétées décrivent l’évolution de la pensée sociale et, de ce fait, examinent l’effet du jeu symbolique chez les sujets composant le groupe expérimental. Les analyses de régression hiérarchiques démontrent qu’au-delà du genre et des résultats en prêtest, l’étayage du jeu symbolique est associé à un score plus élevé à deux des trois mesures de la pensée sociale. En conclusion, des avenues de recherche prenant appui sur ces résultats seront proposées.
Réapprendre aux futures enseignantes à jouer

Thursday, 3rd July 15.00 - ORB Ground Floor G41 - Oral: Long

Marinova Krasimira


Notre objectif est d’élaborer un dispositif pédagogique permettant de renverser la perspective d’enseignement universitaire et de passer de « jouer pour apprendre » à apprendre à jouer. Réapprendre aux maîtres à jouer signifie de cerner le jeu dans sa nature propre. Nous avons appliqué la procédure « consultation de l’expert ». Il s’agit de faire appel à l’enfant en tant que porteur du jeu, en tant que spécialiste en matière. Lorsqu’une situation semble controversée, il est pertinent de s’adresser à l’enfant expert. Un corpus de situations décrites et analysées est constitué. Celles-ci couvrent les axes suivants :

1. Négociation et intention de jeu
2. Utilisation de l’objet substitut ou transfert de significations
3. Est-ce que tout peut remplacer tout: du symbole au signe

Les résultats indiquent que les enfants et les étudiantes parlent deux langues différentes quant à l’utilisation de l’objet substitut dans le jeu ce qui risque de rendre le jeu commun impossible et de condamner l’adulte à l’exclusion du jeu. Il s’avère nécessaire de repenser la formation des maîtres en l’orientant vers d’un savoir-jouer professionnel.

Mots-clés: jeu, code ludique, expert de jeu, enseignant
La problématique mise en branle est celle de savoir en quoi et comment la culture et le jeu pourraient être utilisés à travers le jeu pour éduquer l'enfant ? Cette question qui possède plusieurs intérêts : didactiques, social, économique et politique, trouve son fait justificatif par la nécessité de prodiguer à nos enfants une bonne éducation capable de faire d'eux des hommes équilibrés et capables de faire face aux défis de demain. Ainsi, pour cette bonne cause, il est nécessaire par conséquent que le jeu, la culture et la créativité soit mis au service de l'éducation. Pour ce faire, nous avons essayé de procéder à une expérimentation au Cameroun, au sein d'écoles préscolaires qui nous a laissé croire sur la base des résultats obtenus que lorsque Jeu-Culture-Créativité-éducation sont mis ensemble, on assiste à un renforcement des compétences pratiques et de l'intelligence de l'enfant, tout en favorisant une meilleure facilité de rétention et d'adaptabilité. De plus, on note aussi qu'afin que la méthode puisse parvenir à un véritable succès, il est nécessaire souvent que l'éducateur face preuve de créativité, dynamisme, en cherchant constamment à choisir des éléments positifs de la culture ou négatifs, les insérer dans les jeux de telle sorte qu'ils puissent avoir une portée didactique chez l'enfant.
Urban nature means an ecosystem which is located in an urban area and modified by man. Helsinki, moreover it’s an urban city with 600,000 inhabitants, has a lot of nature including parks, forests and sea.

Department of Early Education and Care in Helsinki produces early childhood education services for 22,000 children. Outdoor activities create an important basis of curriculum and urban nature is significant environment for children’s learning in Finland. Children spend three hours in kindergarten’s court every day and in addition excursions to surrounding nature spots are done constantly. Diverse nature in Helsinki offers great possibilities for outdoor activities and physical education.

During recent years our target has been to develop pedagogy of outdoor activities and to increase the usage of urban nature as learning environment. Beside of physical activeness it also improves ecological knowledge, health and well-being of children. We have started four projects to accomplish this target.

One project was "Outdoor play in the city" which was part of WDC-year 2012. The aim of the project was to activate children to design their own outdoor learning environment. The main focus was to increase creativeness in physical training activities in kindergarten’s court and in the nature nearby.

Secondly we have started outdoor clubs where children spend three hours a day and all activities take place in playgrounds and forests.

Thirdly Helsinki participates in a national wide project which aim is to increase physical training in early education. We have 20 kindergartens piloting new nationwide recommendations for day care activities. In Helsinki our focus is in outdoor play. After piloting the new practice it will be integrated into the curriculum of City of Helsinki.

Fourth project is a development programme which is focused to develop play and playful learning environments.
**Diversity Outdoor Activities for Toddlers**

*Thursday, 3rd July 15.00 - ORB First Floor 101 - Oral: Long*

*Minxia Xu*

The children in the age of two and three years old are in the important process of their growth period. Ultraviolet rays in the sunshine can activate the Vitamin D transforming in the body of the children. Ultra red rays in the sunshine can activate hemoglobin compounding in the human body. It is effective to prevent anemia for the human beings.

The free and easy way of outdoor activities meets the active and open personality of the low age children. It benefits us to rich and expand experience for infant and young children. Therefore, we often emphasize the importance of all kinds of activities in their daily life and games. We suggest, the diversity outdoor activities in the low age class, should be mostly considered their outdoor activities, combing various exploration games. It can be provided a natural and rich space for the low age children to play games in their life in order to release optimize for the outdoor activities.

1. The comprehensive of the activity
Combing the spot feature in the whole space layout; composing the compressive in the behavior development for the low age children.

2. The integration of the activity
Regarding the content of the outdoor activities, the material should be considered in the whole comprehensive by the teacher. Utilizing the realistic materials to develop children's all kinds of feelings, such as vision, audition, feeling, consciousness, sense of movement. The design of the comprehensive materials greatly supports the activities for the low age children. All kinds of the channels can stimulate children to increase the comprehensive experience. It benefits the children to develop their communication.

3. The interest of the activity
We mostly pay attention to the design of the activities to suit the low age children. We will not stipulate the rigid playing method
Enhancing relationships through Play

Thursday, 3rd July 15.00 - ORB First Floor 101 - Oral: Long

Edel Daly

This presentation focuses on play, asserting that through play, the care-giver / child relationship can be enhanced with subsequent benefits to the child and adult's well-being. As well as contributing to the child's mental, emotional and physical health, I believe being played with can enable the child to play with and relate more easily with others. Being more able to play with their peers can assist children in the development of rewarding, satisfying experiences of relationships. This enhanced capacity to relate enables the developing person to illicit support and positive regard from teachers, youth workers and other significant individuals and assists the development of resilience. This benefits the child in their formative years and into adulthood.

The presentation is based on twenty years social work experience with children and families within family support and statutory settings and on personal experience. Asserting that play begins at birth, even perhaps we will soon discover, pre-birth, the presentation is underpinned by the author's conviction that being played with imbues the receiver (child) with feelings of worth, of value, that he/she matters and are loved and hopefully cherished. Theories of relationship, nurture and play will be related to practice experiences. Real life illustrations of change, (verbal, written as well as visual representations, drawing, etc) will be presented and discussed with the permission of the children and adults' involved.

The proposed presentation relates to play, relationship and identity and would, I believe fit well into the upcoming OMEP Conference. Emerging from a strong children's rights perspective, and a respect for the early years experience, the author hopes to broaden awareness of the significance of play in the development of attuned, warm relationships. If successful, the presentation will be consolidated by a related paper for consideration for any proposed
Early childhood practitioners' observations and insights into children's play

Thursday, 3rd July 15.00 - ORB Second Floor 202 - Oral: Long

Carmel Brennan

Early Childhood Ireland has long advocated for the importance of play in children's lives and the importance of play research in supporting play pedagogy. Recent research within the organisation recognises the suggestion from many researchers that rather than focusing on types of play and the developmental sequence of play, we need to study play itself and the nature of the interactions and experiences that form children's pretend play (Paley, 1997, Sutton-Smith, 1997, Dockett, 1999). Rogoff (1990) proposes that children draw on their knowledge of the world in their interactive contributions in play while at the same time, children are co-constructing their ways of knowing the world. Moran and John-Steiner (2007) describe this as play’s reflective relationship with reality. Underpinning all these perspectives is a view of the child as competent. Informed by these perspectives, this research draws on the insights of 40 early childhood practitioners as they observe pretend play among young children in early childhood settings and analyse their observations to identify the knowledge of the real world that children are communicating, the competences they demonstrate and lines of enquiry that they are further pursuing. The data is collected with the consent of parents and children's perspectives are included. The implications for the place of play in the curriculum and for pedagogic practice are discussed. The research findings support our understanding of the themes of Aistear, the national curriculum framework (NCCA, 2009), in particular our understanding of children's developing identity and their communicating and exploring and thinking.
Preschool Teachers' Questioning in Sociodramatic Play

Thursday, 3rd July 15.00 - ORB Second Floor 202 - Oral: Long

Sohyun Meacham

This study sought to describe how preschool teachers use questions when they participate in children's sociodramatic play and how the children respond to their teachers' questions. In addition, teachers' functions (play leader, co-player, stage manager, director) in sociodramatic play were investigated to discover the association between teachers' functions and the teachers' question types (open-ended question, closed-ended question, prompting question). Eleven teachers in three Head Start centers were videotaped when they were interacting with the children in the dramatic play center. Two dramatic play settings were selected in order to standardize the contexts for data gathering: a doctor's office play; a post office play. Findings based on sequential analysis indicate that the children responded more frequently to open-ended and closed-ended questions than to non-question comments/prompts. The findings based on correlation analysis between teachers' questions and teachers' functions are as follows. The play leader role was negatively correlated with all three types of questions. The co-player role and closed-ended question were positively correlated. On the other hand, the co-player role and prompting questions were negatively correlated. So although regular closed-ended questions were likely to be used when the teachers were pretending, instructional prompting questions (e.g., Who delivers the mail?) were less likely to be observed when the teacher was engaged in the co-player role. When the teacher assumed the director role, the teachers were likely to use open-ended questions or prompting questions. Conversely, closed-ended questions were less likely asked in the teachers' utterances when they assumed the director role. The findings suggest that there is a need for future studies that describe the complexity of teachers' question use in various sociodramatic play contexts.
Schoolyard play in the light of Aistear

Thursday, 3rd July 15.00 - ORB Second Floor 202 - Oral: Long

Ulrike Falcini

This paper is based on the findings of a two-tiered current PhD case study. The first part was the planning and designing of a natural environment break-time yard together with the infant class children of a Cork City National School, utilising the innovative methods of the mosaic approach (Moss and Clark, 2001). This natural environment yard is now completed and the children are using it on a daily basis.

The second part of the study focuses on analysing the play affordances of the conventional yard and of the natural environment yard, through the four themes of Aistear (2009), the new Irish Early Childhood Curriculum Framework for 0 to 6 year olds.

This presentation will give a visual insight into the new natural environment yard, as well as an outline of what the children's play affordances of both environments are and how they relate to the themes of Well-being, Communication, Exploring and Thinking, and Identity and Belonging, within Aistear.

Key words: infant class children, Irish Primary Schools, play, school yards, Aistear
This study examined 60-72 month-old children's \((n=24)\) perceptions regarding organic waste and composting both at home and school environment before and after an environmental education practice about composting. The main scope of this study was composting, which is one of the strategies of decrease in the amount of biodegradable waste, in early childhood education since early years are the crucial period to develop environmentally responsible citizens in the future. In this study, a six-week environmental education practice based on creative drama was implemented. The educational practice included various activities such as compost making in a school garden and also in a small fish tank, drawings about compost making process, and storytelling about composting. The data were collected through semi-structured interviews both before and after the practice. The findings of the study revealed that before the practice, only one child stated that she heard about the organic waste and composting. They generally considered peels of fruits and vegetables as something not useful and they labeled them as garbage. They stated that at home they threw organic waste into a bin to keep home/environment clean. After the practice, on the other hand, all participants acknowledged the importance of organic waste and realized significance of making compost. They started to perceive, for example, peels of vegetables and fruits as something useful for living things. In line with these findings, it can be stated that environmental educational practices about composting can be one of the effective ways to encourage young children to become active participants in the process of becoming environmentally literate citizens.

Key words: early childhood education, composting, environmental education practice, creative drama
Children's Perceptions about Human-Environment Interrelationship: Analysis of Drawings in the context of Early Childhood Education for Sustainability

Thursday, 3rd July 15.00 - BHSC First Floor 121 - Oral: Long

Refika Olgan, Gaye Teksöz

In order to promote the concept of sustainability, UNESCO (2002) proposes that humankind must learn the impacts and the consequences of their actions on natural resources and must change their patterns of using natural resources for a sustainable future. In this spirit, early childhood education for sustainability is considered as one of the solutions to tackle with the challenges of unsustainability, through immersing children into sustainability issues through implementing education programs. Studying and understanding how young children perceive their environment is a way for educators to design and arrange learning experiences, due to the fact that revealing children's understandings and perception is significant for planning education experiences for children (Keliher, 1997). In this aspect, the present study attempts to visualize how 60-66 month-old preschool children perceive human-environment interrelationship in the context of sustainability. Accordingly, the data was collected from 18 children, through empirical materials consisting of drawings about "environment and human being" with children's subsequent oral comments and explanations related to the drawings. Analysis of the drawings was realized in a repeated and thorough manner, examining each drawing as a unit and catching the qualitative similarities and differences regarding each child's comments. Findings displayed that preschool children did not depict any human-environment relationship in their drawings. Children figured out "environment" in three ways as (1) Environment is a place in which everything looks fine, (2) Environment is a place, in which fantastic and unusual objects live, (3) Environment is a place which is learned through secondary sources.
Children's shared values in two Swedish Preschools

Rauni Karlsson

This article has as a main interest focusing metadidactics and children's real influence; how children's common activities and performed value base, children's communities of interests, could provide new ideas to learning processes from practices in a democratic bottom-up-perspective. Consideration is given to how practical democracy can be understood, when performed from the perspective of 44 children, of whom 23 were girls and 21 boys and 7 teachers. The field studies were carried during two periods, totaling 36 weeks. The aim was to investigate how power relations work interrelated with children's knowledge and their value base. The daily activities of the children aged 3-6 years were observed in two preschool groups in western Sweden. Observations focused on the children's behaviour and their communication with each other and with the teachers; these were documented by means of an open research protocol, audio-recordings and diary notes, resulting in descriptive field records. Results were generated by theoretically means of positioning theory and power relations theory. The results show that the children took responsibility and performed caring actions in several ways. In this article discussion concerns how children's communities of interests and their value base could bring new ideas into learning processes in preschool practices. Two examples are given to start a discussion of children's real influence as an aspect of democracy.
Guardians of environmental awareness

Thursday, 3rd July 15.00 - BHSC First Floor 122 - Oral: Long

Elba Domaccin

Exposition: The history of this Project parts of the "ECO 92" which was approved by Agenda 21. And ECO 2012, The purpose of this project is to create environmental conscience in managers, teachers, parents and children in Early Childhood Education Institutions and apply environmental actions and awareness to save our planet.

Methodology: This project is part of the Liaison Department with the community from the University and the students of Early Childhood Education; this project is developed in Early Childhood Institutions of our community.

It has 3 phases: 1st Involve adults to create awareness and because role models for the children. 2nd With the children we cover the following topics: save water, energy, forest, air, recycling, orchards and reforestation. 3rd Outreach to the community

Relevant results: The children take environmental awareness and urge parents and teachers to perform the recommended actions.

Received awards: Kids Club Guardians of the environment, Spain 2012. Mundialito Guardians Clubs of the environment. 2012. Spain. They all sign the anthem, which in its chorus goes: The world is our home, we are responsible, among all we have to care for.

Conclusion: It is gratifying to observe and listen to children carrying out actions thought to them in the diverse activities in their daily life and referring to adults of their specific aspects in which they are committing environmental offenses.

Keywords: environment, environmental awareness, natural resources, recycling, reforestation
Assessing the early childhood education teachers' environmental literacy level in Ankara, Turkey

Thursday, 3rd July 15.00 - BHSC First Floor 122 - Oral: Long

Muhammet Ali Karaduman, Deniz Ozturk, Tugce Karaduman

Increasing environmental problems attract public attention towards environmental issues. Human being is the essential part of the environment and the underlying reasons behind these increasing environmental problems are related to the lifestyles of human beings. In order to protect the environment in which we live and leave a sustainable environment for future generations, the individuals need to become more aware of influences of the problems on natural environment. Education has been emphasized to make people aware of their environment and the environmental problems they may face. Major outcome of environmental education is to develop environmentally literate people. Environmental literate people have knowledge and ability to communicate about the need for environmental action strategies and to take active role in solving environmental problems. Environmental education should be integrated into educational process beginning form early childhood education (ECE) since early years of human life is the critical period to develop environmental literate human being. Preschool teachers are the vital part of environmental education in ECE, therefore, understanding their level of environmental literacy and the factors that affects environmental literacy level, will guide environmental education programs in ECE. In this regard, for the current study it is aimed to describe Turkish ECE teachers’ environmental literacy level by considering four main components which are knowledge, attitude, use and concern. For this purpose, quantitative data have been collected from 400 ECE teachers from Ankara, the capital city of Turkey using the adapted version of "Environmental Literacy Questionnaire (ELQ)" which is developed by Kaplowitz and Levine in 2005 and adapted into Turkish by Tuncer, Tekkaya, Sungur, Cakiroglu, Ertepinar and Kaplowitz in 2009. Appropriate statistical analyses will be conducted to describe level of preschool teacher's environmental literacy and the affected factors using the packet program of SPSS.
Students work with science as content in preschool-children's learning

Thursday, 3rd July 15.00 - BHSC First Floor 122 - Oral: Long

Gustavsson Laila, Susanne Thulin

In the Nordic countries it has been argued that preschool children (1-6 years) should be given opportunities to develop knowledge of various content areas like e.g. science. The background of this paper is collaboration between five Nordic countries with the aim to involve teacher students and preschool in-service teachers to test and develop a cross-disciplinary and cross-Nordic study module for preschool teacher education with focus on children's learning about science and science concepts. As in education for Sustainable Development critical thinking and making decisions in a collaborative way is highlighted. The aim of this presentation is to give a view of the results of the Swedish part of the collaboration. The research question is directed to perceived didactic implications when working with children in this area. The theoretical background is based on a sociocultural approach with special emphasis to the role of communication in a learning situation.

Preschool teacher education students have during their practice taught children about scientific phenomena. This work is documented in written reports which constitute the data. The reports are analyzed from a phenomenographical approach focusing on: (1) Variations of students' pedagogical implications when working with scientific phenomena in preschool. (2) Variations of didactic conclusions with focus on the content in preschool teacher education.

The results show (1) the students emphasize the importance of that the teaching situation should proceed from the perspective of children, of being aware of the situation, goals and aims and the importance of interaction (2) the need to simultaneously consider theories of learning and learning about science. The results also indicate a lack of understanding the theoretical concepts used by the students and the need to create connections between students' experience in the content area and the new knowledge that is in focus.
A study about how to manage Korean cultural heritage program in Korean Language Schools of France

Thursday, 3rd July 15.00 - BHSC Third Floor 301 - Oral: Short

Heekyung Lee

The purpose of this study is to research how to manage Korean cultural heritage program in early childhood classes of the Korean Language Schools in France and to find out some suggestions for the future. The Korean Language Schools are informal schools, which are created abroad and are managed and supported by Overseas Korean Foundation and Ministry of Foreign Affairs to maintain Korean language and culture.

There are 14 Korean language schools in France. The curriculum of these schools are planned annually according to the French school education schedule by the class teachers. These schools are usually opened for 2 to 3 hours once a week and sometimes extends an hour for special programs. The classes are categorized into 3, 4 and 5 years old or are integrated all together. More than 70% of the children are from multicultural families and mostly of them have a Korean mother. Their parents want their children to learn Korean language and culture. The class activities which are related to Korean culture are planned annually by the class teachers. And special activities are selected according to the class plan and the parents' demands. Therefore, various activities regarding Korean cultural heritage are performed in the school. Especially, the special programs are performed by professional lectures in different fields. The activities of Korean cultural heritage consists of arts, music, plays, but they are managed according to situation of schools.

In order to have a Korean identity and learn Korean culture, the Korean culture heritage program is crucial for children who live overseas and are from multicultural families. Therefore, the research about the management of an effective Korean Language program for early childhood classes is needed, as well as the support of its activities, instruction methods, and materials. The continuous teacher education should be also organized.
Newly arrived children and families' encounters with the Swedish Pre-school

Thursday, 3rd July 15.00 - BHSC Third Floor 301 - Oral: Short

Emelie Stavholm

As part of globalization processes the movement of people and ideas, in the form of migration, has initiated changes in societies all over the world. In regards to Sweden, these changes are discussed in terms of "immigrants" and a "multicultural society" while how to cope with these changes are discussed in terms of "integration". The current integration policy in Sweden has been criticized for resting on the assumption that people are inherently different which has led to the construction of Us, the Swedes and Them, the immigrants. What constitutes a Swede and "Swedishness" can be regarded as embodied at the pre-school which is also one of the first institutions that newly arrived children and families encounters in Sweden. The aim of this thesis has therefore been to, through a postcolonial perspective and semi-structured interviews, study how the complexity of the concept of integration is manifested at the pre-school by asking; How do pre-school teachers describe their way of working with the integration of newly arrived children and families into Swedish society? and What are important factors for the integration of newly arrived children and families into Swedish society according to the pre-school teachers?

The collected data was analysed with the help of positioning theory as an analytical framework. The overall result of the study shows us that the informants regard "Swedes" and "newly arrived" as two different homogenous groups with assigned different attributes and cultural expressions. Further, the concept of culture is more than often used as a concept of differentiation where belonging to another culture than the Swedish is thought of as problematic.

Keywords: Integration, pre-school, postcolonial theory, positioning, newly arrived children, Sweden
In Japan children generally begin studying haiku at 4th grade of an elementary school, but not below that grade, because somehow it has been taken for granted that haiku is too difficult for kindergarten pupils to compose at such an early age: they have not yet acquired enough vocabularies or poetic diction including kigo. In short, they lack life experiences, to say nothing of literary terms or expressions.

My teaching experiences in Negishi Kindergarten, where I worked as head for the past 2 years, tell me that such preconception is mistaken. Here in our Kindergarten haiku activities have recently been introduced into the curriculum. In the process of putting them into practice, we have become aware that even a little child simply loves to express himself in a form of a short verse like haiku. Especially, he feels more at ease with his playmates or his parents, preferably mother.

For haiku composing, I think, the Kindergarten is very conveniently located, for within easy reach is Shiki-An, a humble cottage where Shiki Masaoka, a famous great leader of haikai of the Meiji Period, lived. During his short lifetime he composed a great number of excellent haiku poems, so that even today this cottage and the surrounding area is a great place where his followers as well as fan haunt. Even a member of the Kindergarten can take the pupils there at any free time, or the children could possibly pop in with his mother on their way home.

Such literary environment itself, I think, is emotionally stimulating for the child to compose haiku. The poem he composes marvelously captures the mood, sometimes with a glimpse of deep insight into life and nature. No doubt, it helps not only the cultivation of his artistic sentiments but the growth of his character.
The Effect of Multicultural Educational Activities through the Use of Advertisements on Young children's Multicultural Perception

Hyun Ji Kim

The purpose of this study was to investigate the effect of a multicultural educational activity using advertisements, which consist of image, movie, and animation commercials on young children's multicultural perceptions. In the pursuit of this purpose, the research question has been established as follows: What are the effects of the multicultural educational activity using advertisements on young children's multicultural perceptions? The subjects used in this study were 77 five years-old children in three kindergarten classes. They were divided into three groups; an experimental group, a comparative group, and a controlled group. A pre-test and a post-test were conducted in order to measure the effect of the experimental treatment. In order to measure the multicultural perception of young children, the instrument was revised based on a 'Multicultural Competence Scale' and a 'Verbal checklist'. To verify the effects of multicultural educational activities through the use advertisements on young children's multicultural perceptions the data gained from the pre and post-tests were analyzed by SPSS 18.0 computer program and ANCOVA was used to measure the effect of the treatment. In conclusion, the result showed that multicultural educational activities through the use of advertisements had positive effects on young children's multicultural perceptions. Advertisement in multicultural education decreased prejudice of young children. Thus, it suggests that multicultural educational activities with advertisements can be used as an effective approach for improving young children's multicultural perceptions.

keywords: multiculturalism, multicultural education, advertisement in education, multicultural perception, multicultural competence.
A study on structuring inclusive pedagogy: perspectives on diversity and belongingness

Thursday, 3rd July 15.00 - BHSC Third Floor 301 - Oral: Short

Sindu Aven

A dire need in preschools in Indian metros is enabling preschoolers to blend in with the cultural differences they face on entry into the classroom. In most parts of India, the focus is greater on ‘academic delivery’. ‘Cultural celebrations and inclusion activities’ are far removed from the list of priorities of the facilitators to prepare and execute. Untrained facilitators, who have limited exposure and experiences of inclusion and multiculturalism come with their own set rules which transfer to young learners. Young children obviously process that information one at a time and stereotype people based on their level of exposure. Additionally, the facilitator is expected to speak English to every child as the norm demands and will have her own limits of knowledge of other languages. Thus, responding to the educational and social needs of an increasingly diverse student population, is a challenge for educators.

The key objectives to be met through inclusion activities at the preschool are broadly appreciating the cultural differences in children and encouraging participation irrespective of cultural and linguistic backgrounds. Facilitators’ educational qualifications, their upbringing in a multicultural environment and their interaction with children to create an inclusive setting form the key aspects of the study. The hypothesis works on: structured programs enable facilitators to deliver expected outcomes and less than 50% facilitators who are given broad objectives to deliver end up creating their own plans and executing them successfully. Structured programs are needed where facilitators are non ECCE trained and come from non inclusive and non multicultural backgrounds.

Key Words: Cultural, Structured, Inclusive, Pedagogy, Linguistic, Facilitator Qualification
Compiling local chronicles is Chinese traditional way to inherit culture, but it will cost a lot of money and manpower. For kindergartens, most of them have core value, system, rules and so on, but they rarely have their own local chronicles. To know and inherit the kindergarten's culture better, researchers spent 7 years on compiling chronicle of Beibei Experimental kindergarten which is 70 years experiencing 4 periods. After this work, we found that: 1. Kindergarten cultural construction is influenced by Chinese traditional Confucian culture. The kindergarten's core is "Love", and its culture is "Home" culture. That is to make the children feel like at home in kindergarten; teachers treat children as their own children, for example during the Cultural Revolution, for lack of money and food, the whole staff open up wasteland to grow vegetables (the annual harvest of vegetables 4, 50000 pounds), fed pigs by themselves to provides food for children; 2. Kindergarten culture is influenced by Country's situation including country's economy, political system and so on; 3. Cultural heritage is dynamic. Protection and development coexist, protection is relative, development is the absolute, and the significance of the protection is to develop better. For example, the core value is still "Give the best thing to children" (said by Qingling Song who is our national mother and created this kindergarten), but considering the contemporary real situation, Beibei Experimental kindergarten extracted new running idea that is "ecological education well rounded", etc.
The ECE of the Republic of Srpska at the crossroads

Thursday, 3rd July 15.00 - BHSC Third Floor 301 - Oral: Short

Tamara Pribisev Beleslin

The paper presents the state of early childhood education in the Republic of Srpska, the entity of Bosnia and Herzegovina. ECE passes through the multi-layer changes, from the established chaos in which it had been independently developed over a decade. As the educational system is regulated at the entity level, since 2008 with the new Law on Preschool Education, the entire ECE system begins to radically change: a completely new educational legislation is built, the curricular reform is underway, as well as changes in the higher education system in the area of preparation of future teachers. Educational policy measures are presented, that are currently in the direction of increasing opportunities for access to (quality) early childhood educational program in the year before the primary school (for five-year-old children in the Republic of Srpska), in conditions of very low coverage of children in preschool education (about 13% at the national level). The paper presents the available indicators of structural quality preschool programs (the number of children and adults in educational groups, access rates in urban and rural communities; formal professional competences of teachers), and some indicators that can point to the process quality of early childhood education, which are very modest, given that there are still not existing the studies and scientific research projects on this issues.

Key words: state of ECE; reforms; educational politics; curriculum; quality; right to education.
A CURRICULUM OF SELF-DETERMINATION FOR THE COMMUNITY OF CASTRO: CHILE

Thursday, 3rd July 15.00 - BHSC Third Floor 301 - Oral: Short

María Victoria Peralta Espinosa, Mónica Manhey, Loredana Ayala, Ximena Rebolledo

In this paper will be known the process and the result of the construction of the curriculum culturally pertinent for the community of Castro in the Chiloe island in the southern part of Chile. This proposal was developed in co-construction with all the community, including the special characteristic having in the geography and the culture. They are will present the educational system in this archipelago especially about of the children’s and their community.

The Main Objective was:
- Co-construction of curriculum of self-determination for the children of the District of Castro and their families to respond to the characteristic, needs, strengths of culture of their community including the interculturality with other cultural fields.

The specific objectives were:
- Gather of essential ideas of de Chiloe’s culture and cultural heritage to contribute to develop a curriculum culturally pertinent for the early childhood education in Castro.
- Contribute to the cultural identity to the children’s who assist an educational center, with a curriculum culturally pertinent.
- Develop a pertinent curriculum approach for the Castro's community supported in the National Curriculum for early childhood.

Main activities carried out:
- Literature review and researches about Chiloe.
- Specialization course for the educators and cultural agents of Castro.
- Realization of the first version of the program and their validation.
- Elaboration final version of the program.

Lastly is going to present the intercultural co-construction program for Castro’s children and their families. Will be included the main ideas that emerged during this project.

Key words: co-construction of curriculum, self-determination, interculturality, educational community, cultural identity,
A STUDY ON A MULTIDIMENSIONAL TEACHER TRAINING PROGRAM BASED ON AESTHETIC APPROACH TO THE TEACHING METHOD

Thursday, 3rd July 15.00 - BHSC Third Floor 301 - Oral: Short

Hyun-Ryoung Kim, Boo-Yeon Lim

Teachers are experts who pursue continuous professional development by executing both teaching and learning. For supporting such teachers, there are diverse teacher training programs whose universal objective is that it strives for enrichment of teachers’ performance capabilities and improvements in classroom settings. This study described a teacher training program that based on aesthetic approach of the teaching method through consulting by an early childhood education professor and three researchers working with 6 teachers at a nursery school in a regional city in Gyeongsangnam-do, South Korea. The teacher training program is multidimensional since it is made up of multi-phased configuration including theoretical lectures by a professor, workshops by researchers with participants and presentations. The aim of this study was to apply the teacher training program so as to improve practical abilities of early childhood teachers. Consequently, classroom environment where children and teachers stay would be heightened.

One session of the teacher training program lasted for 3 hours and total 10 sessions were provided to the participating teachers during the study period. On-site professional development workshops mainly were implemented and off-site workshops were sometimes applied. Participating teachers were guided to achieve their own personal experience within the workshops so as that they gained various knowledge such as embodied knowledge, tacit knowledge, and empathic knowledge. The program was targeted at 6 early childhood teachers and collected data were analyzed in qualitative forms.

The results of data analysis revealed that (a) the teacher training program had prompt implications for executing aesthetic teaching practices (b) the successful teacher training program included facilitating the understanding of fundamental purpose of teaching in that they experienced improvement in teaching competence (c) the applied teacher training program displayed possibilities in enhancing the classroom settings.

Key words: A Multidimensional Teacher Training Program, Aesthetic Approach
The Effects of u-Learning integrated Eco Experience Activities on Young Children's Emotional Intelligence and Social Competence

Thursday, 3rd July 15.00 - BHSC Third Floor 302 - Oral: Short

Heejeon Suh

The purpose of this research was to examine the effect of u-Learning integrated eco experience activities on young children's emotional intelligence and social competence. For this study, 53 children aged 4 years of P kindergarten in Busan city were participated. The experimental group consisted of 25 children (13 boys and 12 girls). The control group consisted of 28 children (12 boys and 16 girls). To measure the emotional intelligence, we used the 'emotional intelligence checklist' created by Salovey & Mayer (1990), and modified and adapted by Lee Byung-Lae (1997). To measure the social competence, the test for social competence adapted by Lee, Lee, & Yang(1988), which is the Korean version of 'vineland adaptive behavior scales' by Sparrow, Balla, & Cicchetti (1985) was used. The experimental group had been treated with thirteen u-Learning integrated eco experience activities of 6 themes from October 10 to December 16, 2013.

The results showed that emotional intelligence of experimental group had higher score than that of control group (p<.01). Second, social competence of two groups showed statistically significant differences (p<.001). The experimental group had higher score than control group in social competence. This means u-Learning integrated eco experience activities had positive effects on young children’s emotional intelligence and social competence.

keyword: u-Learning, Eco Experience Activities, Young Children's Emotional Intelligence, Social Competence
Exploring the role of digital vs. non-digital media in the lives of young children, their families and those who work with them.

Thursday, 3rd July 15.00 - BHSC Third Floor 302 - Oral: Short

Lenore Wineberg, Judith Robinson

This session will focus on learning about the educational and instructional relevance of a transmedia approach that includes hands-on experiences with tablet-based apps and educational materials. Presenters will share their experiences from five early childhood sites who have participated in the project to promote the development of literacy, math and English language skills for children ages 3-4 years. Participants will learn how five early childhood teachers and University of Wisconsin Oshkosh practicum students integrated the tablet based apps, and hands on resources into their curricula. The five sites include Head Start, a federally funded program, University of Wisconsin Child Care Program and an early childhood program in a public school. Short Videos will be shown of how parents can do at home activities that support the apps. Participants will receive a Pocoyo book to further understand the Hispanic Information Telecommunications Network EARLY LEARNING COLLABORATIVE transmedia research project.
Digital games and digital literacy in Early Childhood

Thursday, 3rd July 15.00 - BHSC Third Floor 302 - Oral: Short

Zoi Nikiforidou

Digital games as a contemporary educational practice affect children's personal, social and cultural experiences. Digital games can become an effective pedagogical tool that enhances digital literacy, under the principles of game-based learning. Through developmentally appropriate environments with specific educational goals and child-centered design and evaluation, digital games give learning a new dimension. However, this change in children's lives might imply 'alerting' consequences or dangers and risks. The current paper explores the main implications of the educational value and use of digital games. The intention is to highlight the key features of child-friendly games and some ways of integrating the digital games in the preschool classroom aiming at the development of children's knowledge, attitudes and skills. Finally, it is argued how digital games and in turn, digital literacy can or cannot give children access to new realities, new potentials and new worlds.
The thesis about the frequency of children's using Tablet PCs in leisure-time and some related countermeasures

Thursday, 3rd July 15.00 - BHSC Third Floor 302 - Oral: Short

Wenting Yu

When we talk about Tablet PCs, we might think of many interesting games and useful application software. And maybe for the parents, Table PCs, from another point of view, are the greatest nannies in the world.

In the company of Tablet PCs, children could be absorbed in massive information anytime and anywhere. And the problems have turned out, many children's eyesight were damaged. Parents are wondering whether to give their kids using pads or not.

This thesis is focus on the condition of pads' usage in children's leisure-time and we hope to raise some countermeasures to guide us finding out some appropriate methods to solve the problems.
Exploring Animal-Assisted Programs with Children in Schools

Thursday, 3rd July 15.00 - BHSC SecondFloor 243 - Oral: Short

Linda Davern

This research identifies the benefits of Animal-Assisted Programs with children in schools and therapeutic environments and the anxieties raised by programs which involve animals and therapy dogs specifically, in these environments. (Nimer and Lundahal 2007, p.225) defines AAT as "the deliberate inclusion of an animal in a treatment plan" where "the introduction of the animal is designed to accomplish predefined outcomes believed to be difficult to achieve otherwise or outcomes best addressed through exposure to an animal". (Jalongo et al. 2004, p.10) theory of AAT is that therapy dogs offer "a unique form of support to children's learning, physical health, and emotional well-being" not otherwise achievable through intervention and human interaction.

The distinctive qualities of AAT with children are characterised by their integration into treatment plans as an addition to an intervention goal, and in special-needs environments as an addition to an educational purpose. Predominantly because therapy dogs frequently work in community environments, they necessitate wide-ranging temperament and obedience instruction and are constantly escorted by their trainer or the trainer/therapist. Prospective contenders for AAT are acknowledged by the special education teacher or by the therapist derived from an apparent comprehension of a child's educational or therapeutic objectives.

The common suppositions underlying AAT with children are that children appear to observe therapy dogs as a unbiased or non-judgemental contributor in the therapeutic or classroom setting. Educators tend to conceive the word support as signifying direct and verbal participation when working with children. As (Melson 2001, p.51) states, animals may present children "...a time-out from the anxieties of human exchange... Despite most children's acknowledgement that [animals] cannot literally comprehend what they are saying, children have the feeling of being heard and being understood".
MODERN SOCIETY AND CHILDREN’S SOCIAL COMPETENCE

Thursday, 3rd July 15.00 - BHSC SecondFloor 243 - Oral: Short

Matea Galinec

The modern society put various challenges before the children of today. The changes in the society lead to a re-evaluation of competences needed in a world of constant changes. The development of the society, progress of technology and methods of communication, also changed the skills the individual needs in order to succeed in the modern society. Organizations, teams, schools, companies increasingly maintain the standpoint that intellectual and physical skills are not critical for achieving success in society. Instead, valued are qualities such as emotional balance, discipline, flexibility, self-conscience and empathy, ability to work under pressure, to function in a group, the capability for team work, the quality of leadership and management. The first 7 years of the children's life are the most important for the development of those abilities and skills because they are grow from early social and emotional experiences. They refer to how the children treat each other as well as their immediate and indirect environment. For those abilities it is important that they are not solely dependent on genetic material, but mainly on the environment and culture in which children grow up. The mentioned abilities and skills represent social competences, which puts them in the leading position of competences needed in the modern society. A socially competent child is a child that understands other children and people, recognizes their wishes, interests, needs and emotions. Such a child co-operates with others in games and activities, is good in conflict resolution, a preferred leader and good organizer, it creates circumstances for success and satisfaction, channels its behavior and makes decision based on a real picture about itself, the society and world which surrounds it. Therefor it is important to encourage the development of social competences in children.
UNDERSTANDING and REDUCING ETHNIC/RACIAL PREJUDICE: A DEVELOPMENTAL PERSPECTIVE

Thursday, 3rd July 15.00 - BHSC SecondFloor 243 - Oral: Short

Irem Öztürk, Deniz Demet Avcıbaş

The aim of this study is to provide a complex review about the developmental process of prejudice, the components that affect this process, and reducing prejudice. Therefore the first section of paper includes definitions of prejudice, social and psychological outcomes of it and the importance of considering prejudice from a developmental perspective. Cognitive, intergroup and environmental approaches on children's acquisition of prejudice and studies on reducing prejudice are discussed in the second section. Finally the third section of the paper refers to the implications of the literature for various research or work areas. Despite our tendency to see prejudice as a phenomenon of adults' world, the case is not so. Even children suffer from discrimination in their daily life. Discrimination between children especially depends on sex and racial/ethnic root (Killen & Stangor, 2001) and had serious effects on their mental health and academic life. Low self-esteem, depression, anxiety, drug abuse, conduct problems (Galliher, Jones & Dahl, 2010), internalizing problems, high levels of despair (Nyborg & Curry, 2003), decline in school performance and school loyalty (Dotterer, McHale & Crouter, 2009) are negative outcomes of children's experience of discrimination. Taking into account the negative outcomes of prejudice and its behavioural consequence –discrimination-, this study provides an important basis for better understanding of prejudice and prevention studies. Research on racial prejudice demonstrates that children acquire them between the ages of 3-6 (Cameron, Alvarez, Ruble & Fuligni, 2001). The fact that roots of prejudice emerge so early indicates the importance of taking a developmental perspective on prejudice. Therefore current study focuses on the literature that related to children between the ages of 0-18.
How the early education´s teachers guarantee the exercise of the child rights of children?

Thursday, 3rd July 15.00 - BHSC SecondFloor 243 - Oral: Short

Gabriela Etchebehere, David Martinez-Íñigo

In the early childhood education, as in other areas, there are evident difficulties in the application and implementation of Convention of the Childs Rights (UNICEF, 2009).

Recent studies (Etchebehere, 2010) demonstrate the existence of a gap between the ideas put forward by the Convention and the daily teachers’ practice. Because of that, the objective of this work is the development and validation of an instrument that evaluates to what extent the teachers promote the exercise of the rights of children.

A questionnaire of 43 items was elaborated with a 5-point response scale. A pre-test was made on a sample of 100 early childhood education teachers from the department of Montevideo (Uruguay) working with children with ages ranging from 3 to 5 years.

After conducting exploratory factor analysis a final questionnaire composed of 26 questions has been included in a second study to confirm the psychometrics properties of the scale in a broader sample of early childhood education teachers. (Etchebehere; Martinez Iñigo, 2012)
A Study on Play, its effect on children and role of the facilitator

Thursday, 3rd July 15.00 - BHSC SecondFloor 242 - Oral: Short

Kannu Aghi

Play, one can define it as a thing of beauty best appreciated by experiencing it. Play in any form - 'Free' or 'Structured' is that force that allows us to discover our most essential selves and enlarge our world. The same set of tools when used under free play and structured play generate varied results and modifies the definition of play. The sample survey conducted by Kidzee, in its 40 pre-schools expounds, that the curriculum designed and implemented across the country based on its pedagogy gives exposure to various learning centres/corners such as 'art corner', 'dramatic corner', 'reading corner', 'sensory corner', 'music corner', 'game corner', 'block – building corner' during 'Free Play' where the child is given the liberty to choose the centres to explore, evolve and reach a hypothesis wherein the role of the facilitator gets restricted to that of a motivator and an observer to document the child’s learning styles based on her preferences; such that the facilitator teaches a concept in the regular classes based on the child’s preferred learning style. Children create and explore a world they can master and conquer their own fears while practicing adult roles. Studies have shown that through free play, children can develop new abilities that lead to enhanced confidence and the resiliency that they will need to face future challenges. On the other hand, activities based under 'Structured Play' have been integrated in the plans such that the child achieves pre-existing objectives especially during the concept time and outdoor time. The paper concludes with an understanding that both 'Free play' and 'Structured play' play a crucial role in the child's development with respect to development of skills and nurturing play and creativity in their lives.

Key Words: Play, creativity, developments, facilitator, indoor games, outdoor games
The recent introduction of the Nuri curriculum for early childhood education in Korea has highlighted teacher’s role of developing young children's creativity. The ambiguity of the word ‘creativity’, however, makes teachers be in trouble when required to put it into educational practice. In this respect, exploring in-service and pre-service teachers' implicit theories of creativity—their own perception of the meaning of creativity—would be interesting because the theories affect teachers to develop their role in creativity education and criteria for evaluating creative children. This study investigated Korean in-service and pre-service teachers' implicit theories of creativity to answer research questions: "How in-service and pre-service teachers perceive creativity?", "How in-service and pre-service teachers describe the characters of creative young children?", and "How in-service and pre-service teachers define the role of teachers in creative education?" The open-ended questionnaire was used to gather qualitative data from 87 in-service and 79 pre-service teachers. Content analysis was used. The results showed that for in-service teachers creativity was perceived as 'generating original and practical products with non-stereotyping and flexible thoughts' and creative children as "having superior cognitive abilities". On the other hand, for pre-service teachers creativity was perceived as 'practically using one's own originality in his/her daily life' and creative children as "having personal traits as well as cognitive superiority". There was agreement between two groups, 'teachers' prime role for enhancing students' creative potential was to provide enriched environment'. By investigating in-service and pre-service teachers' implicit knowledge of creativity, this study not only tried to find the causes of the gap between the two groups and suggested more proper conception of creativity for the better educational practice.

key words: creativity, implicit theories, early childhood education
Constructivist teaching and learning revealed in the process of selecting themes from the reciprocal perspectives between teachers and children

Thursday, 3rd July 15.00 - BHSC SecondFloor 242 - Oral: Short

So Hyang Kim, Gyoung-Suk Ahn, Mi Hyung Kim

The purpose of this study is to explore what happens while teachers and children choose the daily life themes, which are interesting and meaningful to one another through sharing perspectives reciprocally. The reciprocal perspectives in this study mean the integration of the perspectives from teachers and children, the mutual centeredness between teachers and children, and no distinction between the teachers and the learners in their equal relationships. An approach of the themes from the reciprocal perspectives between teachers and children has been applied in many classes as an integrated way of operating a curriculum, but most teachers have difficulties in practicing. While doing an in-depth analysis on teaching and learning occurred in the constructivist classrooms, this study tries to help teachers by examining what the strategies for sharing perspectives reciprocally between teachers and children are and what kind of efforts teachers are making.

This study will be conducted in constructivist classrooms in Korea of 3, 4, 5 year-olds each, where the teachers and children share their reciprocal perspectives. Qualitative research is employed to investigate what the teachers and children do to make themes meaningful and interesting. Therefore the study will analyze the contents included in the daily plans and the reflective thinking revealed in their daily evaluations in terms of selecting themes as well as interviews with teachers. The teachers
THE RELATIONSHIP BETWEEN VOCABULARY AND CREATIVE THINKING SKILLS OF 5-6 YEAR CHILDREN

Thursday, 3rd July 15.00 - BHSC SecondFloor 242 - Oral: Short

Ramle Gül Hazar, Fatih Dereli, Mübcecel Sara Gönen

The aim of this study is determining the relationship between vocabulary and creative thinking of preschool children. Another aim of the study is to define any relationships between the level of creative thinking and age, gender, parents' educational situation and to find out whether any relationship between the vocabulary of parents' educational situation or socio-economic situation. The design of the research is corelational research design. Torrance Creativity Thinking Test was used in order to identify creative thinking skills of children. Also Limbosh and Wolf's Language Test was used to identify children' vocabulary. Additionally, demographic information form had given to the parents to ascertain their socio-economic status and education level. Research population is 5-6 years children who enroll to pre-school education in Ankara. The sample consists of 90 children selected through convenience sampling method. Pearson coefficient, t-test and Annova test was used for the analysis of the data. Findings show that there is a positive significant relationship between creative thinking skills and the variables (vocabulary, socio-economic status, age). No significant relationship is detected between creative thinking skills and gender. Furthermore, there is a significant relationship between vocabulary and socio-economic status. However, vocabulary and gender don't display significant relationship. Findings also show that there is a significant relationship between parent education status and both vocabulary and creative thinking skill.

Key Words: Creative thinking skills, vocabulary, Torrance Creative Thinking Test, Limbosh and Wolf's Language Test, preschool children, 5-6 years.
UNSTRUCTURED MATERIALS AS A FUNCTION OF ENCOURAGING CREATIVITY OF YOUNG CHILDREN

Thursday, 3rd July 15.00 - BHSC SecondFloor 242 - Oral: Short

Slavica Basic, Adrijana Visnjic Jevtic

Changes that are happening in the world have an impact on the upbringing of young children. These changes are reflected in terms such as lack of time, space and opportunity for children to play. The materials offered to children, tend to encourage the partial development - specifically affect only one segment of child’s development.

This study assumes that children are curious, they want to learn about the world and explore the things that surround them. In addition to research, offered toys and materials play an important role in development of senses and creativity. Material that ensures more freedom, gives greater opportunities. In order to encourage this type of development, it is necessary to meet two requirements of the material offered to children: it should be unstructured and of high quality - the material should be of high quality and resonate with the child, encouraging the activity. One of the materials that meets these criteria is wood: warm, organic, and the child can experience it with different senses - holistically. Therefore, children are offered logs of trees that are various sizes and various textures, and observed in which way they use it in their game. This type of material application encourages the development of flexibility and creativity, while encouraging the experience of diversity of the material. This diversity can be encouraged with other types of natural materials. Wood was offered because it allows great mobility and the ability of combinations, and it offers the opportunity to explore different types of movement.

Wood gives the child an opportunity to rework the experience of direct and indirect reality, and creates a new reality through imagination and transformation. This encourages the basic ability for creativity of young children.

Key words: children of the early years, creativity, development, natural materials, unstructured materials
**Issues and Challenges for Early Childhood Education and Care Workforce in Asia**

*Thursday, 3rd July 15.00 - Boole 2 - Symposium*

*Eunhye Park, Eun Soo Shin, Seenyoung Park, Dawn Butterworth, Toshiko Kaneda, Diti Hill*

Across Asia, national systems of early childhood education and care are expanding. As a key element toward providing quality services, the staffing of early childhood provision is moving more into focus. In addition, OMEP participated in the "Meeting of Experts on Policy Guidelines on the Promotion of Decent Work for Early Childhood Education personnel", it was held in International Labor Organization headquarter in Geneva, from 12 to 15 of November 2013.

It is a perfect time to discuss current workforce issues and challenges in Asia Pacific Region.

At this symposium, each country will provide the information on the basis of the following structure:

1. The early childhood system in context:
   - A brief history of early childhood provision
   - Regulation and administration of early childhood services

2. Profiles of early education/care provision
   - Levels of provision and enrolment rates
   - Types of provision (e.g., kindergarten, family day care, infant-toddler center etc.)
   - Curricula framework

3. Professional education/training and workforce issues
   - Professional profiles of early childhood staff
   - Initial education/training
   - Continuing professional development
   - Current workforce issues
Estrategias formativas para la digitalización en la etapa infantil

Thursday, 3rd July 15.00 - Boole 6 - Symposium

Rocío Pascual Lacal, Dolores Madrid, Esther Gallardo Quero

La escuela no puede permanecer al margen de las nuevas tecnologías de la información y de la comunicación. Los niños/as conviven desde su nacimiento con todo tipo de equipos tecnológicos, y es un hecho que viven con más interés las actividades escolares y que mantienen mejor la atención si en el aprendizaje se emplean medios tecnológicos.

Si queremos preparar al alumnado para que sean miembros activos e integrados de la sociedad, deben conocer y saber utilizar esta tecnología. Por tanto, es importante empezar esta preparación desde los primeros niveles educativos a la par que los docentes nos formamos para adaptar nuestros conocimientos y estrategias a las necesidades del momento, garantizando una educación de calidad.

las nuevas tecnología es una realidad ineludible de nuestro tiempo. Ciertamente hay que reconocer el estrés que supone por primera vez en la Historia la responsabilidad de enseñar sobre algo que la mayoría de nosotros/as no hemos aprendido previamente en un contexto formal. Sin embargo, no debemos angustiarnos por “aprenderlas” como un fin en sí mismas, sino de “aprehenderlas” y de incorporarlas como un medio de especial potencial para “aprender” en cualquier momento y lugar, con otras personas y en otros contextos sociales. Para ello es conveniente partir de una autoconcepción como aprendices, desprenderse de complejos de inmigrantes digitales y aproximarse a la tecnología desde una actitud proactiva, procurando en lo posible aprender como queremos que aprendan nuestros alumnado, motivando las prácticas colaborativas, críticas y creativas.

Es importante recordar que todos sabemos algo y nadie lo sabe todo. Si exploramos las formas de poner en común los distintos saberes, alumnos y profesores trazaremos juntos los caminos de nuestro particular y colectivo peregrinaje digital.
Government Policies as Influences on Early Learning: The Case of Hong Kong

Thursday, 3rd July 15.00 - Boole 1 - Symposium

Maggie Koong, Jessie Wong, Nirmala Rao, Amelia Lee

Government policies convey both ends and means designed to steer the actions and behaviour of people, whose and which authority can be exercised, and what can be achieved in principal. In Education, therefore, they have considerable impact on shaping what happens in schools and institutions on a daily basis, and the experiences of those who study and work in those establishments.

Using the case of Hong Kong as an example, in this symposium, the three presenters offer up-to-date information on the Hong Kong early childhood contexts and illustrate how government policies may affect early learning in kindergartens. The first presenter, Dr. Maggie Koong, sets the stage by providing an overview of early childhood education and the major reform in Hong Kong in recent years, as well as discussing the conflicts and dilemma in implementing the government-recommended curriculum. The second presenter, Dr. Jessie Wong, then takes a look at the atypical Pre-primary Education Voucher Scheme (PEVS), which defies the usual agenda of decentralising authority through the endorsement of market force in voucher reforms, and examines its development and evolution in the policy context of Hong Kong. The third presenter, Dr. Amelia Lee, draws on data and findings from a recently completed study to scrutinise the impact of the PEVS on school choice, and how it may lead to social segregation of students. The implications of findings of the three studies and the future direction of Hong Kong early childhood policies, including the possibility of implementing free kindergarten education, are also discussed. The symposium provides a useful reference for international audiences in designing and implementing educational reform in early childhood.
"Hush little baby. Mindfulness or mechanism in the practice of singing?"

Thursday, 3rd July 15.00 - Boole 4 - Symposium

Sacha Powell, Kathy Gooch

Formal provision for ECEC in England is overlaid by the Statutory Framework, the Early Years Foundation Stage (DfE 2012). Findings from the DfE commissioned survey of (190) early years practitioners suggest the felt the EYFS was a 'strong and positive influence on [their] daily lives' (Brooker et al 2010: 23). But it is also argued that the Framework promotes homogenised views and hegemonic discourses, with the imposition of the Framework and the 'regulatory gaze' of Ofsted diminishing professional autonomy (Osgood 2012).

Within this policy context, our pilot study explored implicit and explicit philosophies and theories underpinning the practice of singing to babies. We offered Froebelian principles as prompts for reflection and discussion. To challenge hegemony and offer a space for greater acceptance of pluralism, we did not promote Froebel's principles as preferable. Rather, his strong views about the practice of singing and content of songs were offered as a pedagogic (and research) tool. We worked with 23 practitioners from 7 day nurseries in southeast England, using research conversations, filmed observations and group interviews. The latter employed video enhanced reflective practice, drawing on Trevarthen's (1979) work on intersubjectivity (Underdown, 2013). Mind-mindedness theories (Meins et al 2002) and their relevance to attuned practice in the care of babies and toddlers (Degotardi and Sweller 2012) influenced our questions.

We remain challenged by competing discourses: the promotion of pedagogies that include singing with babies so they might flourish through such nurturance; and mechanistic approaches supporting the inclusion of singing if outcomes are synchronised with national assessments and policy agendas. While this project concerns the single pedagogic aspect of singing, it highlights broader issues: namely, dominant policy discourses and intuitive and reflective practices.

Keywords: England, babies, singing, Froebel, pedagogy, policy
"The Lullaby Project: Being and becoming through Music and Art with Babies"

Thursday, 3rd July 15.00 - Boole 4 - Symposium

*Carmel Brennan, Jo Holmwood, Orla Kenny*

This paper is part of the self-organised symposium 'Being and becoming through music and art with babies' and links with the Powell et al, (2013) research presented previously. It responds in particular to their finding that daycare practitioners rarely engage with lullabies. The Lullabies Project, funded by the Arts Council and Kathryn Howard Foundation and organised by Kids' Own and Early Childhood Ireland in 3 daycare settings, is a case study of how music, art and play can impact on babies aged 6-18 months. The professional artist and musician explored how they could – by a considered engagement with the babies through their art forms – achieve the sentiment of lullaby and create a space of mindfulness and togetherness. The artists sought to connect with the children and practitioners to build relationships and allow the babies and adults to bask in the sounds and sensory changes happening around them and invoke what Trevarthen (2001:20) calls 'the feeling of being present with one another'. The project data is the images, testimonials and interviews (all with consent) and offers insight into the participation experience and the strategies used to develop a lullaby zone. While agreeing with Giannini's (2012) basic premise that 'in all cultures, lullabies arise from a need to communicate: with a child, with oneself, with the community', the project contributes to redefining lullabies to embrace the reflections in the musings of the project musician Martin Brunsden - 'How extraordinary that a lot of us have these 5 gates..the senses...and how unconscious we often are of all the data being sent in. When we focus there is this stillness..this lull...this lullaby essence'. A children's book and app, to support the dissemination of learning to children's settings and homes nationally, is also a project outcome.
"The Being & Belonging Project: Parents and their children being and belonging through art"

Thursday, 3rd July 15.00 - Boole 4 - Symposium

Carmel Brennan, Jo Holmwood, Orla Kenny, Mary O’Reilly

This paper is part of the self-organised symposium ‘Being and becoming through music and art with babies’. Vecchi (2010:5) describes the aesthetic dimension of education as ‘an attitude of care and attention for the things we do, a desire for meaning; it is curiosity and wonder; it is the opposite of indifference and carelessness, of conformity, of absence of participation and feeling’. In the Being and Belonging project, artists sought to engage parents and their toddlers in this aesthetic dimension. The project was funded by the Department of Foreign Affairs and delivered by Kids’ Own in partnership with Early Childhood Ireland, and Early Years – the organisation for young children, Northern Ireland. Over a seven-week period, four artists worked with four parent and toddler groups, north and south of the border, to explore how parents and young children could be engaged through a creative and exploratory process to celebrate creativity, diversity, inclusion and family learning. McKenna (2013) produced a research report, available with other documentation on www.kidsown.ie. Consent was given by parents for this documentation. The approaches adopted by the artists was a key focus point and highlighted how the differing methodologies benefited the parents and communities in different ways. Some key questions emerging are about the difference between art and play: what does an artist bring that is unique to this setting? What supports do artists and pedagogues need? And, what is the role and responsibility of the artist and pedagogue within this context? This paper will unpick some of these questions and explore the process of the project in terms of how the artists negotiated (i) the shift from activity to experience with toddlers and (ii) the involvement of parents in the experience so that the approach continues in the home.
Let the Music Play: The Integration of Play Theory and Quality Creative Music Education in Preschool Settings

Thursday, 3rd July 15.00 - Boole 3 - Symposium

Eva McMullan

The benefits of using play as an educational tool in preschool settings has been widely acknowledged by both theorists and educators. (Fromberg and Gullo 1992 and Frost, 1992) Play has now become an integral part of the professional education received by practitioners who work in early childhood settings in developing certain aspects of a child’s education. Does ‘play’ currently have a role in the development of a child’s music skills?

While the importance of music in early childhood settings has also been deemed “an integral part of holistic education in elementary settings” (Roger Beatty) in reality what music education exists in our preschools? On a national level, what constitutes as music education in early childhood settings? Most importantly, what professional development do the practitioners receive in order to teach musical skills in their respective settings? Within the context of this paper these questions will be discussed in detail with reference to specific research carried out by Music4Children from 2011-2014 within both early childhood settings accommodating the ECCE scheme, and academic institutions which are responsible for the professional development of our practitioners. As stated by Peter Goodman “to aim at the children only without having first secured the teachers would seem to me to attempt to nurse and cultivate the plant at the leaf and flower, instead of at the root. Our first and chief attention must therefore be given to the teacher.”(Ryng, 2002) By discussing the work of Young, Miller and Pound, the need to solidify a consistent early years music education programme in Ireland will be addressed. In addition, considerable emphasis will be placed on how play and music learning can become interdependent when teaching a quality music education programme that not only gives children the opportunity play music but also, facilitates the music to play.
Play and Creativity: New Ideas in Art Education in Chinese Preschools

Thursday, 3rd July 15.00 - Boole 3 - Symposium

Xiao Zhang

Growing awareness coupled with unbridled imagination lead young children into a creative age. During such a time, their individuality and instincts need to be respected and potential needs to be liberated. Unfortunately, traditional art education often hinders their artistic expression.

In this presentation, I will share our experiences of renovating art education in nurseries and kindergartens in Zhuhai, China and discuss the future direction of preschool art education.

We adopt a new yet simple educational concept, that is, "Don't teach doctrine. Let children absorb knowledge casually". It is our belief that when children are immersed in an artistic environment, they are more likely to view artistic and creative activities as "games" and they express their imagination and observation through these activities more naturally and confidently.

An enriched, warm, caring, and welcoming art-learning environment can inspire children's enthusiasm and stimulate their creative desire. We thus have organised various painting workshops, clay workshops, printmaking workshops and craft workshops over the years. To maximise children's opportunity for creative and artistic expression, we have provided them with a variety of colourful materials, many of which are in fact recycled materials, and encouraged them to bravely use their imagination and abstract thinking to reorganise and reuse the materials to create their own masterpieces. In the process, therefore, we have fostered their imagination and creativity, strengthen their confidence and even improve their behaviours.

To allow my audience a better understanding of what we have done, I will show some of the art crafts created by preschool children in Zhuhai. A mini art exhibition will also be available in the poster room.
The Wonder Project

Thursday, 3rd July 15.00 - Boole 3 - Symposium

Grainne McKenna, Jacqueline Maguire, Seoidin O’Sullivan, Professor Noirin Hayes, Carmel O’Sullivan

The Wonder Project is an early years music and visual arts programme for Traveller children and their mothers from Fingal, County Dublin. Two artists – from music and the visual arts - partnered with Fingal Childcare Committee (FCCC) and Travellers Organisation (FTO) to deliver the early year’s arts programme in a community based setting in 2012 and 2013.

The Wonder Project was developed to enhance engagement and participation amongst mothers and children from the Traveller community. The project aimed to develop an accessible and creative space where parents could be supported to play, create, enquire, participate and communicate. A key question was; ‘Do the arts impact on and enhance the relationship between Traveller mother and child?’

The theoretical framework informing this paper derives from Paulo Freire’s Pedagogy of the Oppressed, in particular his notion of a horizontal learning exchange, where pedagogy was influenced so that the children, mothers and artists could explore the creative world of music and visual arts together. Other theoretical influences included elements of the Reggio Emilia’s approach where adults worked with ‘the child as collaborator’ creating a rich social/learning workshop environment, where the environment acts as the third teacher.

Evaluation of the Wonder project indicates that:
• The Wonder Project did enhance the relationship between mother and child;
• Enhanced participation and engagement occurred when mothers were playing with their children using creative methods
• The Wonder Project facilitated engagement and participation with a 'hard to reach' population

The findings of this study support the important role of the arts in the lives of parents and young children and provide guidance on how such a programme works in practice.
High quality, developmentally appropriate early childhood programs address the needs of young children who are ability- and culturally-diverse. In this workshop we will address the conference themes of Children's Cultural Worlds, specifically the sub-themes of (a) influences on early learning, and (b) cultural experiences and heritage. We will devote approximately 45 minutes to discussing approaches and strategies for including diverse learners in early childhood programs. The discussion will begin with strategies for embedding specialized instruction for young children who need assistance to fully participate in typical early childhood activities. For some young children, their participation may be hindered by limited early experiences, developmental delays, or disabilities. To meet the learning needs of these children, we will provide details on how to embed specialized instruction that is naturalistic, follows children's interests, and is unobtrusive. The strategies of enhanced milieu teaching and embedded learning opportunities will be emphasized (Dunst et al., 2001; Grisham-Brown, Pretti-Frontczak, Hawkins, & Winchell, 2009; Kaiser & Trent, 2007). Next, will discuss the needs of young children who may not participate fully in early childhood activities due to cultural styles that differ from those of the teacher and classroom culture. Drawing from research on culturally responsive teaching, we will suggest several approaches to modifying the early childhood classroom and activities, adult-child interaction styles, and instructional conversation (Tharp & Dalton, 2007; Wyatt, 2009; Yamauchi, Im, & Schonleber, 2012). In the second 45 minutes of the workshop, we will facilitate small group discussions of early childhood case studies to apply the strategies discussed in the first half of the workshop. In particular, the strategies will focus on supporting children's communication, social, and cognitive development. As a result of attending this workshop, participants will gain both knowledge and practical skills for teaching in diverse early childhood settings.
Pioneers Who Made a Difference in Learning for Young Children

Thursday, 3rd July 15.00 - ORB Ground Floor G42N - Workshop

Jean Simpson, Judith Lynne McConnell-Farmer

Three pioneers in the field of early childhood education will be discussed. They are Oneida Cockrell, Evangeline Ward, and Lula Sadler Craig. Oneida Cockrell worked in the field of Early Childhood Education from 1920 to 1969. She had multiple successes but the greatest triumph was achieved through teaching and guiding young children through their early and formative years of life. Evangeline undertook leadership roles in every organization she joined. She was the president of the National Association for the Education of Young Children (NAEYC) from 1970-1974. Her 1980-1981 term as president of the United States National Committee of the World Organization for Early Childhood Education (OMEP-USNC) lead to a seat on the Working Committee of the World Board that she held from 1982 until her death. This presentation elucidates a portion of more than 50 years during which Lula Sadler Craig taught school in Nicodemus, Kansas and wrote about her experiences in a journal. These American women were from the Southern and Midwest parts of the United States. They had a passion for learning, knowledge and made a difference in lives of generations of children, families and teachers across the world. The presenters will share information about these three pioneers based on personal interviews, investigation and research. The field will benefit from knowing about the lives, contributions, and great works of these educators.
**Créer un livre animé : littérature, arts visuels et technologie**

*Thursday, 3rd July 15.00 - ORB Second Floor 201 - Workshop*

**Danièle Perruchon**

A partir de la présentation d'un projet de classe réalisé à l'école maternelle et d'une mise en situation de création pour les participants de l'atelier, nous montrerons que la fabrication d'un livre animé est non seulement le support d'apprentissages variés mais qu'il va permettre de donner une culture commune aux élèves en lien avec les disciplines, les programmes et les préconisations du socle commun de connaissances et de compétences.

L'objectif est de donner du sens à la culture scolaire fondamentale, en se plaçant du point de vue de l'élève, afin qu'il soit capable de mobiliser ses acquis dans des tâches et des situations complexes, à l'école puis dans sa vie.

C'est aussi lui donner des occasions de découvrir directement et personnellement des œuvres de référence relevant de différents domaines artistiques, de différentes époques et civilisations; la capacité de poser sur ces œuvres un regard plus averti et plus sensible et la possibilité d'acquérir ainsi une culture personnelle à valeur universelle.

Dans le projet présenté, quelles disciplines sont concernées? Pour quels apprentissages? Quelle place dans les programmes? Quelles compétences mises en jeu? Quelles capacités, quels savoir faire et savoir être développés? Comment mettre en oeuvre cette transversalité dans la classe?

Autant de questions auxquelles nous tenterons de répondre de façon concrète et auxquelles les participants seront invités à débattre en fin de séance.

Mots-clés: création, livre animé, apprentissages, disciplines, programmes, transversalité
A wide range of data collection instruments covering a diverse range of topic areas are available for use by the early childhood researchers in developing educational practice in early childhood, but OMEP members were unable to identify any instrument directly focused upon the implementation of education for sustainable development. In this initiative OMEP researchers from 10 countries collaborated to develop a new Environmental Rating Scale for Sustainable Development in Early Childhood (ERS-SDEC). The instrument will be launched, along with an accompanying text that reviews the progress that we have been making in developing Education for Sustainable Development in Early Childhood.

Workshop participants will be invited build upon this major collaboration and to contribute towards developing an ongoing OMEP research and development strategy for Education for Sustainable Development in Early Childhood.
Positioning Technology in Early Childhood Settings

Thursday, 3rd July 16.45 - ORB First Floor 101 - Oral: Long

Marlene McCormack

Data from the Growing Up in Ireland study (2013) reports that 15% of Irish three year olds have a television or computer in their bedroom. These are the same children who can select and view their favourite DVDs at home, who can access Peppa Pig on Mum's smart phone and who can open their own Thomas the Tank folder on the family tablet. The three year olds of today are 'digital natives' (Prensky, 2005), who confidently expect immediate responses when swiping a small finger across a screen. With 65% of Irish homes having two or more televisions and over 77% having a computer (CSO, 2012), young children are born into a culture of technology.

In contrast to the home environment, the current landscape of technology in early childhood care and education (ECCE) settings for young children in Ireland is largely unexplored. Despite the pervasiveness of technology in our lives, some international research suggests that there is strong resistance from practitioners and from communities (Downes et al, 2001; Ertmer, 2005) to embrace it as a tool of learning in preschool. The role or place of technology in preschool, the relationship between technology and learning and the integration of digital literacy across the curriculum are themes pursued within the research.

This mixed methods study, located within a framework of narrative inquiry, draws on questionnaires, interviews and focus groups to explore the perspectives of practitioners, parents and children on the role and impact of technology in the early years. Attention will be paid to the ethics of the study, ensuring informed consent from adults and children, cognisant of the (DCYA, 2012) guidance in developing research projects involving children.

Keywords: digital technology; preschool children; learning
This paper will explore role of technology in young children's lives, and the influence it poses on their childhood. This paper will utilize Irish based literature and research to examine childhood using the idea of 'being' and 'becoming'. This idea believes the being views children as they are, as children. More-so, that childhood is a time of innocence and purity, and children should be supported to be children. Thus, childhood is a recognized stage of life. On the other hand, the becoming views children as mini-adults, subsequently, view childhood as a stepping stone to adulthood. Thus, the child is viewed as incomplete. This idea is based on Philippe Aries theory, whereby childhood is socially constructed. He believed children are a reflection of the society which they are participating in. Within Ireland, the age which children access technology is continuing to become younger. There is an increasing number of children engaging with many forms of technology on a daily basis. Through viewing childhood in a dualism, the sexualisation of children, their physical and emotional well-being will be critically explored and discussed with regard to technology. Subsequently, through discussing the above areas, an understanding on the role of technology within childhood can be presented.
Early Childhood Care and Education students and digital media

Thursday, 3rd July 16.45 - ORB First Floor 101 - Oral: Long

John Kane, Orla Walsh

It is recognised that enriched environments and nurturing relationships all impact on a child's development (Hayes 2010; Doherty and Hughes 2009). Traditionally, social interaction for children involved significant face to face contact with parents, siblings and extended families. This provided the child with practise in developing skills such as turn taking, non-verbal communication and acquisition of theory of mind (Greenfield, 2011; Turtle, 2012). However, since the turn of the century, digital technologies have become incorporated into the lives of children and this has generated new questions into the role of technology in children's lives (Smith, Cowie and Blades, 2011). Smart phones, computers, social networking sites, digital TV and the internet have significantly changed the way children communicate and socially interact. Are there consequences for development if children are spending increasingly more time with the above mentioned media at the expense of face to face interactions?

Whilst there is a growing international literature regarding the influence of these technologies on developing minds, it is important to examine this topic in an Irish context. As lecturers on a BA in ECCE in the north west of Ireland we teach developmental psychology to students who are training as early years professionals. In this paper, we examine relevant literature, and discuss the influence of digital media both on our students and for the children in their care.

Keywords: Digital media. Early Childhood students. Child development.
Let's play/pléigh*!

Thursday, 3rd July 16.45 - ORB First Floor 156 - Workshop

*Kate McCarthy

In the epilogue to their book, Imagination and play in the electronic age (2005), Dorothy G. Singer and Jerome L. Singer pose the following question: "How can parents and other adults continue to stimulate a child's imagination?". Through a series of drama-based activities led by the facilitator, participants will engage in a practical exploration of this question. The workshop aims to draw on the participants’ experience of play-based activities in the early childhood setting and offers an opportunity to share ideas and approaches.

*Pléigh- an Irish word meaning discussion
Early Child Bilingual Education in Brazil: teacher development programs

Thursday, 3rd July 16.45 - ORB First Floor 144 - Oral: Long

Rita Ladeia

The aim of this presentation is to analyze how Content and Language Integrated Learning (CLIL) has been applied to the Brazilian Early Child National Curriculum in bilingual education settings all over the country, and how the experiences provided by the schools can influence on early learning.

Our data has been gathered for the last two years. Fifty bilingual schools from different areas in Brazil have been selected for the first part of this research, in which curricula were analyzed. In the second part of the project, we have selected five schools to focus on.

Considering the principles of CLIL and the language benchmarks established by the Common European Framework for Languages, we have been studying how teachers understand the relationship between language and content, how they understand language itself, and how they understand teaching very young learners.

Because Brazilian teachers belong to a course book biased culture, we have been studying the influence of course books into teachers' class planning as well as the consequences of this influence. How teachers negotiate meaning by means of classroom discourse is also a focus.

Finally, we will present the results of a teacher development project that focuses on the preparation of teachers to work in early child bilingual education programs in which CLIL is taken as the fundamental approach. We will focus on the development of teacher education programs that aim at helping teachers understand the influences of bilingual education for early child learning and create better learning opportunities to their students.
Teaching three languages to kindergarten children in a trilingual context

Thursday, 3rd July 16.45 - ORB First Floor 144 - Oral: Long

Diana Lee, Nirmala Rao

Implementation of a bi-literate and trilingual educational policy in Hong Kong after the transfer of sovereignty from Britain to China has led to the teaching of Cantonese, English and Putonghua in kindergartens. This paper considers how trilingual education is effected in kindergartens and the factors that contribute to pedagogical practices.

Five kindergartens were purposely selected to represent the range of kindergarten provision in Hong Kong. One class for 4-year-olds in each of these kindergartens was observed for five consecutive days with observations taking place for three hours per day in each classroom. Lessons in the three different languages in each kindergarten were videotaped. Each language was taught by a different teacher, usually a native speaker of the language, in each of the kindergartens. An adapted version of Communicative Orientation of Language Teaching (COLT) Observation Scheme (Spada & Frohlich, 1995) was used to code teaching practices and all 15 teachers (5 kindergartens x 3 teachers) were interviewed in individual sessions to gain more information about their beliefs and practices relevant to language teaching.

Analyses indicated that (i) teaching of the three languages is strongly influenced by textbooks and is theme-based; (ii) Cantonese teachers focus on sentence patterns, thematic content, and imparting moral values; English teachers focus on form over meaning in their teaching and they use more games and songs than teachers of Cantonese or Putonghua; Putonghua teachers align their thematic units to the Cantonese ones, and teach similar vocabulary as the Cantonese teachers, but they teach more rhymes and Chinese poems than do Cantonese teachers; and (iii) All teachers believe in a child-centered approach to early language education but did report using didactic methods. The influences of the socio-political context, parental expectations, characteristics of the taught language, and teacher characteristics on language pedagogy are discussed.
SHOULD I FEEL FEAR? – ROLE OF ADULTS IN EXPLAINING THE WORLD

Thursday, 3rd July 16.45 - ORB Ground Floor G46 - Oral: Long

Eleonora Glavina

An early age child perceives the world through the meaning given by an adult especially the one who is the most emotionally bonded with. Thus, the adult is, in fact, a mediator of stimulus from the child’s environment which is specially seen in situations that cause the child’s insecurity. For example, if there is a sudden, unfamiliar noise, the early age child will react the same as the adult person, based on his reaction. Parents are familiar with this behaviour, but the question is how a child reacts in conditions of institutional environment, i.e. kindergarten group.

In order to answer this question, the experiment was made on the basis of observation how children react after they hear a metal bawl used for eating, dropped on the floor which makes an intensive sound, the very common event. The kindergarten teacher was told to react sending the children verbal and nonverbal message of serenity and control of the situation. Results have shown that most children up to three years of age notice the teacher’s calm reaction and afterwards continue their activities without showing any signs of agitation. After the age of three years, children mostly rely on their own perception and show curiosity looking for reasons of noise.

Children of early age in institutional environment rely on a teacher with aim to understand the meaning of an event witnessed. It is very important to learn the mechanism of transferring the emotional message. On its quality depends the atmosphere in kindergarten group which is precondition for comprehensive learning.

Key words: early age children, emotional bond, meaning of stimulus from environment, atmosphere in kindergarten group
A wide body of research has documented the relationship between child-rearing practices and child developmental outcomes. While questions remain as to whether authoritarian parenting has the same adverse effect on Chinese children as it does on children in western countries, there is no doubt that Chinese parents emphasize academic achievement and behavioural control. Indeed, Chinese children’s relatively high performance in cross-national studies of academic achievement has been attributed to Chinese parental beliefs and practices. Further, behavioural regulation plays a critical role in young children’s successful transition to school and predicts children’s later cognitive and academic achievement.

Against this background, this study investigated relationships among child-rearing practices, behavioural regulation, and early learning. A total of 180 children (89 boys), ranging in age from three to five years and their parents (mainly mothers) from Tianjin, China participated in this study. All children attended kindergartens and were assessed on their behavioral regulation and receptive and expressive language skills at the beginning and end of the academic year. The school readiness of all 5-year-olds was also assessed at the end of the academic year. All parents completed a questionnaire on their parenting practices and beliefs.

Results indicated that families’ socio-economic status was significantly associated with children’s behavioural regulation skills, language skills and school readiness. Children of parents who engaged regularly in socio-emotional caregiving activities (e.g., reading and playing) showed significantly higher levels of language and school readiness skills than children from other families. At the same time, behavioural regulation was found to mediate the path from parents’ child-rearing practices and children’s early attainment after controlling for demographic variables. Theoretical and practical implications of the findings will be discussed.
**Children learning motivation in different education models**

*Thursday, 3rd July 16.45 - ORB Ground Floor G46 - Oral: Long*

**Ewa Lewandsowska**

One of principle key competences of human being is ability to learn. To make learning possible the necessary elements are motivation and confidence of one's self-abilities. (2006/962/WE). Attitude, emotional attitude, approach to complete certain tasks, motivation create in certain situations a certain behavior pattern. Positive attitude – motivation to act is necessary condition to begin learning process. When activity undertaken by a child ends with success then satisfaction understood as making feeling of authorship originating from own efficiency allows to experience autonomy which plays fundamental role in building self-determination. We deal with retroaction: positive motivation stimulates will of undertaking action which ends up with success and strengthens motivation (Deci & Rayan, 2000).

Subject matter of divagation will be motivation problems and feeling of authorship in five year old children who finish preschool education. Attitudes of children, their motivations and felling of authorship were studied five different task situations related to: self-care activities, play, movability activities, manual competence, visual memory. Studies were completed as part of obligatory preschool diagnosis of children finishing preschool education. As long as there is evidence that children motivation differs education preschool models (Andrzejewska, 2013) research was conducted in three different types of institutions: public preschools with traditional program, preschool sections of primary schools and public preschools which carry on concept of Dalton education. Research results will be shown during presentation.
Mathematics pedagogy for children aged 3-8: Principles and practices

Thursday, 3rd July 16.45 - ORB GroundFloor G42N - Oral: Long

Liz Dunphy

Arising from a review of the literature on mathematics in early childhood and primary education (children aged 3-8) commissioned by the National Council for Curriculum and Assessment and carried out by Dooley, Dunphy, & Shiels two reports will be published in 2014. This paper presents a discussion of some of the key findings in relation to pedagogy and practice in early education settings.

The review identifies important principles which underpin the features of good mathematics pedagogy for young children (Anthony & Walshaw, 2007; National Research Council, 2005). One set of principles focuses on people and relationships, and the learning environment. A complementary set focuses on learning. Through combining these, we identify a comprehensive account of the features of good mathematics pedagogy. The review indicates that early childhood educators need to use a variety of practices and materials to support children’s mathematical learning. The role adopted by the teacher is viewed as crucial. The teacher enables the learning to take place by structuring the environment and involving children in a variety of learning experiences (e.g., Pound, 1999). A high degree of direct adult engagement and strong guidance is implicated in this definition, and such engagement is particularly necessary in relation to mathematics learning and teaching (e.g., Ginsburg et al., 2005). Successful educators build on children’s interests and experiences by engaging in a wide range of teaching practices to support mathematical understanding, and these are identified and discussed. We have also identified five overarching meta-practices that are essential in promoting mathematical thinking and understanding, and which are important in helping children towards achieving mathematical proficiency.

Key words: Early mathematics, pedagogy, principles, practices, meta-practices.
This research has been performed for examination of affect on belief and self efficacy of preschool teachers about mathematics education on the math skills of 48-60 months old children. Three separate data collection tools were used in the study. The study population is 48-60 months children who are attend to an independent National Education Ministry nursery school of Ankara Province, Cankaya Town in 2012-2013 education year. The study aimed to reach all of the population. There are 10 state-funded kindergarten in Ankara Province, Cankaya Town. The study aimed to reach all of the population. But, because of two schools’ adaption were not possible among these schools, 8 independent kindergartens were subjected to the research. Data of 20 teachers and 371 children who are between 48 and 60 month and attend to the preschool education institution were collected.

In the research, "The General Information Form", "The Beliefs Scale of Pre-School Teachers for Mathematics Education", "TEMA-3 Early Mathematics Ability Test" and "The Self-Efficacy of Scale Pre-School Teachers for Mathematics Education" were used in order to get information about children and their families. After the analysis of math skills of 48-60 months children, faith and competencies of preschool teachers for mathematics education, and what extent predicted by demographic features of teachers and children; it was determined that respectively the level of teachers' beliefs for the appropriate age for mathematics education of the preschool period were significantly predicted by age ranges of children, mothers' education level, previously attend pre-school education institution status, gender, father's education level, teachers' level of education, teachers working period in the institution and mothers' working status for the math skills of children.

Key Words: Preschool education, math ability, early mathematics education, preschool teacher.
The action research of math activities to promote the development of children's spatial perception

Thursday, 3rd July 16.45 - ORB GroundFloor G42N - Oral: Long

Huinan Wang

For young children, the development of spatial localization capability is a prerequisite for children to adapt to the environment. Almost all young children's activities related to spatial location in daily life, such as where certain things, how to get to certain places, which are closely related and spatial orientation. A planned training of spatial capability for children can promote the development of spatial perception ability. Furthermore, an appropriate spatial education could help young children to be adapted to the surroundings well and improve their overall quality from an early age.
Child Voice: A "Right" in Irish Education

Domnall Fleming, Mary Horgan

Child voice refers to the inclusion of children in decisions that shape their experiences and is fundamental to a rights-based perspective that facilitates children in having a "say" in their education. Child voice is central to learning and pedagogy in the interaction between the child and teacher and is essential to the development of pre-figurative democracy. However, the resonance of the voice of the child in pedagogy and decision-making has been obscured, in part at least, by neo-liberal, instrumentalist and utilitarian rationales that focus on performativity.

Grounded in a sociocultural perspective and drawing on the research of Fielding, Ruddock, Cook-Sather, Mitra, Devine among others, this paper positions the concept of child voice within three theoretical frames: as the voice of the child in the classroom within a sociocultural framing that views learning and pedagogy as social constructivism; within a social constructionist frame as critical pedagogy, dialogic consultation and right, and through a post-structural lens within a discourse of power and inequality.

The scaffolding to support child voice is in place in Irish education and the imperative is compelling. The United Nations Charter on the Rights of the Child (UNCRC, 1992) laid the foundation while the National Children’s Strategy (2000) and the Children Referendum (2012) added further building blocks to this project. However, these have been compromised by the imposition of curricular and assessment constructs in schools that shape and curtail the development of the child as agentive participant.

Drawing on empirical evidence from a range of sites, it is argued in this paper that the effect of curriculum and examination, as the site of contestation, creates an inverse relationship between age and agency as children progress from pre-school towards the completion of post-primary education.
**What Influences Young Children to behave as Researchers?**

*Thursday, 3rd July 16.45 - ORB Second Floor 202 - Oral: Long*

**Jane Murray**

In recent years, interest has gathered concerning children as researchers but this has tended to focus on adults' agenda and older children. The Young Children as Researchers (YCaR) study explores the daily activities of young children aged 4-8 years from a 'new' sociological perspective; in this way, young children are viewed as competent agents in establishing whether or not their everyday behaviours might count as research. Conducted in England, the YCaR study conceptualises ways in which young children aged 4-8 years are researchers and may be considered to be researchers in their everyday contexts. Influences affecting the children's constructions of knowledge as researchers are explored within the study: the findings concerning those influences are the focus for this paper. The YCAR study is driven by a value orientation shaping participatory, inductive and emancipatory approaches. Plural paradigms, a 'jigsaw methodology' and multiple methods promote participants' primacy: 138 children aged 4-8 years participated, joined by their practitioners, families and professional researchers. Whilst the study complies with BERA guidelines, its ethical protocol is further secured by its value orientation. In the initial stage of the study, participating professional researchers identified a framework of 39 research behaviours presenting in professional research engagements. Following the capture as data of young children's daily activities at home and at school, the Research Behaviour Framework was applied to that data in participatory analysis, meta-analysis and interpretation. Findings reveal participating children's active engagements in research behaviour and disclose the key influences affecting – and effecting - those behaviours. These influences comprise a set of nine epistemological factors presenting in young children's naturalistic behaviours to support their early learning.

Key words: young children as researchers; epistemological factors; influences on early learning; jigsaw methodology; participatory research; young children's agency.
Influences on Early Learning: A Dynamic Dance

Anna Rose Codd

‘Influences on early learning’ is a dynamic dance of play and work and we question ‘who leads the dance?’ In today’s early years’ environments, the pendulum is swinging towards a ratio of 50:50 of adult- and/or child-led as the concept of an emergent curriculum dominates. The Core Curriculum for Pre-School Education in Finland 1996 (in Turunen, Uusiautti and Määttä, 2013:297) posits a view of childhood as ‘having intrinsic value within the human life course’ while an Oireachtas report (2012:3) emphasises the importance of early years’ education to a ‘smart economy’.

Early years’ curricula are often contentious. Soler and Miller (2003:57) argue they become ‘sites of struggle’ as the content/context of learning is negotiated. Practitioners endeavour to encourage and create ‘meaningful experiences’ through play. The discussion is moving centre stage as the landscape of early years’ education and care is in flux as policy makers and early years’ practitioners strive to shape early childhood curricula, providing quality learning experiences for all preschool children. Influences from rich curricula, viz. Te Whāriki (NZ) and Reggio Emilia (Italy) on Irish frameworks: Síolta:2006 and Aistear:2009, pose challenges and opportunities as we venture into an era of reconceptualising childhood and childhood learning.

What is important, Hayes (2013) argues is our ability to articulate influences on our particular pedagogical approach. If early years’ environments are to improve and enrich young children's life experiences (Síolta, 2007), early years’ practitioners and policy makers must adopt an approach that works with and supports all children's learning within a ‘pedagogy of relationships’ (Rinaldi, 2005). Who leads the dance should be an ongoing process of collaboration and negotiation, underpinned by knowledge, experience, motivation and engagement of all stakeholders.

Keywords: Play, curricula, experiences, children, learning, practitioners
The teacher's role in children's early literacy learning: Reflections on research in New Zealand early childhood settings

Thursday, 3rd July 16.45 - ORB First Floor 145 - Oral: Long

Claire McLachlan, Alison Arrow

The role of teachers in supporting children's literacy prior to school entry is a topic of growing interest internationally, as research suggests that children with 'literate cultural capital' on school entry develop conventional literacy more readily and have a smoother transition to school learning than those who have not experienced rich literacy learning experiences in early childhood (NELP, 2008; Tunmer et al., 2013). This paper will report the findings of two studies in low SES early childhood settings in New Zealand which were designed as professional learning interventions for teachers, aimed at increasing both teachers' literacy knowledge and practices and children's literacy outcomes. The first quasi experimental study involved five childcare centers in low SES areas and used professional development workshops and pre and post testing of children's literacy knowledge (McLachlan & Arrow, 2013). The second study involved two kindergartens in low SES areas and involved a more intensive coaching and guiding strategy of professional learning, along with pre, mid and post testing of children over a longer period of time (McLachlan, Arrow & Watson, in press 2013). The results of both studies suggest that raising teachers' awareness can change teachers' pedagogies and increase children's interest in literacy, but this may not significantly change children's literacy outcomes. A further study involving Ministry of Education funded professional learning in 2014-15 in low SES settings will be discussed. The implications for policy, curriculum and further research into the influences on children's literacy learning in early childhood will be explored in this session.
Teaching and Learning through Children's Writing

Thursday, 3rd July 16.45 - ORB First Floor 145 - Oral: Long

Nancy Merryman

Writing with young children captures children's unique interests and their perspectives on their environment. It supports individual identity and can also be employed to build a sense of community. Attention to writing, however, is often limited to creating a print rich environment with various charts, practicing letter formation using worksheets, and occasionally providing a writing center to comply with environmental assessment requirements.

This session is designed to convince participants that intentionally planning for more classroom writing will benefit children's oral language development, improve classroom organizational procedures and support self-regulation, invigorate dramatic play, entice children to choose and cooperatively interact in a writing center, and enhance active engagement in both small and large group scenarios designed to record children's ideas and provide developmentally appropriate writing instruction. Activities can be designed that help young children understand what writers do and how they do it and to help children identify personal preferences for writing styles. Samples of children's responses to writing endeavors will be shared. Choosing and using culturally diverse contemporary picture books as "mentor" texts will be discussed.

Far more than just an element of early literacy, writing can become a component for meeting children's needs in each developmental area—physical, social, emotional, cognitive, and creative.

Drawing on work from Reggio and Portugal as well as on notable contributions by individuals such as Paley, writing can become one of the most enjoyable and meaningful ways to elicit children's ideas, understand their thinking, and foster child-child and child-adult relationships. Writing can be the tool adults use to interact sensitively with each and every child.
Chinese Parents' Beliefs and Home Literacy Practices in Hong Kong

Carrie Lau, Nirmala Rao

This study examined Chinese parents' beliefs and practices relevant to English language learning in Hong Kong. Sixty-five parents (52 mothers) of children (42 girls) who attended the final year of kindergarten (K3) in four districts that varied in terms of median family income participated in the study. They completed questionnaires which tapped their beliefs about English language learning and their home literacy practices (e.g., frequency of reading, number of books at home). Results indicated that there was a correlation between kindergarten district and family income. In the sample, 38.5% of parents reported speaking as the most important skill and 58.5% of parents rated writing as the least important skill to learn in the early years when ranking across the four aspects of the English language (i.e. speaking, listening, reading and writing). There were no significant differences across SES groups in these rankings. However, there were significant differences in home literacy practices as a function of SES. Parents in the higher SES group reported reading to their children and teaching print-related skills in the home significantly more frequently than their lower SES counterparts. Implications of these findings to enhance parental involvement in education will be discussed.
**Home influences on executive function in preschoolers**

**Thursday, 3rd July 16.45 - ORB Second Floor 220 - Oral: Long**

**Rhoda Wang, Nirmala Rao**

Executive function (EF) which includes working memory, attention, and inhibitory control is an important learning-related skill which affects children's school readiness and academic achievement. Chronic exposure to poverty is predictive of young children's performance on measures of EF. Against this background, this study examined the relationship between family income level and the early development of EF among young children in Hong Kong. Two districts which differed in median monthly household income were chosen so that participants with contrasting family background could be recruited. One kindergarten was randomly selected from each district. In individual sessions, 47 children (M = 60 months) were assessed on their EF skills and on Language, Pre-academic and Cognitive development using the Hong Kong Early Child Development Scale (HKECDS) when they were in the second level of kindergarten (K2) and again (n = 45) when they were in the third level (K3) (M = 72 months). In addition, teachers rated children's EF and developmental level when children were in K2. Results indicated that teacher reports of children's EF and developmental level when they were in K2 significantly correlated with direct assessment of children's EF, r = .585, p < .01, and with the HKECDS, r = .717, p < .01. Children from higher income families demonstrated significantly higher EF when they were in K2 than children from other families. However, these differences dissipated by K3. This may be because (i) the Hong Kong early education context wherein schools follow a rather academic curriculum; (ii) Chinese literacy teaching, an important part of the kindergarten curriculum, requires considerable attention, inhibition and working memory skills; and (iii) the government's relatively stringent regulations for licensing ensure preschools demonstrate an acceptable level of quality. Other possible reasons for the findings are also discussed.
Growing Child: Educating Parents Developing Children

Thursday, 3rd July 16.45 - ORB Second Floor 220 - Oral: Long

Mary Walker Callaghan

The paper presentation will address the theme - influences on early learning - by outlining the international research on child development and the evidence-base of best practice models of parenting interventions aimed at supporting parents to promote child learning and development. Educational research has for decades consistently demonstrated that the foundations for learning are constructed in the earliest months and years of life when human brain development is most rapid and when synaptic patterns that organize and structure learning are formed. The research confirms that the two most important variables influencing child early learning are (1) the nature of a child’s relationship with its parent/care-giver and (2) the quality of the home-learning environment. Increased knowledge about the factors influencing childhood learning and development has made parenting an important topic in scientific, educational and policy research and supporting parents is now an international imperative embedded in the UN Convention on the Rights of the Child. Many policy makers now look to parenting support, particularly targeted provision aimed at the parents of ‘at risk’ children, as an important preventive social intervention aimed at reducing the economic and social costs of poverty and inequality and improving learning outcomes for children. Developing the optimal conditions for early childhood development is viewed by many as ‘one of the best investments a country can make if it is to compete in a global economy based on the strength of its human capital’ (Moreno & van Dongen 2007) and these optimal conditions include (1) integrating learning with all aspects of child care and (2) enhancing the pedagogical role of parents.

The presentation will draw on the practice experience of the Lifestart Foundation, a charitable body with 25 years’ experience in the delivery of quality parenting education and family support.
Resisting the caricature within the global 'new politics of parenting': embracing diversity and engaging with parents in poverty to support children's learning

Donald Simpson

This presentation will point to the global rise of neoliberal ideology and an associated 'new politics of parenting' which discursively constructs parents in poverty and their parenting practices as a cause of, but solution to, child poverty. This has allowed for Early Childhood Education and Care (ECEC) to become a key global policy lever in the remediation of child poverty – for instance, though 'supporting strong parenting'. Adopting a neo-pluralist framework the presentation considers uptake of this global social policy locally via interviews with ECEC practitioners across 3 geographical areas of England. Sponsored by the British Academy the qualitative research from which data is drawn has explored pre-school practitioners' engagement with expectations about role within UK poverty policy and any points of resistance. Practitioners involved adopted a majority and minority construction of child poverty with each position differing in regard to attribution of cause, blame and responsibility for the condition. The relationship between the morality pervading these two very different positions and the shaping of on-going engagement (or not) between respondents in the study and parents in poverty will be discussed. In particular, the majority of practitioners shared 'the new politics of parenting's' caricatured view of parents in poverty as a 'problem'. But this shaped a condemnatory morality which acted to restrict practitioner engagement with parents in poverty. As such, the need to challenge this global discourse and to possibly counter it via poverty proofing toolkits in the pre-school sector will be critically considered. The presentation will also briefly consider the extension of the research project discussed, both within England and to the USA via a grant from the Society for Educational Studies.
En pleno siglo XXI, donde la tecnología nos invade en diversos ámbitos nos enfrentamos a un fenómeno del cual nuestros niños/as no quedan exentos. Al respecto, diversos autores tales como Haugland (2000) destacan que las tics son una valiosa herramienta para el aprendizaje de párvulos, pero que a pesar de los beneficios que éste pueda tener, ellos/as requieren del acompañamiento del adulto para poder así lograr nuevos aprendizajes por medio de la tecnología.

Somos espectadores de la aparición de una generación llamada "Nativos Tecnológicos" y la práctica muestra cómo ellos/as se ven especialmente atraídos hacia las experiencias de aprendizaje que involucran el uso de TICs. Las percepciones de las educadoras de párvulos respecto de esta realidad son variadas, ya que existen quienes sostienen que la exposición libre de los niños/as al mundo tecnológico provoca en ellos una disminución en el desarrollo de ciertas habilidades, pero también surge la percepción de que este contacto con las tecnologías, impone al educador, la obligación de integrar a su currículum el uso de TICs, de manera que el párvulo viva experiencias de aprendizaje significativas.

Esta investigación pretende conocer el fenómeno desde la perspectiva de quienes lo viven como principales protagonistas, los párvulos, quienes indicarán cuál es su mirada y el grado de interés que poseen respecto de sus experiencias de aprendizaje con y sin el uso de TICs. Los resultados arrojados por este estudio, serán el sustento que requieren las educadoras para planificar experiencias de aprendizaje que se ajusten a lo que el niño/a del siglo XXI requiere, incorporando la tecnología de manera innovadora y planificada.
**Hacia una inclusión acogedora para los niños y niñas de familias inmigrantes**

Loredana Ayala

La cultura chilena está inserta en una nueva forma de ver e interpretar la realidad que vive. Nos referimos al fenómeno de la globalización que, es lo que marca nuestro sentir y actuar, ya sea educativo, social o político. El arribo de personas de otras nacionalidades y la nueva forma de interrelacionarse con otras culturas, son asuntos que están comenzado a generar tensiones en el diario vivir de la comunidad nacional y dando lugar a incipientes debates.

Comprender como se da y se desarrolla el fenómeno de la interculturalidad en el ámbito educacional, no sólo implica una explicación sobre cómo se adapta un individuo a una nueva cultura. Si bien es cierto que han existido avances y progresos en la aspiración a una educación intercultural, aún hay temas pendientes que son inapalzables dada su urgencia.

La investigación desarrollada, trató de dar respuesta a las preguntas: ¿De qué manera perciben los agentes educativos del jardín infantil donde trabajan, lo que significa la inclusión de la alteridad (intercultural) acogedora y hospitalaria, con respecto a las familias de los niños y niñas provenientes de países de Latinoamérica? ¿Cuáles son los desafíos pedagógicos que enfrentan para desarrollar una inclusión intercultural acogedora y hospitalaria?.

Se desarrollaron entrevistas semiestructuradas y observaciones en el aula para dar respuesta a estas interrogantes. Los resultados plantean la necesidad de profundizar en esta temática para seleccionar las mejores estrategias que permitan una inclusión hospitalaria y acogedora. Se propone un nuevo ethos de la alteridad que permitiría desarrollar pedagogías, procesos y estrategias desde, por y para la diversidad.

Palabras claves: pedagogía de la alteridad, interculturalidad, educación infantil, hospitalidad, globalización, inmigración.
Estudio de Caso: Lectura y Escritura en Educación Inicial a través del uso de TICs

Thursday, 3rd July 16.45 - ORB GroundFloor G38 - Oral: Long

Sabrina Devia

El sistema educacional chileno, ha comenzado a innovar frente a la necesidad de mejoras en cuanto al proceso de enseñanza-aprendizaje. El gobierno, representado por el Ministerio de Educación, ha dispuesto planes y programas que se actualizan en virtud de las nuevas demandas y necesidades de los estudiantes y sus familias, siendo éstos basados en los Objetivos Fundamentales y los Contenidos Mínimos Obligatorios. Por su parte los establecimientos educacionales emplean innovaciones en cuanto a didáctica, estrategias y recursos a utilizar, a modo de mejorar los aprendizajes de sus estudiantes.

La presente investigación es un estudio de caso múltiple que da cuenta de la realidad que viven cuatro establecimientos de la Región Metropolitana de Chile, que se encuentran innovando en cuanto a la enseñanza de la lectura y escritura en segundo nivel de transición, a través del uso de TICs. Gracias a la información que brindan Educadoras de Párvulos, observaciones de aula y la revisión de documentos técnico pedagógicos, se estudian las estrategias y se da cuenta de un análisis, el que permite dilucidar incongruencias entre la información que se obtiene, destacando mayoritariamente poca claridad por parte de los informantes en el modelo de enseñanza de la lectura y escritura que implementan, como así también el uso de TICs como un medio de motivación y no como un recurso de aprendizaje.

Descriptores: Alfabetización Inicial; Lectura y Escritura; Tecnologías de la Información y Comunicación en Educación Parvularia
**Protección de la Madre Tierra**

*Thursday, 3rd July 16.45 - ORB GroundFloor G38 - Oral: Long*

**Jocelyn Uribe Chamorro, Verónica Romo**

El proyecto consistirá en una indagación de estrategias de protección del medio ambiente provenientes de las culturas originarias de América; desde esta perspectiva, se intentará enfatizar en la sabiduría de los pueblos originarios de los países cuyos habitantes han inmigrado a Chile, pero sin dejar fuera a las otras culturas. Efectuada esta indagación se generará un plan de trabajo, en el cual serán incluidas las propuestas de cuidado del medio ambiente desde la mirada de las distintas culturas, atendiendo de esta forma a la diversidad humana. El plan será aplicado por las estudiantes en práctica profesional de la carrera de Educación Parvularia de la Universidad Central de Chile; previo a ello, se desarrollarán talleres y actividades de socialización de la propuesta con todos los integrantes que forman parte de la comunidad educativa: niños /as, familias, equipo de trabajo y comunidad próxima, a fin de retroalimentar el proyecto desde los consensos y opiniones de estos agentes, e involucrarlos activamente en su desarrollo. Con la finalidad de evaluar su impacto, se indagará en las actitudes de los niños /as, sus familias, el equipo de trabajo y la comunidad próxima, en cuanto a las capacidades de efectuar inclusión real de las diversas culturas en el cuidado y protección del medio ambiente, valorando de esta forma la sabiduría de los pueblos originarios y el aporte que desde sus diversas miradas pueden efectuar.

**Objetivos:**
- Recuperar la valoración de la sabiduría de los pueblos originarios de América en relación con el cuidado del medio ambiente.
- Generar una actitud de respeto y valoración de la diversidad cultural de América.
- Generar una cultura inclusiva y de respeto a la diversidad en los centros participantes.
Clare Nolan

In my PHD study immigrant children and parents will be invited to share their stories and experiences of immigrant family life in Ireland. Parents and children will be offered the opportunity to outline their experiences of moving to Ireland. From a socio-cultural view my paper explores the "the cultural nature of everyday life" for such immigrant families (Rogoff, 2003: 9). It is hoped that their stories will highlight the various family structures and traditions they hold, as well as the changing roles of both men women and children within such families. Devine, (2011) outlines that "the perspectives and voices of those who are most 'othered' or at risk of marginalisation need to be heard. This is especially the case with children" (Devine, D., 2011, in Darmody, 2011:viii ). Ireland is and has been demographically and culturally diverse, but never more so than during the "Celtic Tiger economic boom in the late 1990's and early 2002's when Ireland experienced an "extraordinary increase in inward migration" (Murray & Urban, 2012; Devine, 2011). There have been "numerous studies conducted in Ireland on the economic impact of immigration, but less attention has been given to how key institutions within the Irish state have responded to and coped with immigration, nor how immigrants themselves have adapted to Irish structures and systems" (Devine, 2011:1). While there has been intense levels of immigration, there is still an absence of "comprehensive research, data and analysis on migrant children in Ireland" and a "narrow focus of much media and public debates involving migrant children, suggest that certain assumptions are made about who migrant children are and what roles they play in Irish society" (Ni Laoire, et al., 2009:19). This study will explore who these immigrant children are and what roles they play within their family.
**Maternal Identities and Early Years services: the Private-Public Threshold**

*Thursday, 3rd July 16.45 - ORB Second Floor 255 - Oral: Long*

**Sheila Garrity**

This presentation is based on recent doctoral research carried out within Ireland. The study explored the nature of relationships between practitioners and parents within the Irish early years sector. While the doctoral thesis presented key findings in a number of areas, this presentation focuses on the following: the concept of trust, constructed as enigmatic within these developing relationships; the interdependent, responsive nature of the relationships; the concept of 'micro-communities' wherein parents, children, caregivers actively create a sense of belonging, validation, esteem building, facilitating support networks and wider community links; and finally, building on the previous findings, the concept of an evolving maternal identity, suggesting temporal, functional and developmental aspects of these relationships.

Irish society has experienced a significant paradigm shift in regards to familial economic and social behaviours. In less than one generation, Ireland has evolved from a traditional male breadwinner model of economic activity to one where maternal income is now relied upon in many homes for financial security. This change has also affected the manner in which the care needs of families are now met, in particular, how families provide for the care, socialisation and early education needs of young children. Our understanding of the role of ECEC services and particularly, early years practitioners, in supporting families through these significant transitions is enhanced through these research findings.

The research project took an exploratory approach to the field work, employing an ethnographic methodology, underpinned by a social constructionist epistemology to investigate these under-studied relationships. The research findings were analysed through the theoretical lens of the Ethic of Care. The presentation will reflect this analysis along with perspectives informed by key literature from various areas relevant to this study.

**Key Words:** Maternal Identities, Trust, Responsive Relationships, Micro-Communities, The Ethic of Care, Ethnography
Adopted Children in the Swedish Preschool

Thursday, 3rd July 16.45 - ORB Second Floor 255 - Oral: Long

Eva Ahlin

Society plays a major role in creating families through adoption. Most adopted children in Sweden are adopted from abroad. The main goal behind intercountry adoption is to bring together orphans and loving people, who have the desire and the ability to care for them as parents. Every adoption must be in the child’s best interests.

All adopted children have early in their lives been exposed to the trauma of being separated from their biological parents. They have also lost their relatives, their orphanage, other children, different smells, sounds, voices, their original language and country. All children, who have been adopted, are children with different experiences. The beginning of the child’s life is like a book, where the first pages are missing.

That many children are seriously affected in their emotional development is a natural effect of early abandonment and a deficient trust, that adults remain as love objects and care-takers. Children, who early in their lives have learnt, that adults can disappear and who furthermore partly have grown up in an understimulating environment, often show large emotional inability in their behaviour.

The child’s possibility to become more secure in the new family is above all dependent on the parents’ ability to bring about security, love and acceptance of the child’s reactions. Parents’ sensitivity, predictability and trustworthiness are crucial for the attachment child-parent.

To start preschool is a big event for all children. For the adopted child who has had several separations and has lived in an orphanage, the start can be a reminder of being abandon. To leave the parents can be very frustrating. The capacity of the teachers to understand the child’s vulnerability and to help the child to develop a secure and reliable relation to them is very important.
Learning Identity

Thursday, 3rd July 16.45 - ORB First Floor 132 - Oral: Long

Steve O’Brien

This paper emerges from a bigger research project on Learning, due for book publication in 2014. The project involves ethnographic studies of 5 global educational projects; its purpose to illuminate the question, ‘what is learning and how does it work?’ In this particular paper, I speculate how a particular school community shapes (and is shaped by) notions of identity. I also begin to question how a child learns an identity and how this might influence his/her learning character. The school site itself sends out unique ‘identity signals’. As the only mixed-gendered, multi-denominational, Irish-immersion language primary school in Ireland (ages 5-12), the signals are both complex and varied. Learning identity in the classroom is also engaged through a critical reading of these signals made visible by the ethnographic lens. Parents and pupils present ‘who we are’ to the reader via qualitative enquiry and visual representations. Personal identity (who one becomes) is shown to be shaped by the mediation of socio-cultural factors (that perform upon us) and individual factors (that we perform upon ourselves). In this way, individuality is not in opposition to group identity; on the contrary much of identity work is done by the pupils themselves, but so too with others. In this way, individuality connects with the social, finding its tracks at different times and contexts. Moreover, as learners we are all in a constant state of ‘becoming’.
Peer Relationships as the process and Outcome of Collaborative Classrooms: Evidence from an International Study

Thursday, 3rd July 16.45 - ORB First Floor 132 - Oral: Long

Janbee Shaik

Relationships with peers constitute an important development context for children. There is strong evidence that peer relationships contribute to children's happiness, their social, emotional & intellectual development and their general wellbeing. Research suggests that children who show low levels of peer acceptance and social competence are at risk for dropping out of school, juvenile delinquency, and adult criminal behaviour. From associating with companions, children acquire a wide range of skills, behaviours, attitudes and experiences that influences their adaptations in their life span. Relations with peers affect social, emotional and cognitive functioning beyond the influences of family and neighborhood.

Given the significance of peer relationships and the context of widespread concerns worldwide over the schoolification/pre-primary trend in early childhood education including India and England the study explored the perceptions and practice of early childhood educators embedded in their socio-cultural contexts. Using qualitative and ethnographic approaches and Socio-Cultural Historical theoretical perspectives the study explored how the perceptions of the educators translate into the practice influenced by the 'cultural' contexts of the setting. Findings indicate that although educators across the settings prioritize peer relationships and children's social and emotional development their practice is largely influenced by overarching cultural contexts. Along with issues of peer culture and school culture; the study argues that transformative curriculum which recognizes the Socio-Cultural and Collaborative nature of learning facilitates embedded and organic peer relationships as opposed to child-centered nature of peer relationship inherent in competency based curricula underscored by 'Sequential Developmentalism'. The theoretical, policy and practice implications are further explored.

Keywords: Peer relationships; Socio-Cultural Approach; International and Comparative Research; Teacher's roles; Qualitative research; Ethnography.
The Mediator/Moderator Effect Of Self-Efficacy On The Relationship Between Attachment Styles and Prejudice

Irem Öztürk, Deniz Demet Avcıbaşlı

The purpose of this study is to investigate the mediator or moderator effect of self-efficacy on the relationship between attachment styles and the prejudice against different ethnic groups. According to literature, there is a significant relation between attachment styles and self-efficacy (Amiri, Banijamali, Ahadi & Ahadi, 2013). Furthermore, there has been research that indicates the relation between attachment styles and ethnic prejudices (Hofstra, Van Oudenhoven & Buunk, 2005). Current research will be carried out by using Brennan, Clark, and Shaver's (1998) Experiences in Close Relationships (ECR) Scale's Turkish version (Sümer, 2006) for measuring attachment patterns, General Self-Efficacy Scale-Turkish Form (Yıldırım & İlhan, 2010) for measuring self-efficacy and Racial Argument Scale (Saucier & Miller, 2003) for measuring ethnic prejudices. Racial Argument Scale has not been translated into Turkish before, therefore current study will also analyse the reliability and validity of the Turkish version. Data will be tested with mediation-moderation analyses method (Baron & Kenny, 1986; Aiken & West, 1991) by using SPSS 21. This study aims to demonstrate that ethnic prejudice which is one of the most problematic issues of our age have roots in early childhood. Moreover, it also aims to shed a different light on the effects of the relationship between child and care-givers which also affects adulthood.
Regard Africain/Camerounais Sur le Patrimoine et l'Expérience Culturelle

Thursday, 3rd July 16:45 - ORB Ground Floor G41 - Oral: Long

Binyet Bi Mbog Alain Philippe

Le Cameroun, voire l'Afrique possède un très riche patrimoine culturel millénaire qui pourrait éveiller la fierté de ces peuples et renforcer leur développement. Ce riche patrimoine est de nature à servir de base de départ pour mieux procéder à une organisation sociale, politique, éducative au sein de ces pays. Aussi, il nous est paru opportun de jeter un droit de regard sur l'usage de ce patrimoine au niveau de l'encadrement de la petite enfance, tant au plan familial et au plan scolaire. Ainsi, il nous semble nécessaire de recourir à un ensemble d'éléments factuels et historiques qui laissent percevoir que si dans certaines traditions on tente de sauvegarder les acquis, on note que dans d'autres, le patrimoine traditionnel cède place au habitudes extérieure ; chose qui semble s'amplifier en ce sens que le système éducatif a du mal à trouver les chemins d'une véritable identité camerounaise. Et pourtant c'est là la voie du salut.
Le Monde est devenu un vaste village planétaire où se rencontrent des personnes venant d'horizon divers, chacune apportant son individualité. A travers son action, s'exprime son origine, son éducation, sa culture. Aussi, dans ce contact, il y a coopération et conflit. En même temps qu'on coopère, on veut drainer l'autre vers notre façon de penser. Or, de nombreuses sociétés (tiers Monde), semblent aujourd'hui sous la domination extérieure, copiant presque tout ce qui vient de l'occident au point de risquer de perdre leur particularité. Toute chose de nature à les affaiblir, leur rendre dépendantes de l'extérieur et incapables de trouver des solutions idoines et adaptées à leur développement ; déraciner leur peuple, anéantir leur tissu culturel millénaires et faire de leur peuple, des peuples sans véritable identité. Aussi, le questionnement lié à un fondement du Développement Durable laisse percevoir que l'éducation de qualité pourrait être fille de l'implémentation de la culture dans le processus éducatif. Ceci, est particulièrement important car elle pourrait freiner le vent de dépendance de l'étranger, renforcer l'authenticité de notre petite enfance et lui doter des moyens appropriés pour faire à l'avenir face aux nombreux problèmes qu'elle rencontrera en trouvant des solutions les plus adaptées et outillées pour notre environnement, rendant réversible la situation actuelle, renforçant sa compétitivité et sa productivité. Ce n'est qu'à cette condition que le Développement Durable sera effectif et que nos pays pourront retrouver leur fierté, mieux structurer leur système politique, économique, social ; attirer les touristes. Vivement, que les curricula tiennent compte du culturel ; il est nécessaire et incontournable.
Action Research on Emotion Comprehension Improvement through Thematic-fantasy Play of 5-6 Years Old Children in Kindergarten

Thursday, 3rd July 16.45 - ORB First Floor 123 - Oral: Long

Zheng Wang

This research uses thematic-fantasy play as the medium to improve children's emotion comprehension, using the method of action research. During the process of field work, this research expects to find possible education pattern and to form feasible education program in order to provide some inspiration for kindergarten teachers.

This research selected 20 5-6 years old children to do action research. At the same time, other 20 children of 5-6 years old were chosen to be the control group. Regarding research tool, this research adopted TEC (the Test of Emotion Comprehension), made by Ponds & Harris (2000), which measures the emotion comprehension development level of children of 3-11 years old.

Through the pre-assessment, the emotion comprehension ability of the children, who took part in this research and the ones without intervention, were perceived. The content of the 8 thematic-fantasy play in this research focuses on four aspects: happiness, sadness, anger and fear. These four themes determine the specific educational plan and the activity framework. Then, the plans were carried out. In the process of implementation, the researchers examined the feasibility of plan. Through the circle of constantly implementation, reflection and adjustment, the practice became much better. In the end, researcher assessed children's emotion comprehension of each group again, comparing the children who joined the action research and who did not. It shows that the thematic-fantasy plays do contribute to improving children's emotion comprehension competence. By the tool of SPSS, this research demonstrates that: external-factors emotion comprehension, emotion comprehension based on belief, comprehension of emotion adjustment, comprehension based on emotional clues, and moral emotion comprehension are all significantly improved.

At the end of this research, it gives some advice to kindergarten teachers of how to improve children's emotion comprehension competence through thematic-fantasy plays.

KEY WORDS: thematic-fantasy play, children's emotion comprehension, action research
Cautionary Tales on Interrupting Children's Play

Thursday, 3rd July 16.45 - ORB First Floor 123 - Oral: Long

Kassahun Weldemariam

Several researches like Pramling Samuelsson & Johansson (2006), Sutton-Smith (1997) and Lindberg (2003) witnessed the positive social, cognitive and emotional development that play brings on children. Being a major aspect of children’s play, it is also important to talk about adults’ involvement in children’s play.

Besides, the prominent play theorist Sutton-Smith (1997) expressed that apart from being responsible for children’s play; adults themselves are important players or play agents. However, if adults do not know how to interact appropriately during children’s play, their involvement could be an interruption and a threat to the children’s play. Looking at the scholarly literature, one can say that so much of play has been discussed from the child’s point of view, and the adult’s aspect seems to be overlooked.

This paper has attempted to briefly review the theoretical assumptions on adults’ involvement in children’s play followed by a discussion of a practical data obtained from an observation and unstructured interview at a preschool setting in Sweden. The central question has been how the observed preschool teachers routinely take part in the children’s play and how they react towards the children’s act in play.

Based on the empirical evidence, this study supports the argument that adults’ inappropriate interference in children’s play can have hazardous effects of interrupting the children’s play. The empirical evidences from the observation revealed how the unintended sanction made by adults and everyday routines in preschool might ruins children's play. The study has shown practical strategies on how to deal with unintended adults interruptions during play. The results indicated the fragile nature of play and the various cautions that adults need to be aware of while involving in children's play in everyday routine in various play situations.
Young Children Constructing Mathematical Understanding: Examples of Creative Learning and Play

Thursday, 3rd July 16.45 - ORB First Floor 123 - Oral: Long

Marianna Efstathiadou Efstathiadou, Chrystalla Papademetri-Kachrimani

In a creative learning and play program the children's engagement in activities has to be supported by adults, who understand learning as an active process and can set up an engaging learning environment in which the children can interact with people, materials and ideas in dynamic ways. At a first glance, this statement sounds quite given. But is it? Today, more than ever there is a need for reframing the roots of early childhood education. As Resnick (2007), states 'Kindergarten is undergoing a dramatic change. [...] In short, kindergarten is becoming more and more like the rest of the school. In my mind, exactly the opposite is needed: instead of making kindergarten like the rest of school, we need to make the rest of school more like kindergarten. As I see it, the traditional kindergarten approach to learning is ideally suited to the needs of the 21st century. For today's children, nothing is more important than learning to think creatively.'

The focus of this paper is to identify and describe examples of young children's (4-7 year olds) involvement in creative learning and play involving mathematical ideas and phenomena and investigate the conditions under which such learning might occur. More specifically the emphasis is on the importance of the adult being driven by a well-defined learning framework consisting by specific learning axes (experiences, scientific thinking skills, attitudes, conceptual understanding, and epistemological awareness). In the examples provided the learning axes are accomplished in a dynamic, combinational and cohesive manner through the children's involvement in processes such as problem solving, investigation and modelling.

Keywords: creative learning, play, mathematics, early childhood education
**Social play in infants under two- relationships, environments and affordances**

*Thursday, 3rd July 16.45 - ORB Second Floor 201 - Oral: Long*

**Helen Lynch**

**Introduction**
Children learn by both being and doing in the environment. Hence, theorists and researchers contend that learning and development is a result of child-environment interactions (Wohlwill & Heft, 1987). These interactions are primarily observed in infants in the form of play. Although social play in children has been researched (Parten, 1932; Rubin et al, 1978), studies have typically focused on children over two years rather than on infants. Furthermore, in infants, researchers have concentrated on areas such as intersubjectivity and early communication (Trevarthen, 1998). Consequently, early social play in infants is a relatively underexplored area in itself.

Early social play typically happens during interactions between the infant and family members who provide social affordances. This paper presents findings from a PhD study of infant play occupations and affordances in family settings in order to better understand the home learning environment.

**Methods,**
An ethnographic study was carried out over 12 months with five families of infants under two-years from urban and rural areas of Ireland. Observation, video and interview methods were used in home settings to explore play within social and physical contexts. Data were transcribed and analysed using a grounded theory approach.

**Findings**
Play interactions were mapped from one month to two years through exploration of child-environment relationships from an affordance perspective. Infants were found to engage in early social play through interactions with carers and siblings through imitation and joint attention and game playing in its simplest form. Key strategies used to engage infants in social play were identified. Findings in this study illuminate the infant-environment relationship and identify that infants need environments that can be described as personal, social, for discovery and for mastery.

**Conclusion**
An affordances perspective of play aids practitioners who work with infants to understand the complexities of home learning environments.
Moving Outdoors

Thursday, 3rd July 16.45 - ORB Second Floor 201 - Oral: Long

Carol Duffy

"... the brain does not learn by itself: the body learns too, and if we are to educate our children properly we must encourage development parity between body and brain. Physical education is as important as the teaching of literacy and maths in the early years." Goddard Blythe (2008). Outdoors is an optimum environment for physicality and movement. Early Childhood Ireland is committed to supporting the development of quality outdoor provision across the sector. Using a range of case studies from early childhood care and education practice, this paper tracks the affordances of physicality and movement in the outdoors in supporting children's holistic development. The case studies comprise of video, images, and narrative learning stories combining to give multi-layered perspectives.

White (2010) argues that opportunity for vital movement particularly outdoors is being alarmingly reduced in the lives of babies and young children. Utilising the paradigm of action research, current challenges to the provision of quality outdoor experiences are also investigated and presented in this paper. The research will conclude with innovative examples from practice that surmount these challenges. These examples demonstrate Aistear (2009) and Siolta (2006) the national frameworks in action.

"If we don't capture the potential of the outdoors, we are missing the point, and missing the huge capacity of the outdoors to help young children to thrive and grow, adding greatly to what the indoors can do." White (2009). The research findings make a compelling case that concurs with this statement.

Key Words:  Movement, Physicality, Outdoors, Affordances, Aistear
Teaching teachers how to play

Thursday, 3rd July 16.45 - ORB Second Floor 201 - Oral: Long

Marinova Krasimira

The make-believe play, needs to be accompanied by a "culture bearer", such as an adult or more experimented peer. In multi-age children's groups, transmission of play culture follows a natural movement: from the older children's generations to the younger children's generations. However, in preschool classes, children are of the same age, they then all share the same play culture. That's why it is a necessity for the teacher to be a play expert. To play and to see the world on a playful viewpoint are essential skills for teachers. Our experience in teaching Preschool Educational interventions course showed that play represents a huge challenge for the university students.

Our objective then becomes to elaborate a pedagogic device allowing to reverse the perspective "play to learn" in "learn to play" by allowing the students to rediscover the play code and the pleasure of playing.

Relearn to the masters to play "seems to be a paradoxical proposition, since this is not here to exploit the pedagogical aspects of play..., but to indentify and to define its own nature". Our approach is centered on the re-appropriation of the play code by the students. We have elaborated the process "expert consultation". This is the possibility to consult a child as an expert.

It has been noted that children and students speak two different languages when it is about the use of the substitute object in a play. This may result that common play becomes impossible and can go as far as the exclusion of the adult in children's play. This finding suggests the necessity to rethink the teacher's education with a reorientation toward academic knowledge of play, but also toward the acquisition of know-play.
Inclusive Practice - a route to Sustainable Development

Thursday, 3rd July 16.45 - ORB Ground Floor G27 - Oral: Long

Gerard O’Carroll

The experience of early childhood should be that of a natural and nurturing environment. Early childhood provides a unique opportunity to sow the seeds of a culture of sustainability. Of the many traditions and approaches that exist in the early years, this paper argues that an inclusive approach is probably the only one that ensures all children’s fundamental needs and rights are met together. From an educational, sociological, economic and human perspective, the argument developed is that inclusive early years practice may be considered the model which best corresponds to the contemporary concept of the child in society.

Early education is fast becoming a key agenda item of national governments and international organisations and there is a growing acceptance that the sector is crucial to creating a sustainable future for society. This paper analyses national and international policy objectives from an inclusion and sustainability proofing perspective and the degree to which these are being implemented.

It argues that the way in which these goals and aspirations may be met is through investment in the creation and development of an inclusive early years sector. The proposal advocates a mix of universal provision with a continuum of embedded targeted supports. The study evaluates the efficacy of the belief that all children can and will learn together in a sustainable way. In this context, the dialectic of inner difference and cooperative learning is examined.

The inclusive model is predicated on a culture change where inclusive practice becomes the norm. The thesis argues that a dialogue and debate on the desirability of educating and caring for all children together will pay long term dividends in terms of cost effective, high quality provision, increased social capital and strong foundations for evolving a sustainable system capable of nurturing lifelong learning.
The practice of the professional learning community (PLC) as a sustainable form of school-based professional development has emerged as a key element in school policy to address the increasing demands for school improvement. This study aims to address the missing link by exploring the relationship between school-level teacher qualifications and implementation of school-based PLC in Early Childhood Education (ECE) in Hong Kong. A territory-wide questionnaire survey was designed to examine the perceptions of preschool teachers on four dimensions of school-based PLC, namely shared responsibility, reflective dialogues, deprivatized practices and organizational learning. We employed a stratified random sampling method for the data collection. Based on the information of Education Bureau database, we divided the whole target population into three groups by school size (i.e., small, medium and large), on the assumption that school size is a critical feature shaping the collaborative work of teachers in local preschools. Of the 300 target schools, 2,066 teachers from 189 preschools were recruited and completed the survey, resulting in a response rate of 63%. Confirmatory factors analysis and latent mean analysis were used to examine how the latent constructs of school-based PLC were associated with school-level teacher qualifications. The findings suggest that overall there is a significant relationship between school-level teacher qualification and the four dimensions of school-based PLC activities. As the percentage of bachelor degree holders in preschools increased, the level of teachers' perceptions or observations of the PLC activities within their schools increased. This study establishes a platform for future studies focusing on structural relationships between the function of school-level teacher qualifications and the four dimensions of school-based PLC. It also provides supports for the current policy focus of enhancing preschool teachers' qualifications in ECE in Hong Kong.
Learning about nature in nature – Sustainable Development in pre-school

Thursday, 3rd July 16.45 - ORB Ground Floor G27 - Oral: Long

Gustavsson Laila

Teaching subjects as e.g. science is a fairly new concept in the Swedish pre-school curriculum and teachers are not accustomed to plan situations for learning to happen. The aim of this study is to discuss variation theory as a tool to use in pre-school teachers planning to support learning. Part of the education for sustainable development is to teach about nature in nature and examples of qualitatively different ways in which teachers offer children (aged 4-5) to learn about phenomena in nature is presented. The empirical data consist of video observations of children and teachers communicating with one another.

In the present study variation theory is used as a framework for analysing the data. The theory assumes that variation is needed to support a more deep learning. However, the variation is not in methods but in variation of critical aspects needed to understand the object of learning. This means that how the specific content of learning is dealt with has effect on student learning. The object of learning can be differentiated in three types, the intended, the enacted and the lived object of learning. In this study the interest is about what it was possible for the children to learn.

The study identifies three qualitatively different ways to present the object of learning to the children. One way is based on the principle of opening up dimensions of variation, one presumes shared previous experience as a resource for making sense of a novel observation and the third way is speaking about the non-human world in human terms.

Variation theory as a tool to identify learning objects and to plan for teaching in pre-school is discussed as well as the implication of the different approaches for children’s learning.
**Intergenerational Dialog: Small Children and families benefiting from grandparents support**

*Thursday, 3rd July 16.45 - ORB Second Floor 203 - Oral: Long*

*Milada Rabusicova*

Theoretical background of the paper is intergenerational learning and connected concepts of intergenerational dialog and support. Intergenerational learning is a process through which people from all generations acquire skills and knowledge and develop their attitudes and values. It takes place in everyday life and on all sorts of occasions. Intergenerational learning is not restricted to any specific age or the view that you must learn specific things in specific ways. It recognizes and accepts learning as a relational process and that we learn differently.

Intergenerational dialogues as a method was introduced within the OMEP world project to clarify the links between Education for Sustainable Development and life-long learning in terms of intergenerational cooperation.

Thus the first part of the paper is based on deeper analysis of data collected from countries participating in the OMEP World Project "International Dialogue for ESD".

The second part of the paper is based on an example of good practice from the Czech Republic which is the project named "Trojlistek" ("Shamrock"). This project puts together families with small children and seniors – volunteers in the role of foster grandparents. Question addressed in the presentation is "what are the benefits for all participants (small children, parents and grandparents) in their view".
The Island of Guam's Early Childhood System

_Teresita Fejarang, Elaine Eclavea_

Recent research on brain development and early childhood health and education has served as a catalyst for increasing and improving services and supports for young children and their families on the island of Guam, a territory of the United States of America located in the Western Pacific. With a multi-cultural, multi-ethnic, and multi-lingual population of approximately 162,000, an array of services have evolved as "stand alone" programs ranging from child care and preschool and Head Start programs to universal newborn hearing screening, early intervention, home visiting, and young children's mental health services for children with special needs.

In addition to striving to continue to improve existing services, there have been considerable efforts over the past five years to improve the early childhood system through the establishment of the Guam Early Learning Council. The mission of this Council is "to support each child (birth to 8) in reaching his/her full potential through a health care and education system that is accessible, comprehensive, integrated, and responsive to diverse cultures and is developed in collaboration with families and communities." This oral or poster presentation will provide an overview of the role of the Guam Early Learning Council and its efforts in facilitating the establishment, growth, improvement, and sustainability of the island’s systems of services for its youngest residents.
A Study on the Development and the Effects of GNEP on Young Children's Attitude to Health, Environment and Empathy

Thursday, 3rd July 16.45 - ORB Second Floor 203 - Oral: Long

Hyun Ji Kim, Yeonju Oh, Hyungmin Lee

The purpose of this study is to develop a GNEP (GNEP: green nutritional education program) for young children based on the balanced approach and to investigate the effects of this program after applying it to five-year-old children. In order to achieve its purpose, we conducted a research on the effects of the program after performing GNEP with young children. The research questions of this study were as follows:

First, what were the goals and objectives, the educational content, the teaching and learning methods, and the evaluation methods of green nutritional education program for young children?

Second, what were the effects of the application of a green nutritional education program for young children?

In order to develop a green nutritional education program for young children, we studied and analyzed literature related to healthy education, eco-green education, nutritional education based on ecological approach in early childhood education. The researchers did a preliminary study. Finally, a green nutritional education was developed, reflecting the results of related literature study and the preliminary research findings which were further reviewed by several early childhood education experts.

The goal of this program is to improve young children's attitude to health, environment and empathy. This program had been applied to about 200 five year-old children in ten different kindergarten classes in Korea, for ten months (March, 2013-December, 2013). To examine the effects of a green nutritional education, researchers employed participant observation and focus group interview were done with teachers who participated in this program.

key word: green nutritional education, health, environment, empathy
**Development of 'Electricity Saving Program' centered 'Earth Hour' for ECEfS**

*Thursday, 3rd July 16.45 - ORB Second Floor 203 - Oral: Long*

**Okjong Ji**

I. The necessity and the purpose of study

Consumption of human energy resources has increased rapidly for last two hundred years since industrial revolution. Especially, the level of consuming artificial lighting has increased more than three times compared to that of before 1970s. Furthermore, artificial lighting causes migratory birds to die from being misled to wrong paths, as well as hampering natural growth of trees and crops. Meanwhile, around twenty percent of the world's population is leading a distressed life without electricity.

Therefore we should educate young children electricity saving. The purpose of this study is to develop the 'Electricity Saving Program' centered 'Earth Hour' for ECEfS(Early Childhood Education for Sustainability).

II. The method of study

Step 1: Prior study for developing program
Step 2: Brainstorming and discussing ideas with kindergarten teachers
Step 3: Modifying problems of program
Step 4: Revising the program with childhood education experts
Step 5: Applying final program to childhood education institutions

III. The result of study

I. Program goal and objectives

1) Goal

To teach 5-year-old children to use electricity properly and to take concern with people in poor country who don't have electricity.

2) Objectives

For achieving the goal, program related knowledge, skill, & attitude are set as target achievement objectives

2. Program Contents

1) Firstly, the activity is focusing on 'Open mind, take interest of young children' like "What is Earth Hour?" by circle time.

2) Secondly, the activities are focusing on 'Understanding the relation of electricity and our life' like "Catch various electricity thieves" by game.

3) Lastly, the activities are focusing on 'Sharing thoughts and feelings with others and carry out things for sustainable life' like "Let's our families participate in Earth Hour" and "Help friends of other countries living without electricity."
**Les cultures dans les programmes français et canadiens - La culture scientifique et les programmes français**

*Thursday, 3rd July 16.45 - Boole 1 - Symposium*

**Danièle Perruchon**

En France, malgré la polyvalence des enseignants du 1er degré, les sciences sont encore trop délaissées à l’école. Où et quand parle-t-on de « culture scientifique » dans les textes officiels français?

Quelle démarche utiliser? Comment développer la maîtrise de langue orale et écrite, spécifiquement en science? Comment maîtriser des connaissances dans divers domaines scientifiques? Comment les mobiliser dans des contextes scientifiques différents et dans des activités de la vie courante? Comment exercer des habiletés manuelles, réaliser certains gestes techniques? Comment s’informer, se documenter, communiquer sur un travail? Comment faire preuve d’esprit critique?

Le programme « Découvrir le monde », dénommé ainsi pour l’école maternelle, sera illustré au travers d’exemples de séquences et de progressions de classe. L’expérience menée en France depuis 1996 par la Fondation La main à la pâte permettra aussi d’aborder la formation et l’accompagnement des enseignants, les ressources et les partenariats possibles.

Un temps d’échange sera réservé aux participants à la fin de la présentation.

Mots-clés : culture scientifique, démarche, connaissances, programmes, partenariats
Les cultures dans les programmes français et canadiens - La culture humaniste et les programmes français

Thursday, 3rd July 16.45 - Boole 1 - Symposium

Danièle Perruchon, Lisbeth Gouin

La culture humaniste contribue à la formation du jugement, du goût et de la sensibilité. Elle enrichit la perception du réel, ouvre l'esprit à la diversité des situations humaines, invite à la réflexion sur ses propres opinions et sentiments, forme l'esprit critique et suscite des émotions esthétiques.

L'école maternelle propose une première sensibilisation littéraire et artistique. Par exemple le dessin et les compositions plastiques, la fabrication d'objets accroissent les possibilités sensorielles de l'enfant et développent sa créativité.

La culture humaniste constitue un des piliers du socle commun de compétences et de connaissances. Dans les programmes, des tableaux de progressions donnent des repères aux équipes pédagogiques pour organiser la progressivité des apprentissages, et permettent aux parents de mieux comprendre l'organisation des apprentissages.

En quoi l'art sous toutes ses formes participe-t-il à la construction de la culture universelle? Les activités culturelles permettent-elles d'accéder à une culture commune? Comment prendre en compte et valoriser l'environnement de l'enfant? Faut-il organiser des sorties culturelles pour accéder à la culture? Comment utiliser les œuvres du patrimoine? En quoi un musée de classe peut-il permettre de garder en mémoire des éléments culturels?

Autant de questions auxquelles nous tenterons de répondre de façon concrète et auxquelles les participants seront invités à débattre en fin de séance.

Mots-clés : culture, humaniste, littéraire, artistique, programmes, apprentissages
**L'apprentissage de la langue dans les programmes de différents pays : Le bain de langue : le modèle bilingue franco-allemand et le projet TRILINGUA en Sarrelangue : le modèle bilingue franco-allemand**

*Thursday, 3rd July 16.45 - Boole 1 - Symposium*

**Hammes-Di Bernardo Eva, Hélène Larouche**

Les nouveaux programmes pour l'acquisition d'une langue seconde, même d'une deuxième ou d'une troisième langue dès la petite enfance sont basés sur le désir de l'enfant de communiquer avec tous les moyens à sa disposition. Ils placent l'enfant et son évolution au centre de l'attention et du travail des pédagogues. Cela demande impérativement une réflexion approfondie sur le comportement communicatif des adultes vis-à-vis des enfants : leur rôle comme interlocuteur auprès d'eux se définit-il comme partenaire ou comme enseignant?

Ces programmes régionaux, en partie subventionnés par le programme INTERREG de la Communauté Européenne, reflètent clairement l'image de l'enfant et le rôle de l'adulte dans la nouvelle pédagogie préscolaire allemande qui s'oriente dans une perspective co-constructivisme. S'appuyant sur les travaux de Vygotski et les connaissances actuelles de l'anthropologie, le bain de langue est vécu en respectant une communication intra- et interculturelle. Le modèle, unique en Europe, pour une éducation préscolaire bilingue mis en oeuvre dans une région allemande, la Sarre, servira d'exemple pour éclairer notre propos.
**Early Childhood Education in Shanghai: a Possible Pathway to Students' Achievement in PISA?**

*Thursday, 3rd July 16.45 - ORB Second Floor 212 - Symposium*

**Jin Huang**

Ever since Shanghai topped the PISA assessment in the two consecutive round of testing in 2009 and 2013, researchers and educators in the international world have been interested in explaining high performance of Chinese students. They come to China to examine how education is provided in schools. However, few have linked these students' achievement with their early childhood education which lays good foundation for their future learning and development. This symposium will showcase the researchers' discussion on development in early childhood education in Shanghai in five aspects: (1) Value-oriented education and sustainable development in early childhood education in Shanghai. The researcher will explain the value-oriented education model put forward in 2013 Shanghai Educational Development Report and provide implications for preschool curriculum reform in Shanghai. (2) Professional development of preschool teachers. Pedagogical Content Knowledge of preschool teachers and the quality of teacher-child interaction in Shanghai will be analyzed to promote practice-based professional development of teachers. (3) Different kinds of Play in kindergartens. The researcher will summarize the three kinds of practical play in classrooms under Kindergarten Curriculum Reform. (4) Parenting and social behaviour of young children under threes. The researcher will examine parenting behaviour of parents, social behaviour of children under threes and the influence of parenting on social behaviour of these children. (5) Teachers' roles in play activities. The researcher will analyze teachers' change of their roles in children's play during different time periods.

Focusing on some important issues of early education in Shanghai, the five presentations will be made to discuss the development trend of early education in Shanghai and provide some explanations that may lead to Shanghai students' high achievement in PISA.
CLAVES PARA UNA EDUCACIÓN INFANTIL CREATIVA

Thursday, 3rd July 16:45 - Boole 2 - Symposium

Dolores Madrid, Rocío Pascual Lacal, Esther Gallardo Quero, Teresa Navarro

¿No son cada vez más parecidas las aulas de educación infantil a las de otras etapas educativas? ¿Se está perdiendo "la esencia" de esta primera etapa educativa? A nosotras nos parece que sí.

Es cada vez más difícil encontrar aulas de educación infantil organizadas por rincones o donde se trabaje por proyectos de interés de los niños/as, y más usual clases donde se ha dado el protagonismo a "la ficha" donde se está olvidando lo que para nosotras debe ser el punto de partida: el niño es por naturaleza creador.

En la actualidad existe una gran tendencia hacia la "normalización" de las personas, y dicha normalización, en muchos casos supone una importante tendencia hacia la homogeneidad de pensamiento. De esta manera, se reduce la capacidad creativa del ser humano, la que en definitiva, proporciona vías de desarrollo para la expresión de la creatividad natural de los niños y para el estímulo de su desarrollo psicológico en sus manifestaciones social, emocional, cognitiva y motora.

Entendemos la creatividad como una capacidad imprescindible porque permite inventar soluciones a problemas y anticipar el futuro y además consideramos que todos somos creativos en mayor o menor medida, se trata pues, de una capacidad susceptible de estimulación y desarrollo.

La cuestión clave de debate en nuestro symposium será dar respuesta a la cuestión: ¿Qué debe o puede hacer la educación, la escuela?
From its inception, OMEP has had consultative status at the United Nations and UNICEF. Each year, OMEP appoints members to represent the organization at the UN headquarters in New York. These representatives serve on various committees, currently including the Education Committee, the Family Committee, and the Migration Committee. OMEP's representatives are responsible for promoting policies and practices to ensure the wellbeing, rights, health and education of the world's youngest children.

In this presentation, OMEP representatives will describe their current work at the UN, including development of projects in refugee camps, collaboration with UNICEF on WASH from the Start, and participation in various meetings to promote early childhood development as a priority in the UN's 2015-2030 goals.

Join us to learn how your organization is involved in promoting early childhood education and care on the global level and how you can participate in child advocacy and policy-making at local, national, and international levels.
Improving the Quality of ECE in China: the New Focuses of ECE Development after the Three-Year National Action Plan

Thursday, 3rd July 16.45 - Boole 4 - Symposium

Li Zhang, Qian Liu, Yin Guo, Shuwei Guo, Yanhua Yao, Xingping Zhang

Ever since the Chinese government formulated the Three-Year National Action Plan in 2010, various projects have been implemented to improve the quality of early childhood education in China. It is high time that research focus on the effectiveness of the Plan as the first round has come to an end. This symposium will showcase the researchers’ discussion on new focuses in early childhood education in four aspects: (1) Health development and nutrition of children from low-income families. Researcher will examine the influence of poverty and preschool quality on children’s physical ability. Six physical ability tests will be conducted for a group of children from low-income families who were eligible for free lunch and their non-poor peers from different kindergartens in a district of Shanghai. (2) Professional development of teachers in rural areas. Researcher will analyze the effectiveness of teacher training project on the professional development of teachers from countryside of western China. (3) Cultural value of ECE curriculum. Nanxi Kindergarten, a model kindergarten in Shanghai has found effective ways of learning through play and will discuss their experience. (4) Bilingual development of Uyghur children. Researchers will explore the quality of early Uyghur-Chinese bilingual teaching in Xinjiang kindergarten classroom. The correlations of language input, teaching strategies and teacher-child interaction will be discussed.

Focusing on some important issues of early education in China, the four presentations will be made to discuss the development trend of early education as a result of the Three-Year National Action Plan.
Researchers showed that the quality of early bilingual teaching in kindergarten, including second language input, vocabulary teaching strategies and child-teacher interaction during preschool age is a significant predictor for children's second language development. However, it is unclear if this hypothesis holds for language minority young children in China. Most Uyghur preschool children in China receive Uyghur language as their first language input at home and are mandated to learn in the Mandarin Chinese monolingual or Chinese-Uyghur bilingual language environment from the first day of elementary school. This study examines the quality of bilingual teaching in Xinjiang kindergarten classrooms and the relationship between teaching and children's second language outcomes. 30 Uyghur-Chinese bilingual classrooms (240 children) were sampled. Their children were 4-6 years old. Classroom activities were recorded. We used CLASS to measure the quality of teaching and PPVT Chinese to measure children's second language outcomes. Preliminary result shows the quality of Xinjiang bilingual teaching were various from different classes, and the language input, teaching strategies were strongly correlated with children's second language development. This study suggests that the quality of bilingual teaching is important factors for children's language development. A mixed composition of L1 and L2 should be encouraged in teacher-child interaction.
Researchers and early education teachers are exploring high quality early education curriculum that fits the requirement of Chinese parents and supports the development of young children. Nanxi kindergarten, one of the leading model kindergartens in Shanghai has found valuable answers after a 25-year case study on the exploration of learning through play curriculum. The effective ways in promoting learning through play were found in three aspects: (1) developing child-based play in classroom to support children's exploration and learning; (2) providing "playable" materials in different areas to support children's individual learning; (3) organizing group activities to teach the rules in play and strength teacher-children interactions. The results of case studies showed that the "learning through play" curriculum not only provides children with the opportunity of experiencing happiness, but also enhances children's approaches to learning including self-initiation, a command of rules, cooperation, creativity and attention.

A paper submitted for the symposium entitled "Improving the Quality of ECE in China: the New Focuses of ECE Development after the Three-Year National Action Plan".

Xiaoqin Hong, Xiaoqin Hong
The Professional Development of Early Education Teachers in Countryside of West China: Improvement and Supporting---Improving the Quality of ECE in China: the New Focuses of ECE Development after the Three-Year National Action Plan

Thursday, 3rd July 16:45 - Boole 4 - Symposium

Xiaqin Hong

Recently the development of early education in countryside of west China has been supported by the national government. This study analyzed the results of the Guangxi Early Education Development Project, which provided fund to train 80 countryside early education teachers in 8 villages of Guangxi Province. Results showed that after participating in the training project, teachers made achievement in their professional development. Findings showed that (1) trainers shared the same culture background with teachers were more effective; (2) training significantly improved teachers' awareness of changing early education environment and teacher-children interaction; (3) teachers with different education background presented different ways in promoting child care. Teachers without early education degree focused more on regular activities in classroom, while teachers with early education degree focused more on the development of independence in children.
**Aistear In Action: A Multi-strand Mentoring Approach and its effectiveness**

*Thursday, 3rd July 16.45 - Boole 6 - Symposium*

*Máire Corbett, Mary Daly*

This self-organised symposium will include 4 papers.

Paper 1 – Aistear, the Early Childhood Curriculum Framework and the rationale and background to the initiative.

Paper 2 - The Mentoring & Support process…. A Practitioner's Story

Paper 3 – Practitioners' Stories and resources developed through the initiative

Paper 4 – key messages and lessons learned through the initiative, from the perspective of Practitioners and Mentors.

In the absence of a national implementation plan for Aistear, the Early Childhood Curriculum Framework, (National Council for Curriculum and Assessment (NCCA),2009), Early Childhood Ireland and NCCA developed and implemented a joint initiative from late 2011 to June 2013. The Aistear in Action initiative involved seven early childhood services in North Cork & South Tipperary. The services were supported with the provision of IT equipment and mentored using a multi-strand mentoring approach including cluster CPD, onsite visits and networking to reflect on and develop their curriculum for children in the pre-school year. This reflective approach to curriculum development focused on creating stimulating learning environments, observing and listening to children, identifying and responding to their competences and interests and sharing their learning with important people in their lives, using Aistear as a guide. Documenting the processes involved and children’s learning was a key aspect of the initiative and served to develop exemplars of practice for publication in the online Aistear Toolkit.

This self-organised symposium begins with an overview of Aistear and the Aistear in Action initiative. An analysis of the mentoring relationships and processes follows. Practitioners then showcase their work and discuss their experiences, learning and the initiative’s impact on their philosophies and practice. The process and examples of documenting will be presented along with some resources and exemplars emerging from the initiative. Finally key findings and their implications for policy & practice will be discussed.
The importance of outdoor play in the early years curriculum

Friday, 4th July 15.00 - ORB Second Floor 212 - Workshop

Marjorie Ouvry

'Children need space, that is ample space, as much as they need food and air' This is what Margaret McMillan said at the beginning of the 20th century and it holds as true today as it did then.

The physical and movement development of young children is fundamental to the all-round development of young children and cannot successfully happen in indoor spaces. Some things can only be learnt outdoors. Yet increasingly our society wants to 'protect' children from the very experiences and places that will support their growth. Practitioners need to be advocates for outdoor play which should take place all day and all year and in all weathers. The growth and development of body and brain are inseparable and while children learn to move they are also moving to learn. Ample space outdoors needs to be found for children to move with confidence and efficiency. Research into the causes of ADHD show that there are dangers in limiting children's need to move. Adults' play a vital role in planning the environment and offering and extending the experiences outdoors for young children. Music, dance and nature are significant elements in planning for outdoor experiences as well as providing a challenging and risky environment.
Cultural Understandings of the Health and Special Needs of Children with Diverse Backgrounds

Friday, 4th July 15.00 - ORB Second Floor 202 - Oral: Long

Judith Colbert

Differences in health beliefs and practices across cultures can act as barriers to supporting young children and their families. Health messages and responses to health conditions are shaped by fundamental differences in perspective based on cultural factors, including contrasts in social organization according to individualistic or collectivistic patterns, differences in thinking in the West and East, and preferences for scientific or traditional treatments. This presentation provides an overview of the challenges faced by teachers and other professionals serving children with health issues, including immigrant and refugee children as well as others with diverse cultural backgrounds. It provides a context for understanding different approaches to prevention and early intervention as well as varied attitudes to conditions associated with forms of disability. It also takes into account the role that trauma plays in the lives of modern migrants, including many fleeing violence and war and some who have experienced refugee camps. In proposing a response that begins with observation and ends with bridging differences, this presentation will suggest steps to take when health issues arise for children with diverse backgrounds. Participants will be invited to ask questions and share solutions based on their own experiences with children and families from other cultures.

Key Words: Health, Culture, Beliefs, Prevention, Disability, Trauma
Cultural actions and communication activities within the framework of the program "Education of Roma Children" in Greece

Friday, 4th July 15.00 - ORB Second Floor 202 - Oral: Long

Eirini Sifaki, Pella Kalogiannaki

In this communication, our aim is to provide an overview of the project "Education of Roma Children" implemented by the Center for Intercultural Education, of the University of Athens in Greece. This project which runs for a fourth consecutive year in Kindergartens, primary and secondary schools in various Greek regions attempts to improve the conditions for inclusion in the educational system of students from a particular social group threatened with educational inequality and marginalization. It seeks to empower schools with strategies that encourage intercultural understanding, communication and cooperation.

The main objective of the Program is to enhance the access of Roma children in preschool and then early admission to the first grade of primary school, to familiarize with the school system and remain at least during compulsory education. The Program seeks in substance an harmonious integration of students of Roma origin in the educational system, with the immediate goal of reducing dropout and failure and indirectly to revoke the school and social exclusion of the Roma and support the members of their community.

In this context, the project aims to:
- Ensure acceptance of these children from school staff, parents and the wider community.
- Provide teachers with specialized information and appropriate educational material.
- Support families with cultural differences in order to be able to effectively help their children.
- Raise awareness of the educational administration and the local community.

Based on the principles of intercultural education, several measures of awareness, information and support have been created while special educational material has been designed. Special emphasis will be given to some cultural actions and the design of cultural educational programs, which take place in kindergartens and primary schools in Crete.
Where Turkish parents bury a baby's umbilical cord after it falls of?
What is their expectation for their children's future?

Friday, 4th July 15.00 - ORB Second Floor 202 - Oral: Long

Zeynep Akdag

All culture has their own rituals while raising their children. In certain cultures burying placenta, umbilical cord and baby's first hair associated with identity and fate of children. Hence, parents bury children's body part somewhere special for them. Although, precedency of religious affairs has declared that burying umbilical cord in mosque or school garden has nothing to do with Islam, Turkish people has tendency to bury their children's umbilical cord in school and mosque garden to make them religious or well educated.

Two hundred fifty mothers coming from varying socio-economic status participated in this study. Five researchers collected data with face to face interview. It was a quite short interview. Participants were first asked to reply demographic questions. After that, they were asked to where did they bury their children's umbilical cord and why did they chose that places. Participants' responses were written by five researchers, and then the data was analyzed utilizing Miles and Huberman's (1994) systematic approach. First organized files were created. Interviews were read carefully and margin notes and initial codes formed. Thereafter, the sets of data categorized and similar dimensions were grouped and the themes or patterns were designated. In order to present in-depth picture of the findings narrative description, direct quotation and tables were used.

Findings revealed that Turkish parents want children to get well education and they bury their children's umbilical cord in school garden. University campus and high status occupation such as doctor and lawyer's office were also chosen to left children's umbilical cord. Then, they gave priority to become a religious person. Mothers having higher socio-economic status expected that their children have success in art and sport. Thus, they bury umbilical cord in theater garden or stadium.
Together Old and Young: Older People Sharing Cultural Heritage with Young Children

Friday, 4th July 15.00 - ORB First Floor 101 - Oral: Long

Margaret Kernan

Intergenerational practice brings people from different generations together. They share activities, learn together, come to understand each other better and have fun together. Up to now, the potential of intergenerational learning involving young children (0–8 years) and older people (55–75 years and 75 years +) has been underdeveloped. Where they do exist, intergenerational learning initiatives involving young and old have been poorly documented and are hardly evaluated.

The Together Old and Young Project (TOY) (2012-2014) has been designed to address these gaps. It comprises research, training and capacity building, pilot actions and evaluation elements and brings together the worlds of older care, active ageing, lifelong learning, senior volunteering with early childhood education and care and community development. TOY is being implemented in seven European countries: Ireland, Italy, the Netherlands, Poland, Portugal, Slovenia and Spain - see www.toyproject.net

In this presentation particular attention will be paid to the notion of older people as guardians of cultural heritage, traditions and skills and the benefits that accrue to both generations when older people are facilitated to share these with young children in non-formal and formal settings. Examples will be drawn from research and evaluations of practice conducted in the participating countries. These illustrate the importance of lifelong learning and lifewide learning to the health and wellbeing for both young children and older people. Attention in the presentation will also be paid to role of mediators of intergenerational practice involving older people and young children e.g. parents, ECEC practitioners or social care practitioners.
Silkworms can tie the past with the future

Friday, 4th July 15.00 - ORB First Floor 101 - Oral: Long

Fujii Osamu Fujii

Silkworms play a great part in education for sustainable development for young children.

Our centre has been providing many hands-on activities to children, including gardening and sericulture. We have set nurturing silk worms in the curriculum to provide many opportunities for children to learn nature and art. It has been undertaken for about ten years and is called the Silkworm project. Mainly five-year-old children care and nurture the worms twice a year, spring and autumn. They feed mulberry leaves of the trees planted at the yard and the neighborhood to the worms and clean out droppings and leftover leaves regularly. A silkworm has a unique transformative life cycle in which the larva grows up to spinning a cocoon. It takes about three weeks to grow from the hatches to the cocoons. Once cropping the cocoons, we invite two grandparents who have expertise in producing silk fiber. The seniors used to involve themselves in traditional Kimono industries, and they can share their knowledge and skills with us and help run a children's workshop to make fiber and floss silk. Recently our children cooperate with an artist in making silk art works. He encourages children to make sheets of floss out of the cocoons and use them to complete some crafts, like animal dolls. We have rediscovered the beautiful of silk as an artistic material.

The objective of the silkworm project is to understand the unique character of the place where we live. We have realized that many aspects of these activities could be attractive for children to learn about the industries, people, and the history of this city where they live.
For centuries, the toys were passed from generation to generation, they were built within the family, cherished and treasured for a long time... Today, in Western society, toys lose their value, consumer society encourages materialism from an early age and children become the owners of countless toys, which are often forgotten after the first play. In recent decades, the toys are experiencing many changes. They are made from cheaper materials, therefore are accessible and diverse, but it does not necessarily mean that they are better for children. Nevertheless, some toys from the life of our grandparents still survive, in more or less adapted form, and cause the same interest among children, such as the one hundred years ago. Toys from the past must be revitalized, they can find their place in a changing society, where sometimes we forget the true values. This paper will give only a small overview of the wealth of toys from the past, with emphasis on those that have already found their version at present. So far, toys were subject to an insignificant number of studies in the history of childhood and unjustly remained in the margins of the play, although playing almost always includes a toy.

Key words: toys, materialism, childhood history
This collaborative project is designed to seek the experiences of those who work with immigrant and refugee families in Canadian schools. Refugees are often recognized only as subsections of research regarding immigrants as a wider subculture (Pillay & Asadi, 2012; Valenta, 2010), however, given the uniqueness of their experiences and the vast differences that exist between immigrants who are undergoing adjustment, and refugees, this book fills a void in current research by providing focus to each distinct group. It provides accounts from across Canada of issues, successes, and barriers, along with a look at specific programs that this special population encounter as they enrol in education in their new country. It is important to understand the unique challenges that adjusting immigrant and refugee families face so while attempting to settle their children (or themselves) into a new system of education at all levels. Most important in this process is the efforts that the field of education undertake and practices and perspectives that will allow children and adults in these situations to navigate school in Canada with success (Dei & Rummens, 2010; Kanu, 2007; Ngo, 2009). It is also important to gain perspectives from across Canada, as experiences and interventions vary from region to region (Fantino & Colak, 2001; Pillay & Asadi, 2012).
THROUGH A GLASS, DARKLY – TECHNOLOGY, MEDIA CULTURE AND THE EROSION OF TRADITIONAL CHILDHOOD

Friday, 4th July 15.00 - ORB First Floor 123 - Oral: Long

Michael Flanagan

The concept of traditional childhood has undergone profound change in the recent past. Children today are constantly bombarded by an endless sequence of images of glamour, success and power. Media culture sets standards of attractiveness and popularity for young people that are not only highly competitive but all pervasive. Will your last posting on Facebook be 'liked' and if so, by how many of your so called 'friends?' Is your phone constantly in receipt of texts that indicate your popularity? The limits of exposure to outside influences that were once confined to the range of neighbourhood, family and friends, safe, predictable and controllable is now universal, potentially confusing and accessible to all.

The fact is that many children experience rejection and a feeling of failure in this arena - the 'look how happy/popular/attractive/socially successful I am' message in the unending cyber stream only serving to underline, for some at least, a sense of distance and marginalisation from their peers.

This stress within modern popular culture on material value, image and artificially created standards of wellbeing creates in its turn an emptiness and sense of moral malaise which all too frequently goes on to produce high rates of substance abuse and the other well-known features of a dysfunctional society.

These issues are examined in this paper and the manner in which educators might best support young people, as they endeavour to navigate the all too complex pathway towards maturity against a landscape of potentially confusing media and social networking influences, explored.
Overcoming Barriers to Embrace Digital Childhood

Friday, 4th July 15.00 - ORB First Floor 123 - Oral: Long

Siobhan O’Reilly

Technology is fast becoming the norm in education as in everyday life; however as with all areas in education, technology needs to be used effectively in ECEC settings if it is to aid learning. Assumptions are often made that third level students have a certain standard of ICT skills. This is often not the case.

The purpose of this study was to engage third level Montessori students interactively with technology to enable them overcome barriers that they might have regarding ICT use. Another core element was to look at the Montessori principles and the Aistear curriculum and to link technology with pedagogy.

Using a social constructivist approach, the students were required to work in groups and complete a variety of assessments to demonstrate their own learning through blogs, videos and audio software. The students had to engage with different programmes showing how these could be used with children in various early childhood settings. They were then required to make a presentation using technology to link Montessori and Aistear principles. The participants answered a short questionnaire before and after the module delivery. This hands-on approach allowed the students to engage fully with the tasks and to see technology as a tool for learning. In total 46 first year students took part, 32 full-time students and 14 part-time.

The results highlighted the need for more support in the area. Although all of the students had engaged with technology on some level in their personal lives, they were not using it to enhance their own learning. Embracing technology positively in an early childhood setting is of paramount importance. It is therefore essential that early childhood students are exposed to using technology in a positive and effective manner, with appropriate supports.
Transitions in Early Childhood: Home to Pre-school to Primary School

Friday, 4th July 15.00 - ORB First Floor 132 - Oral: Long

Maura Cunneen

"I'm a big girl/boy now, I'm in big school!" How often has this comment been heard from children as they enter the Infant/Junior classes of Primary School for the first time? However, the journey to "big" school may not be the first transition in a young child's life. In any given day, young children may experience three specific types of transition. These may be Vertical transitions, i.e. moving from home to pre-school; Internal transitions within the Pre-school setting, i.e. moving from room to room or Horizontal transitions, i.e. moving from home to child-minder to Pre-school and back again. How these transitions are negotiated successfully is crucial and very much depends on children's social and emotional development (Whalen, 2007; Jensen, 2011).

In Ireland, understanding the importance of such transitions is now more vital than ever since the introduction, in 2010, of the Free Pre-school Year for children aged between three years and two months and four years and seven months. At present, approximately 95% of eligible children participate in this Scheme (DCYA, 2013). In the context of this development, initial research on transitions in early childhood, focussing specifically on children's social and emotional development, has been undertaken with the participation of both students of the B.A. (Early Years and Childhood Studies) Degree Course in University College Cork and practitioners and teachers in Pre-school and Primary School settings. It is hoped that this research will highlight the fact that "... effective transitions require a better understanding of how people progress ... emotionally and socially ... at different stages of their learning, and how they navigate the complex demands of different contexts." (Ecclestone et al., 2010, pp.6-7)

Keywords: Transitions, pre/primary school, social, emotional development
Getting Poor and Rural Chinese Children Ready for School: Caregivers' Perceptions of School Readiness

Friday, 4th July 15.00 - ORB First Floor 132 - Oral: Long

Li Zhang, Nirmala Rao

The Chinese government has enacted various policies to increase provision of early childhood education for children from socially disadvantaged families living in rural areas and to enhance the quality of services. However, comparatively little effort has been devoted to enhancing the home learning environment of poor and rural children through parenting interventions. Against this background, this study examined caregivers' perceptions of school readiness and their practices to promote children's preparedness for school. Participants were 165 caregivers of children (M age = 86.83 months, including 82 girls) who had just enrolled in Primary 1 in a poor county in southwest China. Among them, 80 were mothers, 63 were paternal grandmothers and the rest were fathers or other family members. Participants were surveyed (11 questions using a Likert-scale) on the home learning environment (for e.g., How often does the caregiver read with the child?) and asked to complete 4 open-ended questions on school readiness (for e.g., What should preschools do to help children get ready for school?). Results indicated that children had few cognitive stimulating materials at home. Further, caregivers seldom read stories or played games with children. Caregivers thought that children should have basic school knowledge, social skills, good learning habits and discipline, and moral behavior in order to be ready for school. They believed that preschools had the responsibility to get children academically prepared for primary schools. On the other hand, they felt that they were responsible for meeting children's basic health and social needs and for monitoring their learning. Findings have implications for promoting family involvement in enhancing the school readiness and development of children in rural China.
**The Association of Childhood Professionals: Making it Pay**

*Friday, 4th July 15.00 - ORB First Floor 156 - Oral: Long*

*Jane Maeve O’Sullivan*

Given that the level of training and qualifications of Early Childhood Care and Education (ECCE) practitioners is a key factor in determining the level of quality within ECCE, increasing the level of qualifications within the sector has become an Irish policy priority. However, without significant government investment a highly qualified professional workforce is unattainable. In Ireland, as with many countries, ECCE is a low paid profession with poor status. This paper is based on a study that explored the potential of the Association of Childhood Professionals (ACP) to contribute to the resolution of the issue of poor pay and conditions within the ECCE sector. This qualitative study examined practitioners’ perspectives, the effectiveness of the ACP, and the socio-economic and political context, to identify both the strengths and weaknesses of the ACP as well as opportunities and challenges the association may face in the current climate. Focus groups, interviews and documents as sources of data were the methods used within this study. Findings indicate that becoming recognised as a professional sector is of great importance to ECCE practitioners, who see the ACP as the mechanism through which to achieve this status and to consequently advocate for salaries that reflect a professional rank. A significant challenge facing the ACP in addressing this issue is the government’s reluctance to acknowledge the inability of the private market to sustain a professional workforce. Findings also indicate that the ACP faces many challenges both as a pressure group and within the current climate. However, this study argues that the ACP is becoming firmly established as the mechanism through which the sector can develop the unified identity and voice necessary to resolve the issue of poor pay and conditions.

Key words: Pay and Conditions, Professionalisation, Pressure groups, Private market
Views of Preschool Teachers on Free Early Childhood Education in Hong Kong

Friday, 4th July 15.00 - ORB First Floor 156 - Oral: Long

Hazel Mei Yung Lam

It is well recognized by the early childhood educationists that preschool education is important in enhancing the development of the young children as the foundation for future development and education. The human right for education has also been clearly stated in Article 26 of the Universal Declaration Education that education should be free of charge, at least in the elementary and fundamental stages (United Nations, 1948). Unfortunately, free preschool education is not experienced worldwide, and Hong Kong is one of the places that does not provide free education for children below six. In response to the call from the field and parents, the Government has eventually introduced the Pre-primary Education Voucher Scheme in 2007 to subsidize the school fees for children who attend non-profit making preschools. In the policy address of 2013, the Government stated that a committee has been setting up to examine the feasibility of free kindergarten education in Hong Kong. This announcement has aroused a lot of discussion on the possibility of implementing 15-year free education in Hong Kong. This study aims to investigate preschool teachers’ views on free early childhood education in Hong Kong, and the feasibility of implementing free early childhood education in Hong Kong. The researcher interviewed 16 preschool teachers from different school districts. The results indicated that 100% of the principals supported to implement free early childhood education, and some related issues were explored: feasibility of free early childhood education in Hong Kong; modes and types of subsidies; staffs’ salary scale; governance; and school placement.
Meeting Young Children's Needs of Development by Updating the Teacher Training and Education Mode

Xiaoxia Feng

In 2010, the Chinese government put forward the objective of "Universalizing early childhood education". By adopting a series of measures to establish the public service system for early childhood education and ensure its development, the government has made great achievement. Within the past three years, the number of kindergartens has increased by more than 40,000 and the number of children in the kindergartens has increased by 10.28 million. However, with the increase of kindergartens and children in the kindergartens, "teacher shortage" problem has been increasingly obvious.

To provide adequate kindergarten teachers and ensure their professional development within a short period has been a new challenge for teacher education in China. At present, different preschool teacher training institutes attach great importance to the balance of increasing the number of teachers and promoting the quality of training in their teacher training programs. They have made breakthroughs in the following aspects. First, the application of modern educational technology has made it possible for kindergarten teacher training programs to increase the number of teachers while promoting teachers' professional development. Second, multi-level and diversified teacher training modes have made training more focused, practical and effective. Third, the combination of kindergarten-based teaching research and region-based teaching research had provided teachers with frequent opportunities to promote their professional development.
Towards Extended Purposive Conversations

Friday, 4th July 15.00 - BHSC First Floor 121 - Oral: Long

Geraldine French

In Ireland there is an unprecedented policy focus on education and care for children in the years before compulsory schooling. This policy focus is warranted. Studies have demonstrated that for young children, particularly those living with the injustice of poverty, high quality education and care leads to measurable gains in thinking and social skills. These gains are primarily determined by the quality of educator-child interactions. However, due to a dearth of research on these interactions in Ireland, there is little knowledge of the actual pedagogical practices to support children's learning being implemented in early education and care settings. There is, therefore, a lack of insight into how learning and development opportunities might be maximised in those contexts.

Drawing from socio-cultural theory, contextualised within educational inequality, the study is qualitative in nature, informed by an interpretive paradigm and employs a case study research strategy. The focus of this thesis is on scheduled small group learning experiences, with a particular emphasis on the interactions between three educators and three to four year old children in three selected early childhood education and care settings, in urban areas designated as disadvantaged. Early childhood settings, in areas of disadvantage, have a significant role in providing the kinds of language experiences that will support children to engage with and make the kinds of meanings that are expected at school. These kinds of language experiences can be acquired through extended purposive conversations between educators and children.

The findings suggest that the educators established warm reciprocal relationships with the children and engaged in interactions that could be seen as enhancing social and emotional development. However, they may need to emphasise interaction strategies such as open-ended questioning to engage young children in extended purposive conversations.
Dialogue with children

Friday, 4th July 15.00 - BHSC First Floor 121 - Oral: Long

Bing Xu

Dialogue between teachers and children happens in the classroom every day. Having good skills to deal with the dialogues is also an important indicator to show the teachers' professionalism.

Firstly, a good teacher knows how to listen. Parker J. Palmer, Ph.D. once said: "A good teacher can listen to the voice of the students even they haven't made the noise. --that one day the students will be able to speak truly and confidently." A good teacher can know when the children need to talk, he/she will be keen to listen to the children & find out their needs and interests.

Secondly, A good teacher knows how to react with the children. Whenever a child talks to the teacher, he /she don't simply expect a "Yes" or "I know", he/she are looking forward to sharing &interacting with the teacher. A good teacher should be able to find out the children's need even through their disorder expression. It's important for a good teacher to find out the needs behind children' language & understand their real interests. And then react with the children appropriately.

Finally, a good teacher knows how to reflect. Reflection on every dialogue between the teacher and the children will help a teacher to understand the differences among in age, gender and unique characters. And it helps the teacher to be better ready for the next dialogue.
Do Parents' Attitudes Towards Mathematics and Mathematics Talk Affect Children?

Friday, 4th July 15.00 - BHSC First Floor 121 - Oral: Long

Sum Kwing Cheung

Young children's home numeracy experiences are predictive of their number sense. Parents' numeracy guidance, however, may be subject to their attitudes towards mathematics. The present study investigated the attitudinal predictors of parents' everyday mathematics talk, as well as examined the extent to which parents' attitudes towards mathematics and their everyday mathematics talk were associated with their children's interest in mathematics and number sense. Participants were 93 Hong Kong kindergarteners and their parents or primary caregivers. Results of linear regression analyses showed that parents' perceived values of mathematics but not their anxiety towards mathematics predicted their everyday mathematics talk. After controlling for the effects of monthly family income, children's intelligence and number sense, children's interest in mathematics was positively associated with their parents' perception of the values of mathematics and negatively associated with their parents' anxiety towards mathematics. When parents' everyday mathematics talk was entered into the regression model, it became the only significant correlate. With respect to children's number sense, neither parents' attitudes towards mathematics nor their everyday mathematics talk were significant correlates but children's interest in mathematics was a significant positive correlate of some of its components. These findings suggest that no matter parents feel anxious about mathematics or not, it is important to inform them the values of mathematics because it would evoke them to talk more often with their children about mathematics in daily life, and thus fostering their children's interest in mathematics. In view of the results that children's number sense was partially associated with their interest in mathematics, parental efforts in promoting children's interest in mathematics are encouraged. Parent training on effective mathematics talk in daily life is also worthwhile.

Keywords: perceived values of mathematics, mathematics anxiety, mathematics talk, interest in mathematics, number sense, Hong Kong
Architectural Design and Teaching and Learning: Observations from Award Winning Green Preschools

Friday, 4th July 15.00 - BHSC First Floor 122 - Oral: Long

Ailin Iwan, Nirmala Rao

This study explored the relationship between physical settings and pedagogy. It specifically considered whether preschools which have been evaluated as exemplary as evidenced by winning green school awards also provided excellent environments for teaching and learning. A multiple case study approach was used to study three award-winning green preschools in Berkeley (USA), Bali (Indonesia), and Hong Kong (China). Notwithstanding marked differences in the cities, analyses focused on similarities and differences between architects' and educators' notions of preschool quality specifically in relation to environmental sustainability. In general stakeholders from the educational sector are concerned about structural and process preschool quality. On the other hand, architects tend to focus on environmental design. Further, architects tend to privilege sustainability from the design point of view while preschool educators tend to focus on green practices such as recycling. Practical implications of the findings for the physical design of preschools, educational goals of children and sustainability goals for the environment are discussed.

Keywords: green preschools, preschool design, preschool quality, teaching and learning environments, children physical environments
**Physical activities in nature – superior education of children and teachers**

*Friday, 4th July 15.00 - BHSC First Floor 122 - Oral: Long*

*Hege Gjerstad Revheim, Tobias Krogsæter Barlaup, Vilde Bekkevold, Lisbet Muri, Jonas J. Eian, Linnea Therese Andersson, Lene Kjeilen Asphaug, Kim Kaland Stamnes*

The best way to stimulate children’s development is through physical activities and experiences in nature. Research shows that outdoor living increases children’s motoric development, social skills and learning abilities. As future kindergarten teachers, children’s personal development is our primary objective. This is integrated in natural sciences, physical activities and outdoor activities with kindergarten children during our three years of bachelor studies.

The presentation will be based on what’s unique with our kindergarten teacher’s education profile. During our three years bachelor degree, we participate in outdoor activities that are considered unique in comparison to the rest of the world. The emphasis is on practical education which includes all-year mountain fieldwork, sleeping in snow cages, traditional farming etc. These activities have roots in Norwegian traditions and culture and are intended as resources for further work with children. This program enables students to perform each day in kindergarten outdoors, in any weather, while securing children’s personal development. Even though Norwegian kindergartens experience the regular obstacles of climate and staff, our regulations expect outdoor activities on an everyday basis. The relative proximity to natural areas and few natural threats enables outdoor life on a regular basis. And in what better way is there to teach children respect for life, nature and the environment?
Balance of Challenges and Safety Needs in Early Childhood Physical Education

Friday, 4th July 15.00 - BHSC First Floor 122 - Oral: Long

Anna Ridgway

Different from outdoor activities for early childhood, preschool Physical Education is a scientific teaching program, which provides benefits for physical development, sporting spirit cultivation and social capability improvement. Challenging activities are quite popular in early childhood Physical Education not only because they can increase kids' interests in sports but also because they can enhance kids' exercise capabilities. However, the more challenging the activity is, the more dangers it could bring. Therefore, how to balance challenges and safety needs now becomes a fundamental problem in early childhood Physical Education.

In reality, there exist some misunderstandings about challenging activities among Physical Education teachers. Thus, we need to deep dive the relationship between challenges and safety needs so that we can better balance them in practice – we can design complicated programs to attract kids and in the meantime, we can also minimize potential risks that are associated with them.
Aportes de la autoevaluación para potenciar aprendizajes en edades temprana

Friday, 4th July 15.00 - ORB Second Floor 203 - Oral: Long

Marcela Lara Catalan, Tito Larrondo González, Paulina Aceituno

La educación infantil ha estado presente en el discurso social, político y educativo nacional e internacional. En este marco, la institución escolar debe asumir sus compromisos con la calidad educativa desde una perspectiva centrada en el sujeto que aprende (Lara & Larrondo, 2013). Particularmente, surge la evaluación centrada en el sujeto en aprendizaje como un elemento mediador de mejores logros, advirtiéndose la necesidad de transitar desde una perspectiva externa de los procesos evaluativos hacia una de naturaleza interna que promueva la autorregulación y la autovaloración.

Interesa, para determinar la capacidad explicativa de las variables metacognición, autorregulación, autoeficacia, lenguaje y autoconcepto, respecto del desarrollo de la autoevaluación y su vinculación con mejores niveles de logros en párvulos de cinco a seis años, abordar la investigación desde una perspectiva cuantitativa que integra las características cualitativas de desarrollo propias del grupo etario participante.

Los hallazgos muestran diversos niveles de vinculación entre las variables estudiadas, donde la autoevaluación es una dimensión que muestra diversos niveles de expresión en el grupo investigado, fuertemente influenciada por las profesionales del área, tal como se aprecia en los diversos discursos de los niños/as.
MEDIACIÓN Y SU SENTIDO PRÁCTICO EN EDUCACIÓN

Karina Saavedra

Considerando que el aprendizaje es un proceso socialmente mediado, es necesario tener presente que requiere la participación activa del mediador y del mediado, donde el primero de ellos debe manejar conocimientos teóricos que fundamenten su acción y desarrolle su tarea para que se produzca el aprendizaje significativo en el mediado.

El papel del mediador por tanto, será seleccionar los estímulos, organizando y filtrando estímulos en el proceso, mediando el significado y transferencia de aprendizajes desarrollados y potenciados en las estrategias mediadas.

Las estrategias de aprendizaje mediado, la cual es un tipo de interacción entre el niño/a y el mundo que lo rodea, donde los estímulos del medio ambiente son interceptados por la educador/a quien lo selecciona, organiza, reordena y estructura en función del aprendizaje.

Según Reuven Feuerstein, citado por Minuto y Ravizza (2008) postula que para mediar es necesario situarse en los diferentes criterios de mediación como son: Intencionalidad y reciprocidad; significado; trascendencia; sentimiento de capacidad; autocontrol y autorregulación; individualización y diferenciación; búsqueda, planificación y logro de objetivos; desafío y reto; conciencia de ser humano y elección de una alternativa óptima.

Por medio de estos criterios de mediación, el educador al momento de mediar no sólo estará generando nuevas conexiones sinápticas en el niño/a, sino también, nuevos aprendizajes significativos al facilitar una experiencia mediada no solo en lo cognitivo, sino también en el área afectiva, generando de esta manera nuevos aprendizajes significativos.

Finalmente, esta mediación se concretiza con el párulvo por medio de un lenguaje gestual y verbal, es decir, el ejemplo del educador y las preguntas pertinentes que realiza al niño/a, según criterio de mediación.
IMPORTANCIA DE LAS PRÁCTICAS TEMPRANAS EN EDUCACIÓN PARVULARIA

Friday, 4th July 15.00 - ORB Second Floor 203 - Oral: Long

Maritza Escobar

Actualmente a nivel mundial, se habla que la sociedad requiere profesionales competentes en el área académica y pedagógica, estas competencias adquieren importancia, ya que los futuros docentes son los formadores de nuestra sociedad.

En tal sentido hablar de la trascendencia de las prácticas iniciales en la formación inicial docente, surge hoy en día como un tema relevante que está en el centro de la discusión, ya que se le atribuye a ésta el valor de ser un eje central y articulador entre los conocimientos de la especialidad y los pedagógicos a partir de un acercamiento temprano a la realidad profesional futura.

Por lo anterior, es necesario preguntarse en qué radica su importancia, distintos autores señalan al respecto que su finalidad es facilitar la construcción de un conocimiento pedagógico, el que debe estar enfocado hacia la toma de decisiones, la resolución de problemas, el levantamiento de situaciones críticas, y en definitiva, es la instancia en que realmente los estudiantes aprenden a desarrollar competencias.

Todos estos elementos pueden desarrollarse en conceptos tales como: aprendizaje en la acción, evidencia y desarrollo de competencias, relación teoría-práctica. De los anteriores conceptos también se desprenden preguntas: ¿Cómo se aprende a enseñar?, ¿Cómo formamos un profesor reflexivo?, ¿Qué competencias desarrollar en nuestros estudiantes o futuros profesionales?

Finalmente es relevante mencionar que en este proceso la actividad de acompañamiento de los estudiantes en práctica, es decir, contar con la presencia de profesores formadores calificados y experimentados, dispuestos a asumir la conducción y la mediación entre la experiencia y la práctica en este nuevo contexto, resulta fundamental.
Supporting Identity Development during Early Years' Professional Practice Placement

Anna Ridgway, Rosaleen Murphy

This paper explores how second year students of an Early Years and Childhood Studies degree support children in their social development, relationship building, conflict resolution and formation of personal identities, during their work based professional practice placements. Allied to this, the continuing professional development of the student practitioner in formulating his/her own professional identity as an early years’ practitioner is explored. The methodology utilised was qualitative. It included focus group interviews with student practitioners, classroom observations and student reflections. The ten students who participated in the study were all volunteers, and they were assured of anonymity and that participation would not in any way affect their assessments. They were invited to reflect on their own developing identity as early years professionals, and on their role, currently and in the future, in supporting the development of young children in pre-school settings. The affordances and constraints of their roles as both students and practitioners were explored.


Key words: Meaning and identity, socio cultural theory, social development, professional practice placement
Accessing children's cultural worlds in a pre-school community of practice

Friday, 4th July 15.00 - Boole 4 - Oral: Long

Frances Clerkin

This paper stems from a larger doctoral study which seeks insights into transitions in thinking, learning and identity formation within the situated context of a pre-school community of practice. A socio-cultural framework adopts multiple perspectives in order to gain insights into children's cultural worlds, associated adult relationships and pedagogic practice. Children's motivations towards play appear to be a ubiquitous part of their early learning and social interactions from birth (Trevarthan 2002, Gopnik 2010). Adults know this and frequently find themselves appropriating playful means to stimulate children's learning interests. This paper explores how 'play based' pedagogy may differ from or complement 'playful pedagogy' and considers some implications for practice, as actors within a pre-school community enact and negotiate their various participatory identities.

Keywords: play, child culture, community of practice, participatory identities
Children's Moral Judgements about Inclusion and Exclusion in Play

Promoting Children's Moral Thinking is a research project investigating the beliefs of children in the early years of school on moral issues. It also explores their teachers' beliefs and practices in promoting children's moral thinking. This paper reports data from 174 children, aged 5-6 years, who were interviewed in the first year of the study. Children were presented with two scenarios about inclusion of others in their play. One scenario focussed on a peer from a different ethnic background and the other scenario was about a peer who was aggressive to others. Children were asked about their reasons to include or exclude the other child. For the scenario on the inclusion of a peer from a different ethnic background, 91% of children said that the other child should be included and, primarily, noted prosocial and fairness as reasons for this judgement. In contrast, for the scenario on inclusion of an aggressive peer in play, only 34% of children said that the aggressive child should be included. The primary reason for exclusion focussed on aggression as a negative personal characteristic in play with others. For each scenario, children were also asked if they would maintain their opinion to include or exclude, if friends (social consensus) or teachers (authority) disagreed. The majority of children for each scenario maintained their original judgement in the face of contrary views by their peers but were more likely to change opinion if a teacher indicated that they should play with the other child. The implications of these findings for teachers in early childhood education are discussed with a focus on understanding the contextual influences in early education settings on children's moral judgements and how children come to value diverse perspectives and understanding of others.
EDUCATION OF CROATIAN TEACHERS TO COOPERATE WITH FAMILIES

Friday, 4th July 15.00 - ORB First Floor 144 - Oral: Long

Adrijana Visnjic Jevtic

Research performed in the area of early childhood education indicates the importance of cooperation between institutions for early and pre-school education with the family. When thinking about the cooperation, it is important to understand that this is not a contractual relationship which is established by mutual selection. It is therefore not based on shared values or opinions, but solely on the shared responsibility for the children. Precisely, those differences in values and opinions can lead to difficulties in reaching satisfying reciprocal relationships. The reasons for this insufficient cooperation, some authors see in the attributes needed for accomplishing a good cooperation. The teachers should be warm, open, adaptable, reliable and approachable. Parents on the other hand, should be sensitive, caring, capable to listen, consistent, self-confident, have a positive view of oneself and interpersonal skills. Considering that the before mentioned attributes fall into personal characteristics and are most likely permanent and unchangeable, we can assume that the differences in those attributes can result in confrontational situations in the relationships. Other authors see a lacking education of teachers as a reason for the insufficient cooperation.

Considering the importance of this area in early and pre-school education, the executional programs of five Croatian universities which educate teachers have been analysed in order to determine whether they are sufficiently formally trained for this demanding task.

The results of the research can be used for implementing changes in formal education, but can also have the potential for planning a non-formal lifelong education.

Key words: cooperation, families, kindergarten-family partnerships, kindergarten teachers, teacher education
CANDIDATE EARLY CHILDHOOD EDUCATORS' METAPHORS ABOUT FATHERS

Friday, 4th July 15.00 - ORB First Floor 144 - Oral: Long

Senil Unlu Cetin

Metaphors express one entity in terms of another entity (Lakoff & Johnson, 1980) and they are windows into how human beings conceptualize the world and the reality. Metaphors shape our perceptions and thoughts, and they may influence the actions we take in the real world (Collins & Green 1990). Carpenter (2008) contended that metaphors had the capacity in qualitative research to provide new perspectives on phenomena. Metaphoric expressions (similes or images) are not only the reflectors of subliminal personal values, but also directly or indirectly influence the classroom performance of the teachers (Marshall 1990a; Thornburry 1991; McGrath, 2006a). Therefore, learning about candidate early childhood teachers' metaphors about fathers may inform us about their ideas and beliefs regarding fathers' role in children's lives. This might influence their attitudes and expectations from fathers during their profession. There are a lot of research indicated that attitudes of staff who work in early childhood programs are important factors for fathers' high involvement (Fagan, 1996; Flaynn & Wilson, 1998; Levine, 1993; Neugebaurer, 1999; Sparling, Berger & Biller, 1992; Minnesota Fathers & Families Network, 2011). Combining these two different research areas makes it clear that candidate early childhood educators' attitudes toward fathers can be understand through metaphors and this might enlightened us about their future practices regarding father involvement. Therefore, the aim of this study is to examine candidate early childhood educators' metaphors about fathers to learn about their ideas related to fathers' role and characteristics in children's lives. Fifty candidate early childhood educators are going to ask to fill the following statement with their own words; "Fathers are like...................because.......................". Later, metaphors are going to be coded thematically and the roles or characteristics of fathers emphasized by candidate early childhood educators are going to be yielded.

Keywords: Father involvement, early childhood, early childhood educators, metaphors
Young children's modes and trajectories of participation in preschool

Friday, 4th July 15.00 - BHSC First Floor 104 - Oral: Long

Anne Kultti

The presented study focuses on modes and trajectories of children's participation in a new language environment, in an Australian childcare centre. Two case descriptions of participation are presented. The children's (1.11 and 2.4 years) modes and trajectories of participation in activities are analysed from a sociocultural theoretical approach. The children have another first language than the majority language (English). Legitimate peripherality and changing participation are the main concepts for understanding children's activities. The activities are captured through videoed observation of everyday practices in the particular early childhood context. Modes of participation and trajectories within these practices are illustrated through images and transcripts. The analysis and the way of illustrating them will be discussed during the presentation. The presentation focuses particularly the analysis that illustrates the character of the participation. The children are participating by non-verbal communication in different preschool activities, for example as play and creative activities. However, the modes and trajectories of participation also differ. The modes and trajectories illustrated are related to the role of the teacher. The importance for children's changing participation of teacher involvement and pedagogical approach are pointed out. The findings are also related to the context of preschool as an arena for second language learning.
Child Care in Japan – A Questionnaire Survey Conducted among 5,221 Directors of Kindergartens and Day-care centers

Friday, 4th July 15.00 - BHSC First Floor 104 - Oral: Long

Yoichi Sakakihara

Assessment of the status quo in the quality of child care is prerequisite for its improvement. We conducted a questionnaire survey among 5,221 directors of kindergartens and day-care centers to know the basic status of child care in Japan.

Questionnaires were sent to 29,100 kindergartens and day-care centers which covered about 79 % of all such facilities in Japan. Returned questionnaires (5,221, recovery rate 18%) were the subject of this study. Questions raised were: important goals of education and child care, environment and facilities, education and care curricula, teachers' qualities (license, employment, and experience), necessary measures for the improvement of the quality of teachers, and others.

Among kindergarten principals, 39.3% chose "learning basic life habits" as the most important goals, followed by "creating healthy bodies (34.2%), and "valuing friends and friendly cooperation (32.0%). Only a few chose such goals as "learning letters and numbers (0.6%)" and "fostering international sensitivity and becoming familiar with a foreign language (0.7%)". The goals chosen by the directors of day-care centers were virtually the same.

More than 95% of kindergartens and day-care centers had their education and care curricula and instruction plans.

Available facilities and equipment were: play yard (98%), sandbox (98%), piano or keyboard instruments (95%), slide and other playground equipment (95%), flowerbeds (92%), swings (70%), and built-in pool (45%), indicating that over 90% of kindergartens and day-care centers were equipped with play yard, sandbox and other playground equipment such as slides and climbers.

Finally, necessary measures for the improvement of the quality of teachers were asked. Improvement of training program content was chosen by the directors of public kindergartens (66.9%) as the most needed, while better salary for teachers were chosen as top priority by the directors of private...
CONSTRUCTIVIST TEACHING AND LEARNING REVEALED IN THE PROCESS OF SELECTING THEMES FROM THE RECIPROCAL PERSPECTIVES BETWEEN TEACHERS AND CHILDREN

Friday, 4th July 15.00 - BHSC First Floor 104 - Oral: Long

Hyang-Lim Kwak, Mihwa Huh, Gyoung Suk Ahn, Sukjin Kwon

The purpose of this study is to explore what happens while teachers and children choose the daily life themes, which are interesting and meaningful to one another through sharing perspectives reciprocally. The reciprocal perspectives in this study means the integration of the perspectives from teachers and children, the mutual centeredness between teachers and children, and no distinction between the teachers and the learners in their equal relationships. An approach of the themes from the reciprocal perspectives between teachers and children has been applied in many classes as an integrated way of operating a curriculum, but most teachers have difficulties in practicing. While doing an in-depth analysis on teaching and learning occurred in the constructivist classrooms, this study tries to help teachers by examining what the strategies for sharing perspectives reciprocally between teachers and children are and what kind of efforts teachers are making.

This study will be conducted in constructivist classrooms in Korea of 3, 4, 5 year-olds each, where the teachers and children share their reciprocal perspectives. Qualitative research is employed to investigate what the teachers and children do to make themes meaningful and interesting. Therefore the study will analyze the contents included in the daily plans and the reflective thinking revealed in their daily evaluations in terms of selecting themes as well as interviews with teachers. The teachers' implementations in their classrooms are also analyzed through observation and videotaping. The expected findings will show that the children transform the themes that the teachers plan, offer new themes that they want to learn, and gradually grope the themes that are emergent. In addition, the teachers establish curriculum with the tentative plans and continually evaluate the children's needs and interests in relation to curriculum goals and adjust the plans and instructional strategies.

keyword: teaching, learning
Implementing Aistear in an English Language Learner Classroom

Friday, 4th July 15.00 - ORB Second Floor 220 - Oral: Long

Tara Concannon-Gibney

This paper will discuss a junior infant teacher’s experience in implementing Aistear in a classroom in which the vast majority of the children spoke English as an additional language. The paper will examine the suitability of Aistear to this particular population, who continue to feature prominently in Irish schools and how Aistear was used as a vehicle for language learning in a variety of ways, drawing on research on English language learners (ELLs), language delay in a first language and play-based learning. The Hanen Early Language Program (Pepper & Weitzman, 2004) is a well-respected method for teaching children who have significant language delays in their first language. This paper will explore how Hanen methodologies can work in an Aistear classroom and the appropriateness of the techniques in relation to the needs of an English language learner including the notion of the ‘tuned in teacher’ and language goals for each play situation. The presenter will also outline the variety of language themes explored within the Aistear framework that were based on IILT (Integrate Ireland Language and Training) guidelines which are widely used in Irish primary schools and some aspects of classroom organisation. Alongside the teacher’s description of the issues, challenges and opportunities offered by Aistear in her particular setting, the presentation will include a brief discussion on an assessment tool used in the classroom to monitor the children’s progress in language and in play related skills. Children learn to communicate most effectively when they are in a relaxed, risk-free environment absorbed in an activity that interests them and they have a reason to talk to their peers or adults. Hence the play-based learning promoted by Aistear provides a wonderful platform for ELLs to develop their language skills in a very meaningful context.
ENRICHTING YOUNG CHILDREN'S PLAY AND CREATIVE CULTURE USING MOTHER-TONGUE AND TRADITIONAL COSTUMES IN EARLY CHILDHOOD EDUCATION IN THE RURAL AREAS

Mary Haggai

The Nigerian national policy on education in 2004 required public primary schools to establish pre-primary sections. In response to this policy, public schools in rural areas have started the pre-primary sections. However, the literature on the evaluation of the pre-primary sections show that children move from free play and gainful peer interaction from their communities to confined classrooms and school environment with inadequate play opportunities and facilities in the villages. Consequently, some children began to lose interest in schooling. The study aimed at enriching pre-primary play and creative activities in the rural areas using cultural tools of the communities such as story telling, songs, traditional costumes and dance. An ethnographic quasi-experimental design was used to collect data from two groups using observation as a research tool. The treatment, which lasted 6 weeks, was carried out between the pretest and posttest. A total of 80 pupils and 8 teachers were used as sample. The data was analyzed using t-test of independent samples. Result showed that children's involvement in play and creative activities increased when the mother-tongue, song, traditional costumes and dance were used with young children during play. It was therefore concluded that the use of stories, songs, poems in the mother-tongue as well as traditional costumes enrich pre-primary school play culture in rural areas. Strategies for employing songs, stories, and poems in the mother-tongue as well as traditional costumes were suggested for pre-primary schools in rural areas.
Playing to learn and learning to play

Antonieta Megale

Never before have the terms bilingualism and bilingual education been in great evidence in the Brazilian society. The country, which is officially considered monolingual, is witnessing a dramatic change concerning the teaching of foreign language, especially English, for children. Adding to this, we cannot ignore the impacts of globalization which, as argued by Held and McGrew (1992), connect communities in new combinations of space-time. Given these data, the objective of this paper is to discuss a proposal for teaching and learning English which is grounded on the Social-Historical-Cultural Activity Theory (VYGOTSKY, 1933-1935/1934, LEONTIEV, 1977-1978; ENGESTRÖM, 1987-1999), which is itself based on the social-historical-cultural conception of learning-and-developing (VYGOTSKY, 1933,1935; HOLZMAN, 1997-2009; MORAN & JOHN STEINER, 2003), and also on the dialogical conception of language (BAKHTIN, 1981). We consider that in the interactions, the other is a constitutive part of the self, and this relationship happens in and through language. Following this perspective, social activity has Bakhtinian issues in its foundation, whose guiding principle lies in the dialogical conception of language. The dialogism allows understanding the language integrated into human life: dynamic, changeable, historical, social and ideological due to the interactions among interlocutors.

This study was carried out in 2013 and the material collected is composed of selected video recordings of the English classes taught in that term. The social activity we chose to work with the children was to create a storytelling section for younger kids. The results point out to the fact that while they were playing and pretending to be storytellers, they learned the target language as well as new attitudes regarding telling and listening to a story. Therefore, performing and playing to be something they were not provided them with opportunities to go beyond themselves.
WHAT'S GOING ON AT HOME: IS IT GARBAGE OR WASTE?

Friday, 4th July 15.00 - BHSC First Floor 105 - Oral: Long

Sule Alici, Refika Olgan, Ceren Oztekin

The aim of the study was two-fold. First, parents' (n=23) definitions of garbage and waste were explored. Secondly, parents' practices with their 60-72 month-old children regarding recycling and composting were investigated. In this study, parents' understanding about garbage, recycling and composting and their implementations related to these issues in the home environment were investigated since parents are the first educators of the children. Moreover, they have significant effect on developing their children as environmentally responsible individuals. The data were collected through semi-structured interviews. The findings revealed that a great majority of parents (n=22) was unaware of the distinction between garbage and waste and failed to provide appropriate examples for these concepts. When it comes to recycling, the participants were found to be quite knowledgeable about recycling process as well as its economic and environmental consequences. Furthermore, a great majority of the participants stated that they informed their children about the role of recycling on preventing environmental pollution. Findings also showed that three parents were already composting either at home or at work. However, only two of them allowed their children to be part of compost making process. In conclusion, our findings showed that even though some parents were aware of the importance of recycling, they were not including their children in this process. This study suggests that designing and applying parent education programs in school settings would be helpful to increase both parents' and their children's awareness on environmental issues.

Key words: early childhood education, parent, garbage, recycling, composting
Addressing the complexities of educational disadvantage through initial teacher education

Friday, 4th July 15.00 - BHSC First Floor 105 - Oral: Long

Tracey Connolly

Educational disadvantage can be defined as ‘the impediment to education arising from social or economic factors which prevent students from deriving appropriate benefit from education in schools’ (Education Act 1998: Section 32.9). Educational disadvantage is complex and multidimensional. Hence addressing educational disadvantage requires understanding and the integration of planning and resources in the classroom. For teachers this requires innovative approaches, and the need for such innovations are often further amplified for student teachers. This puts particular onus on teacher educators to guide student teachers in their professional development.

From preschool to primary to post primary level, the aim of teacher education can be summed up as learning professional practice, learning from practice, learning by practice and learning through practice. However, ‘learning to teach, as we all know but often fail to remember, is a complex bewildering and sometimes painful task. It involves developing a practical knowledge base, changes in cognition, developing interpersonal skills and also incorporates an affective aspect’ (Maynard and Furlong, 1993).

This paper looks through the lens of the experiences of student teachers in meeting the complexities of educational disadvantage in their classrooms in Ireland. Drawing on Darling Hammond’s research Powerful Teacher Education (2006), this paper explores the strategies, goals, content and processes of the exemplar teacher education programmes studied in that research and situates those findings in relation to advancing teacher education programmes in the Irish context in aiding student teachers to foster educational inclusion. Against the background of the Teaching Council’s Policy on Continuum of Teacher Education (Teaching Council, 2011) the Irish context of initial teacher education is further explored in light of the changing landscape arising from this policy document. The findings of this paper are of relevance to teacher educators from pre-school to primary to post-primary level.
Free early childhood education policies in Greater China

Ricci W. Fong, Hui Li

With increasing awareness of the far-fetched impacts of early childhood education (ECE) at individual and societal levels, educators, parents and policy-makers around the world are keen to provide quality education to young children. In Greater China, much attention has been rested upon the inclusion of ECE in the government-funded free education framework alongside primary and secondary education. This initiative has brought about heated debates regarding the accessibility, affordability, accountability and sustainability (3A1S) of ECE policies. Six Chinese regions, namely, Hong Kong, Macau, and four counties in Mainland China, were chosen for this multiple case study as they have devoted considerable efforts to offer free ECE in different manners. Mixed-methods approach was employed and online content analyses were conducted to examine the 3A1S of the free ECE policies implemented in these Chinese societies. Results indicated that the free ECE policies launched in regions such as Macau were applicable to all children, whereas those of other regions were neither "all fees free" nor "all kids free". In particular, the sustainability of free ECE is a noticeable problem. This paper attempts to offer an overview of the progress of implementing free ECE in Greater China and the problems and difficulties encountered. Implications will also be discussed to inform future implementation strategies and research.

Keywords: China; Free early childhood education; Education policy; Voucher; Implementation; Multiple case study
Early intervention possibilities to support children born of gender-based violence

Friday, 4th July 15.00 - Boole 2 - Oral: Long

Angela Veale

Children born of gender-based violence face many challenges. In contexts of war, these children are often referred to as ‘rebel babies’, ‘tomorrow’s rebels’ (McKay and Mazurana 2004) or ‘children of bad memories’ (Twum-Danso 2003), and their survival, health and well-being are threatened by the circumstances of their lives. In Western contexts, the issues facing children born of sexual violence are often invisible, although sexual violence is wide-spread. According to the National Office for the Prevention of Domestic, Sexual and Gender-based Violence (COSC, 2011), the evidence of the extent of sexual violence in Ireland reflects the global picture and sexual violence is widespread (McGee et al, 2002). This presentation describes a participatory intervention that aimed to support young mothers formerly associated with armed forces or groups (CAAFAG) and their children in Northern Uganda, Sierra Leone and Liberia. Two thirds of study participants were children formerly associated with armed groups and a third were other vulnerable young mothers. Eighty per cent of the participants were between sixteen and twenty-four years of age and all young women in the study conceived or gave birth to children while they were themselves minors (under 18 years). This presentation describes what we learnt about their babies and young children and how the community-based intervention was effective in mediating change in the lives of children. The implications of the findings from this project are then extrapolated to explore whether (or not) community-based programming to support children conceived through sexual violence and their families could be effective in other contexts, such as in Ireland.
Supporting children as social agents through picture books and narrative assessment

Friday, 4th July 15.00 - Boole 2 - Oral: Long

Lia de Vocht, Glynne Mackey MacKey

We believe that teachers supporting children's thinking around social justice and providing opportunities for children to be active participants in their own lives and in the world, allows children to be more confident and and see themselves as capable agents who can affect social change now and in the future. 'Children who are encouraged to express their views are better able to contribute towards their own protection' (Lansdown, 2004). Resilience is often an outcome linked to empowerment and agency.

The presentation reports on a collaborative research project, whereby a small group of early childhood teachers and researchers in Aotearoa/ New Zealand explored how teachers can support children's views of themselves as social agents in the early years setting. When children see themselves in this way, they are more likely to voice their concern, challenge what they see as injustice and feel empowered through their actions now and in the future.

Children's books, which lent to discussions of social justice, were introduced to the children in order to promote children's engagement as social agents. At the same time, teachers observed children's play for moments where children demonstrated action competence (Mogensen & Schnack, 2010). The teachers wrote learning stories that made children's growing dispositions towards action competence visible and they invited the children to have input in these stories, leading to new opportunities to further strengthen these dispositions.

It is expected that the exemplars of the project and discussion of the teaching strategies may inspire others and provide a platform for further dialogue to grow our understanding how teachers can support children to develop social agency.

Keywords: children's agency; early years; learning stories; social justice; picture books; collaborative research
Building Bridges - a playful dialogue between generations, time and space

Friday, 4th July 15.00 - Boole 2 - Oral: Long

Ingrid Engdahl, Cecilia Press

This preschool project from Sweden serves as an example of how building a culture of sustainability can have its beginning in preschool and for how preschool teachers can open up doors for children's "membership" in an education for sustainable development. 15 children and 4 adults started their work after being inspired by questions from the OMEP's World project, Education for Sustainable Development. The adults presented the ideas behind the project and the children were then allowed to make their choices by voting for the issues that interested them most. Their common ground was around issues of play, playing with other children and about the toys they play with. The project evolved to include children's thoughts about how it was during the grandparents' childhoods. Meetings between young children and old, senior citizens were arranged and the children decided what questions they wanted to pose to the older generation, e.g. about the conditions as long ago as when people lived in caves. The latter was inspired by a project about time that the children worked with contributing to exciting questions and a natural continuation of the projects. When talking about how it was to play in former days, the idea came up to build their own toys. In addition, contacts were made to get experiences with preschools in other countries. In summary, one can say that there were several purpose of the project as a whole: to meet other generations and other parts of the world; to discover similarities and differences in society, economy and culture; through mutual learning show and spread the children's experiences of history that exist in their neighborhood; and to create a sense of a global community perspective as the basis for sustainable development.
Development of an In-service Early Childhood Teacher Program for Sustainability

Friday, 4th July 15.00 - BHSC SecondFloor 242 - Oral: Short

Bookyung Cho, Okjong Ji, Aekyung Chung

I. Introduction
Since the late 20th century, there has been an increasing attention to the importance of early childhood teacher education for sustainable development (ESD) along with a general interest of sustainable development. While many early childhood teachers in Korea are aware of the importance of the ESD, only 30% of the teachers have experienced the in-service training related to ESD. Therefore, they feel they do not have enough knowledge and confidence to teach sustainability. The purpose of this research is to develop an in-service education program from which the early childhood teachers can build competency for the ESD in practice.

II. Methods
This research consists of four steps as follows: Step 1, Outline a draft program which bases on the study of relevant Korean and international literatures and in-depth interviews with five early childhood experts and twenty early childhood teachers. Step 2, Application of the draft program to twenty early childhood teachers and following in-depth interviews with them. Step 3, Two teachers among the training participants practice the ESD in their own settings. Step 4, Proposal of a new model based on the evaluation of step 1.2.3

III. Results
The program is targeted to increase sustainable development-oriented values and teaching efficacy and to develop balanced knowledge and pedagogical skill to facilitate ESD through reflective thinking and expansion of practical knowledge of teaching.

The contents of this program contains the understanding of knowledge of the ESD, the development of integrated curriculum with local community, and analyzing examples of good practice of the ESD. It utilizes small group discussion, case analysis, writing journal for reflective thinking, teaching practice, on-line learning community, and on-off consulting. All methods are appropriately employed by consideration of trainee, period of training, and local environments.
A Research Trend on Forest Kindergartens in the Republic of Korea

Friday, 4th July 15.00 - BHSC SecondFloor 242 - Oral: Short

Sanglim Kim

Forest kindergartens, as a practice of sustainable development of early childhood education, have brought the gaze of the public recently in the Korean society. The purpose of the study is to investigate a research trend on forest kindergartens in the Republic of Korea. 118 articles selected for the study include 60 journal articles and 58 theses or dissertations. These articles are analyzed by years and five research themes (theoretical studies, case studies, studies on children's development, recognition and demand, and effects of forest kindergartens). The result shows that the number of articles had dramatically increased since 2011 with its first appearance in 2003. The research theme that has studied the most is the effects of forest kindergartens. A rapid growth of the studies on the forest kindergartens is investigated in the light of an overview of its development. Some comments on each research theme are discussed, and the ideas for further research are suggested. The presentation also includes an introduction to a historical review and the current state of forest kindergartens in the Republic of Korea.
An Analysis of Adult Readers' Reviews on Picture Book  "Cloud Bread"

Friday, 4th July 15.00 - BHSC SecondFloor 242 - Oral: Short

Tae Kyung Kim, Yeon-Woo Jun, Hea-Soog Jo

Picture book "Cloud Bread" (Baek Hee-Na, 2004) has gotten lots of success as a cultural and educational medium. For example, it was designated as 'Illustrator of the Year' in the 2005 'Bologna Book Fair', included in '100 Best Korean Picture Books' in the 2005' Frankfurt Book Fair' and topped 'the Best Selling Picture Book List of Korea' in 2006. Therefore, the picture book may be meaningful to adult readers as well as young child ones. Indeed, numerous adults have been reading "Cloud Bread" and expressing their responses in form of review. Readers' review is a criticism and evaluation of the reviewed book. It generally helps determine the value of the book and future readers judge how much worthy reading it is. In this sense, it is meaningful to investigate various levels of adult readers' reviews on "Cloud Bread". Thus, the purpose of this study is to analyze those reviews. Their sources were the sections of Internet bookstores, which listed ordinary and remarkable book reviews and the book review sections of online newspaper 'Oh My News' and online cafes and blogs. For the analysis, this study referred to Kim In-Sook's thesis (2008) that described book review standards that Drewry (1966) and Haines (1995) suggested. The analysis found that descriptions in those reviews are largely categorized into four; a picture book that stimulates imaginative approaches to objects, a picture book that uses techniques such as three dimension and collage to break stereotypes, a picture book that has few texts, but various images to give lots of fun, and a picture book that is not boring without sticking to delivering a lesson. Based on this finding, finally, this study discussed how children and adults can share thoughts on the basis of book reviews and determine and choose better picture books.

key words: CloudBread, adult reader, book review
Filosofía para niños desde Lipman en Chile y la necesidad de contextualizar

Friday, 4th July 15.00 - ORB Second Floor 201 - Oral: Short

Jose Luis Reyes

La filosofía para niños en la perspectiva de Matthew Lipman se ha implementado con un éxito que podríamos denominar como discreto. En colegios y jardines infantiles, de distinta situación socioeconómica, la implementación de esta propuesta ha tenido similar suerte.

En trabajos de investigación con alumnas de Educación Parvularia, de pregrado y de postgrado, se ha constatado la necesaria adecuación o contextualización. El supuesto de fondo en todas estas investigaciones ha sido que los relatos elaborados por Lipman no logran motivar a los infantes chilenos, requiriendo modificaciones. Las variaciones realizadas han mostrado mejores resultados en el desarrollo del pensamiento crítico de los infantes. De acuerdo al planteamiento anterior, es que se pretende dar a conocer la experiencia que al respecto se ha desarrollado en diversos estudios de tesis de pre y postgrado en el contexto de Educación Parvularia, llegando de esta forma a ampliar la mirada en torno a esta temática.
¿En qué medida las maestras de educación inicial garantizan el ejercicio de los derechos de infancia de niños y niñas?

Friday, 4th July 15.00 - ORB Second Floor 201 - Oral: Short

Gabriela Etchebehere, David Martinez-Iñigo

En el campo de la Educación Inicial, como en otros ámbitos, se evidencian dificultades para la aplicación e implementación en la práctica de la Convención de los Derechos del Niño (UNICEF, 2009). Estudios recientes (Etchebehere, 2010) demuestran la existencia de una distancia entre lo que plantea el texto de la Convención y cómo se vincula con la práctica diaria que realizan las maestras.

A partir de ello y en el marco de una nueva investigación, se plantea la necesidad de diseñar un instrumento que permita valorar el rol de las maestras como garante de los derechos de infancia. Por lo tanto el objetivo de esta ponencia es presentar el proceso de diseño y validación de una escala que permite conocer en qué medida las maestras de educación inicial promueven el ejercicio de los derechos en niños y niñas.

De los datos recogidos en el estudio antes mencionado, se desprende una variedad de acciones promotoras de los derechos de infancia que fueron tomados como base para el diseño de la escala, elaborándose un cuestionario con 43 preguntas que indagan el grado de cumplimiento del rol de garantes de los Derechos de Infancia de las maestras. Las opciones de respuesta son en una escala de frecuencia de 1 a 5.

Se realizó un piloto aplicando la encuesta a 100 maestras de educación inicial de la ciudad de Montevideo (Uruguay) que trabajan con niños de 3, 4 y 5 años.

Del proceso de validación de la escala se obtuvo un cuestionario final con 26 preguntas que se incluyeron en otra investigación en curso (Etchebehere; Martínez Iñigo: 2012) que permitirán valorar alcances y aplicaciones de la misma.
Niños y niñas bordadores de Copiulemu

Friday, 4th July 15.00 - ORB Second Floor 201 - Oral: Short

Patricia Troncoso Ibacache, Karina Villarroel

El trabajo presenta la documentación que da cuenta de cómo una actividad comunitaria como es el bordado, se integra al quehacer del Parvulario Rural Mandersheid de Copiulemu, como un elemento del currículum que permite, desde la integración de la comunidad desarrollar en los niños y niñas participantes, su identidad y sentido de pertenencia a través de esta manifestación artística reconocida tanto a nivel nacional como internacional. Por otro lado ofrece una oportunidad de aprendizaje integral que contempla la expresión plástica, el sentido estético, habilidades motrices y competencias sociales. La documentación da cuenta, de la historia de esta actividad, desde sus inicios en 1974, hasta hoy donde esta actividad como patrimonio cultural de esta comunidad, se ha integrado como medio para el aprendizaje contextualizado de los niños y niñas del Parvulario Rural Mandersheid.
**Cultura institucional y socialización política de las infancias**

*Friday, 4th July 15.00 - ORB Second Floor 201 - Oral: Short*

*Mariela Losso*

A partir de trabajos previos sobre la educación de niños pequeños (Losso 2004, 2009, 2010, 2011), surge la inquietud de profundizar el conocimiento de la cultura de las instituciones dedicadas a la primera infancia y su incidencia en el proceso de socialización política de niños.

Al analizar los rasgos de la cultura institucional es posible comprender sus posibles incidencias en la socialización de niños, aportando así a la construcción de alternativas de socialización política de las infancias. Los resultados de la investigación ayudan a que las instituciones de primera infancia se consoliden como espacios democráticos, potenciando la actuación social comprometida y transformadora de los niños.

Los objetivos de la investigación se centran en describir y analizar los rasgos de la cultura de las instituciones de atención y educación de la primera infancia y sus posibles incidencias en el proceso de socialización política de niños.

Metodológicamente se trabaja desde una perspectiva cualitativa en la que prevalece la descripción de los hechos observados y su interpretación integrando los significados y sentidos que se les otorga a partir del análisis de discursos y prácticas sociales.

El trabajo de campo se realiza en instituciones de la provincia de Río Negro, Argentina, a partir de observaciones en diferentes espacios y momentos: clases, momentos de juegos, actividades en las salas, patios y otros espacios del establecimiento. También se realizan registros gráficos, audiovisuales y toma de notas de todas las situaciones que resultan significativas para el estudio, prestando especial atención a las interacciones y relaciones entre niños, tanto en el contexto de actividades propuesta por docentes, como en actividades organizadas por los niños.
Chinese Parental Beliefs and Practices about Younger Children's Play and Learning

Friday, 4th July 15.00 - ORB Second Floor 255 - Oral: Short

Hui Li

In contemporary China, parents and teachers of young children (3-6 years) tend to believe the eclectic theory of play and learning, which refers to play-based learning and is defined as 'eduplay' by Rao and Li (2009). But those parents of younger children (0-3 years) might not hold the same position, as their children are too young to learn. Very recently, the education of under-threes has been included in Chinese government's policy agenda. More insights and empirical evidence about play and learning in the very beginning years are therefore very needed. This study is dedicated to the understanding of Chinese parental beliefs and practices about play and learning through a multiple case study of 12 families of under-three children in urban Shanghai. A triangulation of multiple data sources including in-depth parental belief interviews, home visit observation and one-week recording of children's daily activities was established. Analyses of the interview and observation data indicated that: (1) all the Chinese parents did not hold the traditional beliefs about play any more; (2) instead, they highlighted the positive functions of play for children's cognitive development and early academic start; (3) these beliefs were practiced at home and could be observed through toy provision, time use and parent-child dyadic play; (4) although they realized that play might be the best way for very early learning, they still faced some challenges and needed some effective strategies and supportive family environments to enhance children's learning through play at home. In addition, the results showed that both parental beliefs and practices were influenced by Socioeconomic Status (SES) and children's characteristics. Ecological System Theory and Developmental Niche Framework were employed for the analysis. Finally, suggestions for future research and educational implications would be addressed.
Preschool administrators' perspectives regarding parent involvement

Friday, 4th July 15.00 - ORB Second Floor 255 - Oral: Short

Tugce Karaduman

The literature shows evidence of parent involvement benefits for all counterparts of education of all grades that are students, teachers, parents and school administrators. Parent involvement is a prerequisite rather than being a characteristic of a school (Desforges & Abouchaar, 2003). Early childhood education (ECE) is the first place where the child meets formal education. For this reason, parent involvement in ECE gains greater importance compared with the other levels of education.

Although, there are many positive effects of parental involvement on the learning and development of children, some problems may occur when ineffective or insufficient involvement of parents is observed in schools. The opportunities that help parents to orient their involvement to the right time and right place should be given to them by the school administrators. The parents of preschool children need to know when, where, and how to involve in educational practices. Researchers indicated that schools struggle to ensure family-school collaboration (Epstein, 2011) because school administrators face challenges with time constraints and other responsibilities as they attempt to find ways to build partnerships with families and sustain meaningful parent involvement.

In order to solve these problems, we need to understand what the perspective of preschool administrators regarding parent involvement is and which types of strategies that they use to include parents in education. So, the purpose of this study is to understand administrators' perspectives and implementations that they use to involve parents. In order to meet the holistic needs of this research subject, this study was designed as a qualitative study. Semi-structured interviews and school documents were used for data collection. In the process, 15 preschool administrators from Ankara have been participated in the study.
Interplay among Preservice Early Childhood Teachers’ Epistemological Beliefs, Self-Efficacy Beliefs, and Achievement Goals

Friday, 4th July 15.00 - ORB Second Floor 255 - Oral: Short

Savas Pamuk

In educational psychology, student motivation for learning has long been a core area and the research about it has surpassed to teacher motivation. Teachers’ motivational beliefs about own performance result positively for young children and cannot be underestimated for their success. Achievement goal theory has been developed to explain the achievement behavior of an individual. Teachers as individuals judge their performance in reaching a goal. Also, teacher self-efficacy for teaching is a powerful belief to shape or to guide their thoughts and actions while acting as a teacher. Another powerful beliefs of teachers are their epistemological beliefs that are beliefs about the nature of knowledge. Early childhood education (ECE) preschool preservice teachers’ beliefs hold key for their future professional success and can be an indicator for that candidates shall continue to teach with a positive beliefs. When preschool teachers have more positive motivation towards their profession, they can easily motivate young children to learn and to enjoy learning. Preschool teachers’ beliefs are important indicators for a quality early childhood education service (NAEYC, 2010). Literature indicated that teachers' epistemological beliefs are in a relationship with their self-efficacy beliefs. Also, self-efficacy beliefs could be used to explain their achievement goals. Thereby, it may be expected that there is interplay among preservice ECE teachers' epistemological beliefs, self-efficacy beliefs, and their achievement goals. For the purpose of the current study, to examine these interrelationships among these variables, quantitative data were collected by conducting Epistemological Belief Questionnaire (Conley et al., 2004), Teachers’ Sense of Efficacy Scale (Tschanne-Moran & Woolfolk-Hoy, 2001), and Teachers’ Achievement Goal Orientation Scale (Butler, 2007). Two hundreds ECE pre-service teachers participated to the study. To determine the relationships among the variables, multiple regression analysis will be conducted by using SPSS version 22.0.
How Early Years support/mentor practitioners in parent/mentor programmes perceive their role

Friday, 4th July 15.00 - ORB Second Floor 255 - Oral: Short

The Investment Parenthood to Achieve Best Health for Children (2002) advocated 'a society in which children have the right to be cared for by people who are supported in the role of parenthood and called for, among others, universal and targeted supports for parents. (The Working for Children and Families: exploring good practice, www.dohc.ie)

The family support role that Early Years practitioners hold is a unique niche professional who works within the early years sector, these are new emerging professional roles, responding to unique and varied needs of families, and need to be recognised as part of the suite of professionals who work with children and families, and considered when broader policy decisions are being taken.

The aim was to ascertain how Early Years support/mentor practitioners in parent/mentor programmes perceive their role by exploring their experiences with families.

This is a qualitative research study based on interviews carried out by purposive sampling of practitioners from different parent/mentor programmes established in Ireland. The interviews are topically based on the experiences of Early Years support/mentor practitioners in their role in support/mentor programmes. A code of ethics was followed throughout this research study.

Some of the findings include that practitioners relationship with referred target families improved after parenting programmes; the referrals made by psychologists demonstrated that as the parents attended the parenting programmes then behaviours diminished and that parents self esteem and confidence grew as they began believing in themselves. Kellmer Pringle suggests that early intervention – chiefly in terms of supporting vulnerable parents, such as targeted families, may well be the best policy.
Art activities to promote the development of children's spatial perception

Friday, 4th July 15.00 - ORB Second Floor 255 - Oral: Short

Yu He

By 4 to 6 years old children's spatial perception development rule, age characteristics, intervention methods of analysis, combined with the present situation and the development of children's spatial perception education present situation research, with different forms of art activities and the participants education strategy, summarizes related education strategy and method, establish the concrete scheme of operational, promote the children's spatial perception ability enhancement.
Preschool administrators’, who work in Ankara, perspectives regarding parent involvement

Friday, 4th July 15.00 - ORB Second Floor 255 - Oral: Short

Tugce Karaduman

The literature shows evidence of parent involvement benefits for all counterparts of education of all grades that are students, teachers, parents and school administrators. Parent involvement is a prerequisite rather than being a characteristic of a school (Desforges & Abouchaar, 2003). Early childhood education (ECE) is the first place where the child meets formal education. For this reason, parent involvement in ECE gains greater importance compared with the other levels of education.

Although, there are many positive effects of parental involvement on the learning and development of children, some problems may occur when ineffective or insufficient involvement of parents is observed in schools. The opportunities that help parents to orient their involvement to the right time and right place should be given to them by the school administrators. The parents of preschool children need to know when, where, and how to involve in educational practices. Researchers indicated that schools struggle to ensure family-school collaboration (Epstein, 2011) because school administrators face challenges with time constraints and other responsibilities as they attempt to find ways to build partnerships with families and sustain meaningful parent involvement.

In order to solve these problems, we need to understand what the perspective of preschool administrators regarding parent involvement is and which types of strategies that they use to include parents in education. So, the purpose of this study is to understand administrators’ perspectives and implementations that they use to involve parents. In order to meet the holistic needs of this research subject, this study was designed as a qualitative study. Semi-structured interviews and school documents were used for data collection. In the process, 15 preschool administrators from Ankara have been participated in the study.
Practice of building constructed environment to promoting children spatial perception development

Fang Liu

Spatial perception capabilities including space observation, spatial memory, spatial imagination and spatial thinking ability and so on. Childhood is an important period of growth of thinking. The sense of space in this period would have a significant impact on children future development. In this action research, we take advantage of the contracture environment to explore different ways and strategies which could promote children’s spatial perception ability.
Digital technologies in early childhood education - The negotiated nature of tool-mediated story-making activity

Friday, 4th July 15.00 - Boole 1 - Symposium

Niklas Pramling, Pernilla Lagerlöf, Malin Nilsen, Ewa Skantz Aberg

With the advent of new digital tools, literacy practices in educational settings change. This presentation will present a study of a literacy event where 6-year-old children in pairs write narratives with the story-making software Storybird. Taking a sociocultural perspective, the study investigates how the story-making activity is mediated by the technology and the teacher’s scaffolding. The empirical data consist of video observations of eight children. The research adheres to the ethical code of the Swedish Research Council. This includes the children and their parents having been informed about the research and that participation is voluntary. The results show that the narratives made by the children’s are examples of different genres, despite the children being introduced to the same assignment. I will present an analysis of how these differences can be understood in terms of how the participants (children and teachers) negotiate the task. The children are foremost engaged in the story making and handling the technology, whilst the teacher’s scaffolding foregrounds the act of writing. Findings in this study may contribute to an understanding of the role and implications of new technologies in early childhood education practices.

Keywords: digital technology, story making, sociocultural perspective, interaction, genre
Digital technologies in early childhood education - Activities with tablet computers in a Swedish preschool setting

Friday, 4th July 15.00 - Boole 1 - Symposium

Niklas Pramling, Pernilla Lagerlöf, Malin Nilsen, Ewa Skantz Aberg

Since the introduction, tablet computers (typically iPads) have rapidly become widely adopted in Swedish preschools and are now frequently used. There is a large body of research concerning the usage of digital tools, mainly computers, in early childhood education and their potential benefits on learning and pedagogy. However, these studies have not adequately addressed the issue of the technology in question. This presentation discusses an ongoing study of the actual use of tablet computers in Swedish preschool settings, and some preliminary results will be presented. Video observations have been made of 28 children (aged 18 months to 5 years) from two separate classrooms in one preschool. Specifically, and on the basis of a first screening of the data, in this project I am looking at how teacher-initiated activities differ from child-initiated ones, with and in connection to tablet computers. I argue that there is a noticeable difference in the children’s engagement in the activities, depending on the level of participation that is allowed or restricted by the teachers. The study is conducted in accordance with the ethical guidelines of the Swedish Research Council. The theoretical framework for the study is sociocultural theory with a focus on the concept of mediation in order to understand how the children interact with and around the technology. In conclusion, this project, by closely examining the interactions of children and teachers using tablets sheds new light on a current and hitherto understudied topic.

Keywords: tablet computer, iPad, preschool, mediation, participation
Digital technologies in early childhood education

Friday, 4th July 15.00 - Boole 1 - Symposium

Niklas Pramling, Pernilla Lagerlöf, Malin Nilsen, Ewa Skantz Aberg

One of the defining features of contemporary childhood in many societies is that children grow up in a world where digital technologies are prominent and taken-for-granted. Many children access and experience such technologies from an early age. In a sense, these children live in a technology-infused ecology. These technologies are not only a part of many children's life outside educational institutions, but also increasingly within institutions such as preschool and school. Children may gain many experiences of and through technologies. Taking a sociocultural perspective on learning as tool-mediated activity, understanding the role and implications of new tools and how they may – or may not – transform early childhood education are important to study. New technologies are often imbued with rather bold claims about their alleged effects on children's development. However, for the integrity of research, it is important to disregard such assumptions and to investigate empirically how the technologies are put to use in concrete activities, what practices result and what the implications are for children's development. In this symposium, we will give examples from three ongoing empirical studies on the use of new technologies in early childhood education settings. The examples studied are: music improvisation with a new music technology, story making with a digital tool, and activities with and in connection to tablet computers (typically an iPad). In addition to presenting these empirical studies, some common issues will be raised.

Keywords: digital technologies, music, narrative, sociocultural studies, empirical study
Digital technologies in early childhood education - Engaging children's participation in a technology-mediated musical dialogue

Niklas Pramling, Pernilla Lagerlöf, Malin Nilsen, Ewa Skantz Aberg

This presentation will present a study on children interacting with and around a new music technology. This research is a part of an EU project called MIROR (Musical Interaction Relying on Reflection). I will present an analysis of empirical data from a session with 6-year-old children and an adult interacting with and around this new technology in a Swedish preschool setting. The study concerns children's engagement and participation in a musical dialogue, with the adult taking the role of a more experienced participant in a musical practice, and frames the activity as a musical play activity (both in the sense of 'pretend' (playing) and 'playing music'). The study was conducted in accordance with the ethical guidelines of the Swedish Research Council. This means, among other things, that all participation was voluntary and the parents of the children have signed an informed consent for the children to be involved in the study and to be video-recorded. The theoretical framework for the study consists of sociocultural psychology. The results indicate that the communicatively established framing made it possible for the children to participate actively in a joint playful music-making activity. The adult played a vital part in providing musical experiences in introducing mediating tools useful for discerning musical aspects. The study has significance for an informed discussion of the place and role of new music technologies in early childhood settings.

Keywords: music technology, preschool, sociocultural perspective, communicative framing, guided participation
Growing the Next Generation of Child Advocates: Starting College Chapters of OMEP

Friday, 4th July 15.00 - Boole 3 - Symposium

Judith Wagner

This interactive session, led by young adults, will focus on creating OMEP chapters on college and university campuses, as well as other ideas for engaging young people in OMEP’s work at local, national, and global levels. Topics will include (1) starting a university chapter, (2) projects and events that attract young people to child advocacy and activism, and (3) ideas for involving children and community members in OMEP activities. Preparing the next generation of responsible and effective child advocates is crucial to sustaining OMEP as an organization and, even more importantly, to achieving OMEP’s mission to promote the wellbeing, rights, health, and education of the world’s youngest children.
L'apprentissage de la langue dans les programmes de différents pays

Friday, 4th July 15.00 - Boole 6 - Symposium

Hélène Larouche, Danièle Perruchon, Hammes-Di Bernardo Eva, Duguay Rose-Marie

Le thème du congrès auquel nous convie OMEP-Irlande a semblé des plus propices pour se pencher sur les défis que représentent l’apprentissage de la langue dans un contexte de diversité culturelle. La langue n’est pas seulement un moyen d’expression, elle représente un objet de culture, d’appartenance sociale et de marqueur identitaire. Pour alimenter notre réflexion, il convient de rappeler l’article 1 de la Déclaration universelle de l’UNESCO sur la diversité culturelle: «La culture prend des formes diverses à travers le temps et l’espace. Cette diversité s’incarne dans l’originalité et la pluralité des identités qui caractérisent les groupes et les sociétés composant l’humanité. (...) En ce sens, elle constitue le patrimoine commun de l’humanité et elle doit être reconnue et affirmée au bénéfice des générations présentes et des générations futures.» Ce symposium réunira des intervenantes de l’Allemagne, du Canada et de la France pour discuter de la langue dans les programmes de ces différents pays. Comment se vit l’apprentissage de la langue chez les jeunes enfants en contexte minoritaire, en contexte de bilinguisme, en contexte de migration? Quelles stratégies déploie-t-on pour favoriser le désir de communiquer chez le jeune enfant? Comment se développe la compétence langagière dans une autre culture? Quelles dispositions sont prévues dans les programmes éducatifs pour soutenir le personnel? Autant de questions auxquelles nos intervenantes sont invitées à débattre pour apporter l’éclairage de leurs connaissances.

Mots-clés : apprentissage, langue, culture, programmes, diversité, contextes
L'apprentissage de la langue dans les programmes de différents pays:
L'apprentissage de la langue : le cas d'un milieu minoritaire canadien

Friday, 4th July 15.00 - Boole 6 - Symposium

Duguay Rose-Marie, Hélène Larouche

L'apprentissage de la langue et de la culture francophones chez les jeunes enfants vivant en milieu minoritaire canadien fait face à des défis de taille. Les jeunes enfants et leur famille sont baignés dans un environnement linguistique et culturel à prédominance anglophone. Par conséquent, les référents linguistiques et culturels qui entourent les jeunes enfants en situation d'apprentissage sont majoritairement de langue anglaise. Cette situation rend précaire le développement d'un sentiment d'appartenance à la langue et à la culture francophones. Le développement de l'identité linguistique des jeunes enfants en milieu minoritaire canadien et, conséquemment, leur développement socioaffectif en sont affectés.

La communauté francophone incluant les écoles, les centres de la petite enfance (CPE) et d'autres institutions doit développer une collaboration étroite afin de soutenir l'apprentissage de la langue et de la culture francophones chez ses jeunes enfants. Au Nouveau-Brunswick, par exemple, plusieurs mesures sont déjà déployées pour aider les enfants de l'école secondaire, notamment les Jeux d'Acadie, les projets de Génies en arts et autres. Pour les jeunes enfants, quoique encore embryonnaires, quelques mesures se pointent déjà à l'horizon. Notons, entre autres, le programme Parle-moi, la Semaine de la Fierté française et le théâtre.

Les mesures envisagées doivent également toucher le personnel chargé du développement holistique de l'enfant. Jusqu'à tout récemment, les responsables des CPE et des garderies éducatives ne répondaient à aucune exigence linguistique et culturelle. La situation est cependant en pleine mutation. L'adoption d'un Curriculum éducatif pour les services de garde francophones du Nouveau-Brunswick aidera le personnel à encadrer le développement linguistique et culturel des jenfants.

Mots-clés: apprentissage, langue, culture, programmes, diversité, contextes
Les cultures dans les programmes français et canadiens - La prise en compte de la culture à l'éducation préscolaire

Friday, 4th July 15.00 - Boole 6 - Symposium

Danièle Perruchon, Bourdages Simpson Christiane

Au Québec, le programme d'éducation préscolaire, destiné aux enfants de 4 et 5 ans, prend en compte la dimension culturelle. Elle se traduit par des repères culturels qui font partie intégrante des éléments constitutifs du programme.

Bien que l'enseignant détient le mandat d'instruire, de socialiser et de qualifier, il a aussi le rôle de modèle, de passeur et de médiateur culturel. Dans le relevé de compétences professionnelles de la formation initiale des maîtres, on y retrouve une compétence qui vise ces rôles : Agir en tant que professionnelle et professionnel héritier, critique et interprète d'objets de savoir ou de culture dans l'exercice de ses fonctions.

Mais à quoi reconnaît-on un tel enseignant? Quelles sont les caractéristiques qui le distinguent? Quelles sont les activités à mettre en place dans sa classe pour offrir aux enfants des expériences culturelles signifiantes? Comment intégrer les repères culturels dans le quotidien de la vie de la classe? Des capsules vidéo seront présentées afin d'illustrer les pratiques pédagogiques en lien avec une approche culturelle de l'enseignement.

Mots-clés : programmes, repères culturels, médiateur, professionnel, pratiques pédagogiques
Les cultures dans les programmes français et canadiens

Friday, 4th July 15.00 - Boole 6 - Symposium

Danièle Perruchon, Hélène Larouche, Lisbeth Gouin, Bourdages Simpson Christiane

L'objectif essentiel de l'école maternelle est d'aider chaque enfant à devenir autonome et à s'approprier des connaissances et des compétences dans le respect des différences propres à chacun.

L'école maternelle est une passerelle entre la culture privée, plutôt affiliée à une culture locale, et une culture « savante », plus universelle. Pour l'enfant c'est le tissage de ces éléments qui lui fera comprendre ces références culturelles. L'hétérogénéité est une chance pour l'école maternelle. Elle sert à lutter contre le déterminisme social et à faire des enfants des citoyens du monde.

Au Québec, dans le programme d'éducation préscolaire destiné aux enfants de 4 et 5 ans, les repères culturels font partie intégrante des éléments constitutifs du programme. L'enseignant détient le mandat d'instruire, de socialiser et de qualifier, il a aussi le rôle de modèle, de passeur et de médiateur culturel.

Comment et pourquoi partager des références culturelles ? Pour quoi ? Pour qui ? Comment faire ?
Quels gestes professionnels pour le maître ? Que faire pour conduire l'enfant à réfléchir ?

Ces questions seront abordées selon des entrées thématiques différentes mettant en lien culture et programmes dans chaque pays : culture humaniste et culture scientifique en France, prise en compte de la culture à l'éducation préscolaire présentée au Canada.

A la suite des présentations, les participants pourront questionner les intervenants et échanger avec eux sur les pratiques pédagogiques actuellement développées dans leurs pays.

Mots-clés : programmes, connaissances, compétences, culture, humaniste, scientifique
Self-Esteem - why it matters and what to do about it

Friday, 4th July 15.00 - ORB Ground Floor G38 - Workshop

Val Mullally

When we see healthy, happy children, self-esteem is a given. But the importance of Self Esteem is often belittled because people see the challenges created by overinflated ego, (sometimes termed 'confidence') which is mistaken for self-esteem. This interactive workshop introduces Juul's model of self-esteem, which has three integral parts, all of which are essential for healthy self-esteem. In exploring these aspects, participants will gain insight into practical ways to nurture self-esteem of both the carer and the child, (as the child's self-esteem is inextricably linked to that of the adults who are caring for him/her).

This workshop material is complementary to Síolta.
Music education for young children:

Harrie Poulssen

child centred music education versus classical approach curriculum centred music education: a benefit or continuous struggle for educators?

Learning by playing and preparing a rich environment for experiments with music for young children in a healthy social context are widely accepted theories, based on different theories of pedagogical approaches (Piaget 1950, Vygotski 1978, Oers 2011). A standard work in research about musical development of children by Swanwick and Tillman (1986) shows different stages of musical development. This study focussed on children composing music and the outcomes were analysed and framed in the spiral of musical development, which will be highlighted in the lecture. In the Netherlands the child oriented development approach underlines playing by learning, experiments, discovering and learning from each other's (ZNO). Once chosen a musical item or subject children will work on it for a period (2-3 weeks), to start with an empty classroom and children will fill it up with meaningful materials or musical features. The principles of the holistic approach should be garded by educators or teachers.

The workshop will focus on examples of musical behaviour from 0-4 years starting with exploring sound, dynamics and timbre, first by sensorial steered actions second by controlled actions. As a main tasks for teachers working with those groups will be: initiate an activity, observing, discover challenges and bring in the right impuls just in time.

The more classical approach, curriculum centred, will focus on a set of aims and targets conducted by singing, playing instruments, movements, listening steered by the content of music.

The workshop will focus on the balance between those two approaches.
**Sustainability: A Practical Guide to Logic Modelling, Implementation and Evaluation**

**Anne-Marie Reid**

CDI is funded under the Government’s Area Based Childhood Programme (ABC), which builds on the learning to date from prevention and early intervention programmes. CDI is based in Tallaght West and was funded through a partnership between the Department of Children and Youth Affairs (DCYA) and the Atlantic Philanthropies (AP), under the Prevention and Early Intervention Programme. CDI designed, delivered and evaluated a suite of programmes across a spectrum of local needs on language, literacy, health, early years, conflict management and community safety. All CDI programmes are evidence-informed and manualised, and are delivered through existing structures and services.

This workshop will draw on International research and best practice, as well as CDI’s experience of supporting high quality services to achieve improved outcomes for children and families. The ‘Quality Services, Better Outcomes’ Workbook offers a practical tool to help services improve/strengthen the links between quality service provision and outcomes, including stages of service design, the use of the logic model, implementation and evaluation. It will work through some of the skills and techniques highlighted in the workbook. The workshop is targeted as those in leadership/management roles; those with a quality assurance role; community, voluntary and statutory organisations in the social care sector; those that want to enhance their outcome focused approach.

Given the focus in recent years on sustainability and its link to evidence based and evidence informed practice, participants will work through all stages of service design from identifying desired outcomes to sustainability. The workshop can cater for a maximum of 25 and a minimum of 12 people. Each participant will receive a copy of the workbook.
'We sang before we spoke' - Darwin

Some countries rate music and singing as part of the early years curriculum higher than others. In Hungary for example it is necessary to sing in tune and play an instrument to be an early years practitioner! Singing and music-making are vital ways in which children learn with enjoyment. In countries where there is very little emphasis on music in the training of early years practitioners children are losing the opportunity to communicate and to have their intuitive musicality extended by knowledgeable adults. An awareness of rhythm, a love of singing and an ability to make music are innate in us all. If recognised and extended in early childhood these skills can be woven into the whole curriculum to enhance it and make it relevant for life and learning. Learning to read, and concepts inherent in mathematics are greatly supported by offering children lots of musical experiences pre-birth and as babies and young children. Getting the pedagogy appropriate is also important and the 'cycle of musical discovery' illustrates one way that starts from observing what children can do already.

This is a practical as well as theoretical workshop where participants will see examples of children's musicality but also will be encouraged to explore their own abilities in music making.
OMEP early childhood professionals aim to create an all-inclusive society from which 'no one is excluded on account of colour, creed, nationality or political conviction', (Allen 1952, 4).

This workshop will support this aim, when it explores folk dance, in this case Irish dance, as a tool of social inclusion during early childhood learning. The workshop will provide ways through which folk dance can facilitate children to explore and become part of their own indigenous culture. It will also highlight the potential of folk dance to educate young children about other ethnicities existent within their own culture. The basic techniques of Irish dance will be imparted. Then, they will be intertwined with other folk dance styles. Finally, a folk dance manual written by Sharon Phelan will be provided as a useful resource for the participants.
Art education and creativity in the early years

Friday, 4th July 16.45 - ORB First Floor 156 - Workshop

Triona O'Connor

The social and economic benefits of integrated, seamless programs of early childhood development, care and education are being discussed and promoted both nationally and internationally. Progressive thinking in the realm of incorporating art education in the early years is inspirational however embracing arts education, wholeheartedly implementing without restriction or obstruction is a feat in itself.

This workshop will explore what it truly means to be creative without boundaries. It aims to provide an interactive learning environment where the participants will have space and time to explore the materials provided and learn positive ways to impact on the environment for our children.
THE INVESTIGATION OF SCHOOL READINESS IN CHILDREN'S PICTURE BOOKS

Friday, 4th July 16.45 - ORB Second Floor 202 - Oral: Long

Tugce Akyol, Tulin Guler Yildiz

The school, for the child, is a new environment including a lot of new factors and different from the family environment where the child feels safe and home. What the children need most in the process of transition to primary school is social skills for them to adapt to new environment easily. Picture books are important tools for getting children skilful at essential skills such as cognitive, linguistic and social - emotional skills in the process of starting primary school. Moreover, throughout the process of school readiness, the positive relationship the children build up with picture books lay the ground for children to be individuals who enjoy reading and support attaining literacy skills (Jalongo, 2004). The research on the investigation of school readiness in picture books which are important tools that support transition process to primary school is found to be insufficient. Accordingly, taking this insufficiency as a starting point, we aim to investigate the school readiness in picture books in Turkey which cater for pre-school children. Qualitative research methods are used in the research and the sample of the research consists of 60 picture books printed in Turkish which were chosen with purposeful sampling method. The picture books in the work group were particularly chosen to consist of topics such as "first day of school, the process of starting school". A checklist was developed by researchers to investigate the school readiness in children's picture books. The checklist comprises two parts: general information about the book is presented in the first part, the second part is composed of child, family, teacher and school elements which belong to the school readiness. In analysis of the data gathered from the picture books, a qualitative method, content analysis was used and reported in frequencies.

Keywords: school readiness, picture books, children's literature.
Young children learn through play and the schedule is usually flexible in preschool classrooms. Therefore, adaptation to more academic and less child-directed activities in first grade classrooms is not easy for these children. Young children's perceptions and attitudes are important for smooth transitions from preschools to first grade. Therefore, the aim of this study is to examine the perceptions of Turkish preschool children related to first grade education. Thirty preschool children participated in this study. A semi-structured interview protocol including 10 questions was developed by the researchers to collect data. For data analysis, firstly, interviews were transcribed. Then, transcriptions were read carefully by the researchers and coded separately. After different codes were discussed by the researchers, main themes were determined. Findings of the study will be discussed at the conference.
Can Young Children Touch Mathematics in the Classroom

Friday, 4th July 16.45 - Boole 6 - Oral: Long

Zuhal Yilmaz, Seyda Ince

Nowadays, many technological tools are available for increasing teachers and children's productivity and interaction. Many researches were conducted on how technology supports mathematical teaching, learning and documented positive effect of technology. Specifically according to Loch et al. (2011) tablet technology "support leaner-centered mathematics" (p.1). Currently, one of the most appealing technological tool are iPads and iPhones, and many researchers consider potential contributions, impact of these tools in education (Nooriafshar, 2011). In this study we want to examine whether features of these apps in multi-touch tools can provide a sound ground for creating meaningful mathematical experiences for children in early childhood education. Also, we will review and evaluate the specific applications of technology for the teaching of mathematics to young children. These applications will be chosen according to two content area: Number Sense and Geometry.

Design principles delineated from Finzer's (2001) Konold's (2006) work and also from a personal communication with Lee (September 20, 2011) used for evaluating and creating educational tools.

The result of this study indicates some of these tools were designed on what has been currently known in mathematics education research but some of them were just designed for creating fun and doing fancy work with little connection to mathematical thinking and learning.

All these findings address the need for designing research to gather data on the apps and their effectiveness. Obviously, these tools are so new, and a limited number of studies (Barack, 2010; Sutcu & Yengin, 2011) were conducted to understand their impact on mathematics learning. However, starting with analysing the features of current tools may contribute revisions and refinements of the tools and contribute for new areas of investigations. In addition, mathematics education researchers should be motivated for designing research and constructing apps that foster mathematical learning and teaching.
DIGITALISATION OF PRESCHOOL CHILDREN'S STORIES UNDER THE REFLECTION OF MATHEMATICS

Friday, 4th July 16.45 - Boole 6 - Oral: Long

Bengi Birgili

The development of educational technologies throughout K-12 years lead searching for new instructional methods by many educators and researchers for their students. In recent years, one of the most popular instructional materials which have been used is webquests. Webquest is a kind of model of computer based instruction and learning. In addition to that the children are actively participated in the webquest activity; it provides opportunity to develop their cognitive and affective behaviours. The aim of this paper, firstly, is to mention about benefit of webquests used as a new tool for mathematics education in primary school levels and to share futuristic views about digital stories for kindergarten children. Secondly, discussion on how to meet children with mathematical concepts realization and how they can be met with digital world thanks to webquests application so that their attitude toward digitalisation and mathematical concepts be harmony with construction of first notions will be considered. The children begin to construct the notion of proportion first qualitatively and then quantitatively. It is stressed that for qualitative proportional thought, for instance, begin with the idea of scale drawing or photocopical view and develops through the idea of reduction and enlargement. In following step, quantitative sense refers to making comparisons by using phrases "larger than..." or "smaller than..." which are verbal categories. To attract the attention of kids is the main goal of the study and secondly to make them imagine first notion of ratio and proportion subject, which is one of the difficult and crucial subjects in middle school years, is the sub-goals. Hence, the concept cannot be a nightmare for some anymore and the younger kids can study and learn introduction of the topics by playing more enjoyable way.
The Gaze and the Gift: Ethics, Young Children and Photography

Friday, 4th July 16.45 - ORB First Floor 144 - Oral: Long

Patricia Tarr, Sylvia Kind

This paper is grounded in the notion of pedagogical documentation (Dahlberg, Moss & Pence, 2007; Rinaldi, 2006) as a way for educators to listen closely to children’s thinking in order to construct learning experiences with them. Typically, in pedagogical documentation, educators take photographs, videos, audio recordings and make notes about children’s inquiries which are shared with the children in order to frame the direction of learning experiences. In this way learning educators and children co-constructed their lives together. Educators and researchers are taking young children seriously as capable of documenting their own lives through photography (Mitchell & Reid-Walsh, 2002; Bitou & Waller, 2011;) Mitchell (2011, p.43) asked, “what does the gaze look like when those who are typically the subjects and not the agents are behind the camera?” This paper will explore ethical issues that have emerged when 3 and 4-year-olds use cameras to document their interests in an early childhood setting. Building on research from education (Bitou & Waller, 2011; Burke, 2008) and visual sociology (e.g., Back, 2007) the complexity of the dialogue between educators and children, and resulting ethical issues will be explored through the lenses of the gaze (Berger, 1972; Mitchell & Reid-Walsh, 2002; Mitchell, 2011) and a consideration of the photograph as a gift (Back, 2007) that bears ethical responsibilities for the recipient.
Expressionism is an artistic direction that is being developed in Germany in the early twentieth century. This term is used in an artistic work in which the objective reality shifted or symbolically presented to illustrate the artistic status of artists. Expressionism has for its main goal to present the internal state of the author, and those emotions that permeate just him and so shaped his view of the world. Therefore, the children fit perfectly in this way, expressing their emotions, aspirations, desires through artistic creativity. Children give their art works philosophical embodiment that occurs under the influence of strong technological development. Children’s artistic creativity extends to interaction between computers and increasing the functionality of the computer. In this process appears a new term "digital art" as a term that encompasses any act of creation and expression using a computer. Painting and drawing directly on the computer called "digital painting". It should be noted that the digital drawing or painting it takes traditional art skills, the knowledge based on computer work, and use the program to draw. All these skills, today’s kids have when there are get birth, and the adult’s job is to enable them to develop these skills and used in the creation of new art works. Children then replace sheet of paper with the computer screen or graphic tablet, and the pen and brush get replaced by the mouse or digital pen.

Using computers on the proper way, children complete the development of cognitive, social-emotional, motor and adoption and fostering a sense of art and the importance of the creative segment of human life. Using all the available resources children developed equally left and right side of the brain which is essential for proper overall development.

Keywords: children, computer, brain, fine arts, interdisciplinary
**Kindergarten teacher's perception on r-learning based education by Q-method approach**

*Friday, 4th July 16.45 - ORB First Floor 144 - Oral: Long*

Yeon-Seung Lee, Minjung Lee, Min-Jung Kang, Su-Jin Lim, Jin-Ryoung Choi

Increasing interest of R-learning based education and its function brought researches in different areas such as kindergarten teacher's experience and understanding, positive perception as an influential factor conducting R-learning based education.

R-learning based education requires understanding and practice of technical characteristics of robot because R-learning based education as an educational and engineering approach has its root on science and technology. These also are needed to reconstruct the curriculum and instruction.

Researches indicated that kindergarten teachers who have personal interests in robot tried to conduct robot related activity and to connect robot into their curriculum.

In the beginning of R-learning application, teachers showed some reluctance by fear and worry. However, teachers came to perceive a robot as an attractive mediator for teaching and learning and to have a confidence in using a robot in their teaching. These results shows that a positive effect of R-learning based leaning will improve teacher's perception on R-learning based education and enhance their educational application leading to 'good teaching'. Q-sorting Method analysis was used to categorize kindergarten teacher's internalized perception about R-leaning based education and suggest approaches and methods for individual type according to perceptional category.

Therefore, this study aimed to examine kindergarten teacher's experience and perception about R-learning based education. It also intends to investigate the differences of R-leaning based educational experiences according to teaching experiences.

Keyword: R-learning based education, kindergarten teacher, Q-sorting Method
Open classroom

Friday, 4th July 16.45 - ORB Ground Floor G46 - Oral: Long

Bing Xu

In the kindergarten, the classroom is an important space for the children to live and learn. In forming a constructive and educational environment and culture, an open classroom is a key can’t be ignored. Provide children with actually open space, where they are fully respected and free to explore, then we set up the foundation of children's culture.

We will share with you the following aspects:

The Principles of Open Classroom

- Children have the right to choose: where to play, whom to play with, what to play with.
- Children have the access to all the tools & materials when needed.
- Children are enjoying and relaxed during their playtime in the classroom.
- Children have enough space and time to work on their own experiments & explorations.
- Children have the opportunities to experience challenges, successes and failure, and always keep their curiosities in learning.

The Elements of Open Classroom

- Various & enough materials for choosing.
- The different types of closed and open spaces and materials.
- The placement of materials encourages the movements and interaction among children.
- With space and time for children to relax & enjoy.
- Very supportive teachers.

The Roles of teachers in Open Classroom
**Do developmental frameworks hold back young children's right to development?**

*Pat Jewell*

Historically it has been important for the "right of children to development" be included in international declarations and conventions to ensure that adults provided environments and opportunities to enhance and support the child's right to grow and mature. The Geneva Declaration of the Rights of the Child, adopted by The League of Nations in 1924 included: "The child must be given the means needed for its normal development, both materially and spiritually". The UN Declaration of the Rights of the Child (1959) stated: "The child shall enjoy special protection and shall be given opportunities to develop in a healthy and normal manner and in conditions of freedom and dignity". An finally the 1989 United Nations Convention on the Rights of the child also mentioned the child’s right to development as in Article 6: “States Parties shall ensure to the maximum extent possible the survival and development of the child”.

In Western societies developmental frameworks have been used to assess children's abilities and capabilities for a decade or more, but is this assessment framework a negative influence on young children's early learning? Are children held back because "they should not be able to do that at their age". Alderson, 2000 believes this is possible: "Adults' and children's beliefs about young children's competence shape behaviour and are self-fulfilling. People often confuse inherent biological dependence with structural social dependence, much of which is imposed by attitudes and ways of living". Mayall 1994 also states: “Theories of stages of child development have been called misleading and oppressive because of the ways they are used to misjudge, control and denigrate children.

Referring to my PhD research this paper will explore the importance of supporting young children and their early learning without the restrictions of frameworks and theories.
They Believe It but Can't Do It: A Multiple Case Study of Early Visual Arts Education in Hong Kong Kindergarten

Friday, 4th July 16.45 - ORB Ground Floor G38 - Oral: Long

Suzannie Kit Ying Leung, Hui Li

The educational authorities of Hong Kong have been promoting holistic development and all-rounded education for young children since the millennium education reform in 2000. Arts, one of the learning domains highlighted by the Guide to Preprimary Curriculum (GPC), is not included in local teacher education program. Therefore, a multiple case study of 6 classrooms is conducted to understand how Hong Kong kindergarten teachers conceptually view and really practice early visual arts education in their classrooms. Altogether 32 teachers working in full-day and half-day kindergarten were involved. A triangulation of surveys, interviews and observations was established to understand the teachers' beliefs and practices. The results indicated that most of the teachers reported a positive belief towards the knowledge, implementation, and value of visual arts education to young children. However, a remarkable belief-practice gap was also found, as the observed practices were contradicting their reported beliefs. This study implies the untrained kindergarten teachers in Hong Kong encountered difficulties in implementing early visual arts education, which should be included in local teacher education programs.
Does the "Parent-Child Shared Reading" Magic Always Work?

Sum Kwing Cheung, Elsa Ka-Wei Ling, Suzannie Kit Ying Leung

In Hong Kong, many children have Chinese as their first language and learn English as a second language. Given that home literacy resources and practices play important roles in children's early literacy development, the present study investigated the extent to which Hong Kong kindergartners' Chinese and English receptive vocabulary skills were related to the number of Chinese and English children's books in their home, their weekly time spent on reading Chinese and English books with their parents, and their parents' use of different dialogic reading techniques during parent-child shared reading. Sixty-eight kindergarteners and their parents were the participants. Results of linear regression analyses showed that after controlling for the effects of the grade and the type of program children studied in, children's Chinese vocabulary skills were only related to the extent to which their parents introduced vocabulary to them during parent-child Chinese book reading, whereas children's English vocabulary skills were only related to the number of English children's books in their home. These findings suggest that the way parents read Chinese books with their children is one of the determinants of the effectiveness of parent-child Chinese book reading on children's Chinese vocabulary development. Nevertheless, perhaps because English is not the first language of many Hong Kong parents, no significant effects of parent-child English book reading on children's English vocabulary development were found in the present study. Parent education on how to foster children's English language development through shared reading is worthwhile. Moreover, parents are encouraged to have more English children's books in home, as a wide variety of books may provide rich opportunities for children to learn new English words.

Keywords: shared reading, home literacy resources, Chinese vocabulary skills, English vocabulary skills, kindergarteners, Hong Kong
Research on the Current Situation and Problems of Daily Appraisal Behavior of Chinese Kindergarten Teachers

Friday, 4th July 16.45 - ORB Ground Floor G42 - Oral: Long

Pingzhi Ye

Daily appraisal behavior of kindergarten teachers is the immediate verbal and non-verbal evaluating behavior made by teachers to infantile behavior during daily activities in kindergarten. Because of the immature development of children's self-concept, which creates the particular need from external evaluation, especially from kindergarten teachers, to promote the development of it. If the children are subject to negative evaluation all the time, it will not only affect their development and kindergarten adaption, but also have a negative impact on them to create a confident and positive self-concept. By the method of event observation, the daily appraisal behavior of 22 Chinese kindergarten teachers were observed and evaluated. The observation per teacher is not less than 10 hours. The study has indicated that: (1) negative appraisal are much more than positive appraisal in the daily appraisal behavior. language evaluation is the majority; (2) simplified and superficial appraisal behavior of the teachers are in the majority; (3) most teachers' individual appraisal objects are quite fixed; (4) emotional input of teachers is less than 50% in appraisal behavior; (5) most appraisal behavior are public and in long-distance range. These findings suggest that daily appraisal behavior of kindergarten teachers may have four deep-seated problems: (1) daily appraisal behavior of kindergarten teachers ignore the development of self and personality of children; (2) daily appraisal behavior of kindergarten teachers tend to be simplified and apparent; (3) daily appraisal behavior of kindergarten teachers may exist "evaluation of assessment bias"; (4) daily appraisal behavior of kindergarten teachers lack of emotional input for kindergarten children.

Key words: kindergarten teachers; daily appraisal behavior; the method of event observation; current situation; problems
An Examination of Educational Environment Regulated for Acquisition of Social Skills in Early Childhood Years

Friday, 4th July 16.45 - ORB Ground Floor G42 - Oral: Long

Aysegul Akinci, Zeynep Nur Aydin-Kiliç, Esra Omeroglu

It is a known fact that learning environment is effective in children’s development and getting many behaviors. A well designed learning environment is attractive for children. This situation also affects children’s relation with their teachers and friends. Also, it plays an important role in getting certain skills. Because of this reason, regulating early childhood learning environment has a big importance. The aim of this study is to examine whether or not preschool teachers design learning settings in accordance with getting preschool children social skills as expected. To have an understanding about preschool teacher’s ideas about designing learning environment to get children social skills is the second reason of the current study. In accordance with this purpose, an observation form which is consist of "greeting, declamation peers with using their nouns, introducing herself/himself, talking clearly, introducing others, thanking, asking for permission, apologising, recourse, saying goodbye, asking questions, expressing feelings was constituted by researchers. Moreover teacher were observed by two observer during their activity time. In addition to this, observation questions for teachers were determined to have an understanding about how preschool teachers regulate their classroom to get children to social skills. To achieve this, each teacher was interviewed by using interview form. When analysing the data, NVivo Package Program was used and the obtained data was analysed via content analysis.

Key Words: Development of social skills in early childhood, Learning environments
The Influence of Different Organizational Forms on Children's Scientific Inquiry Abilities

Friday, 4th July 16.45 - ORB Ground Floor G42 - Oral: Long

Hazel Mei Yung Lam

Children's scientific inquiry process is influenced by different stakeholders including children's themselves, peers, teachers and the organizational forms made up by these stakeholders. Employing a contextual experiment approach, this study was designed to study children's development of scientific inquiry abilities in three different organizational forms including self-inquiry, peer group inquiry and inquiry guided by teachers. This research was conducted in 12 classes in four kindergartens with 108 children and 12 teachers in Beijing, China. The results showed that: (1) Children had different levels of abilities in different organizational forms in scientific inquiry process. Among them, children performed best in peer group inquiry. They scored the lowest in inquiry guided by teachers. (2) In any organizational form of inquiry, children performed better in explaining ability than in questioning ability, assumption forming ability and experimental verification through experimentation ability. For questioning ability, self-inquiry was the most effective, followed by peer group inquiry, with inquiry guided by teachers being the last effective. For assumption forming ability and verifications through experimentation ability, children performed best in peer group inquiry, followed by self-inquiry and inquiry guided by teachers. For exploration ability and explaining ability, children in peer group inquiry and inquiry guided by teachers did slightly better than during self-inquiry. (3) Among the three different organizational forms, children's scientific abilities improved with children's age and were significantly different among different ages, except the questioning ability. Also, abilities in assumption, verification through experimentation and exploration improved significantly after five and half years old. 4) There was a significant gender difference in questioning ability. Boys displayed better questioning abilities and tended to be more active in asking questions.

Key Words: children; scientific inquiry; self-inquiry; peer group inquiry; inquiry guided by teachers
Minority Cultures and Early Childhood Development in Northwest China

Friday, 4th July 16.45 - ORB First Floor 101 - Oral: Long

Yinan Ma, Guoyan Zhang

Yinan Ma, Guoyan Zhang (Faculty of Education, Northwest Normal University, China)

Abstract: The development of early childhood education bases on a weak foundation due to the limit of local geography, economy, society and other factors in Northwest China with multi-ethnic groups. Our research investigates the development of early childhood education in Hui, Tu, Kazak, Tibetan and Uygur ethnic areas in Northwest China. The results show: (1) there are distinctive differences among children's Language, cognition and social development in different ethnic minorities and areas. (2) ethnic children's bilingual ability is closed related to their readiness for school. (3) early childhood education institutes in Northwest China have make activate efforts to strengthen children's ethnic identity, improve the quality of early childhood education and promote the development of ethnic young children through exploring good educational resources in ethnic cultures. During the progress, more resources were added into creating the environment, developing curriculum and instruction in kindergarten, improving the cooperation between kindergarten and families. (4) how to assist parents under different cultural backgrounds to raise their educational awareness and behaviour, cooperate with kindergarten is an essential way to facilitate early childhood development in ethnic areas.
Could kindergarten teachers' dispositions influence the inclusion of pupils with special needs in their classrooms?

Friday, 4th July 16.45 - ORB First Floor 101 - Oral: Long

Gerasimos Koustourakis, Anthoula Efthymiou

According to the principles of UNESCO, as they defined on the Declaration of Salamanca (1994) for the recognition of rights of students with special needs, the principle of inclusion should guide any educational policy and thus children with special educational needs should attend ordinary public schools. The Greek law for the special education and training (Law 3699/2008) promotes the inclusion of pupils with disabilities in the normal kindergarten classrooms. The purpose of this study is to investigate how the dispositions of the kindergarten teachers, according to Bourdieu's theory, could influence the inclusion of pupils with special needs to the kindergarten. The research was carried out during the school year 2012-2013 using questionnaire with kindergarten teachers who were working in kindergartens in the region of Patras. The results revealed that the dispositions of kindergarten teachers could affect the effort of inclusion on the grounds that: a) the kindergarten teachers, who participated in this research, expressed low level of agreement to the specific policy; And, b) the kindergarten teachers showed low level of readiness to educate pupils with special needs because they argued that they lack suitable knowledge, ability, teaching experience and training to correspond the demands of this purpose. Thus in case that pupils with disabilities enroll to their kindergarten in all probability the teachers would feel anxiety, insecure and fear. Also, they would immediately ask the help of the Advisors for the Kindergarten school in order to support them and if possible to send special personnel for the education of the kids with special needs. So, the necessity for establishing official in-service training programs on special education for kindergarten teachers arises from this research in order to change their dispositions and facilitate the pupils' with special needs inclusion in ordinary kindergarten classrooms.
The action research of outdoor sports to promote of 2-3 years old toddler's spatial perception development

Friday, 4th July 16:45 - ORB First Floor 101 - Oral: Long

Mei Zhang

2-3 years old toddler's spatial perception ability is formed gradually. Meanwhile, 2-3 years old toddler's motor development constantly enriched. Teacher can promote their spatial perception abilities via observing and improving their vestibular balance in motion, touch, observation ability and so on.

In this study, we analysis the development rule, age characteristics of toddlers spatial perception. Combined with early childhood spatial perception development and the education status of spatial perception, we created outdoor sports environment, provided different kinds of sports materials and designed appropriate outdoor sports games to improving toddler’s spatial perception ability.
EL APRENDIZAJE INFANTIL Y EL CURRICULUM EN LOS PAISES DE AMERICA LATINA CONSTATACIONES PARA LA REFLEXIÓN, DESAFÍOS PARA LAS MAESTRAS/OS

Ofelia Reveco

Friday, 4th July 16:45 - ORB Ground Floor G41 - Oral: Long

En la Educación Infantil el niño/a es el centro, ellos son el corazón de este nivel educativo, por ende, el tipo de aprendizajes a lograr durante su participación en el Jardín Infantil es un tema de primera importancia.

En dicho contexto, el currículum adquiere gran importancia. Es a través del currículo que se explicita aquello que los países pretenden que los niños/as aprendan. Por ello, en general, cuando en América Latina se quieren hacer cambios en el ámbito educativo entre las acciones importantes para los procesos de reforma está el diseño de un nuevo currículum.

En la Educación Infantil Latinoamericana hoy en general nos encontramos en una condición positiva respecto del tema del currículum, todos los países lo tienen y en general son bastante recientes. Por ello, en este Congreso, más que dedicarnos a analizar cada uno de ellos, creo que vale la pena hacer una reflexión sobre cuáles son las actuales tendencias curriculares en este continente, el tipo de aprendizajes que se están promoviendo en los niños/as y su adecuación con los grandes principios de la Educación Infantil.

Esta presentación pretende incentivar una reflexión conjunta, generar las condiciones para hacernos preguntas respecto de los currículos explícitos e implícitos que se están utilizando en América Latina y por ende, en relación a los aprendizajes que los niños/as estarían logrando. Así mismo, que a partir de las respuestas se tomen decisiones sustentadas y coherentes con la visión del niño/a como sujeto de derecho. Cualquier opción será válida siempre que tenga un fundamento claro y explícito.
Modelamiento del Ambiente Físico de Aprendizaje: La Construcción Multivocal de un Modelo Evaluativo para la Habitabilidad Educativa de Jardines Infantiles

Friday, 4th July 16.45 - ORB Ground Floor G41 - Oral: Long

Cynthia Adlerstein

El modelamiento del ambiente físico de aprendizaje ha sido considerado, después de la familia y el docente, como el tercer educador (Mau, 2010; Rinaldi, 2006). Asimismo, las perspectivas más modernas lo reconocen como un factor clave de la calidad educativa (OECD, 2006; Tietze, 2005) y del aprendizaje en la primera infancia (Taguma, 2012). Aun cuando su relevancia concita consenso internacional, en Chile es un fenómeno socioeducativo escasamente investigado, e insuficientemente regulado por las políticas públicas. En efecto, los jardines infantiles públicos están hoy poblados de mobiliario normativo basado en diseños adultocéntricos que responden a requerimientos de hace más de 30 años (Rojas e Ilardi, 2009), que no consideran el marco curricular y no están diseñados para potenciar el empoderamiento y la habitabilidad educativa de sus comunidades.

El trabajo muestra la construcción de un Modelo Evaluativo del Modelamiento del Ambiente Físico de Aprendizaje (ME.MAFA), desde una perspectiva socio-constructivista. A partir de técnicas cualitativo-etnográficas y bajo la metodología Human Centered Design (IDEO, 2009) se logra articular una perspectiva interdisciplinaria que produce desde las voces de niños, los juicios de expertos y las perspectivas de políticos y educadores, un modelo para valorar y reconfigurar el ambiente físico de aprendizaje. El análisis de los datos a través del Método de Comparación Constante permitió levantar siete dimensiones y diecinueve variables para documentar y evaluar pedagógicamente el ambiente físico del aula.

Se concluye sobre las externalidades positivas asociadas al mismo proceso: la resignificación del modelamiento del ambiente físico como una práctica pedagógica y el empoderamiento de los niños como ciudadanos y habitantes de su institución educativa.
**Valor de la documentación en la formación profesional**

*Friday, 4th July 16:45 - ORB Ground Floor G41 - Oral: Long*

*Karina Villarroel, Patricia Troncoso Ibacache*

La experiencia presenta la reflexión profesional de nuestro rol como formadoras de Educadoras de Párullos en la actividad académica de Práctica, fundamental en la apropiación del hacer docente.

En Chile, el hacer docente se orienta desde criterios que emanan de las Bases Curriculares de la Educación Parvularia (BCEP) "marco orientador para la educación desde los primeros meses hasta el ingreso a la Educación Básica. Ellas toman en cuenta las condiciones sociales y culturales que enmarcan y dan sentido al quehacer educativo a inicios del siglo XXI, y han sido elaboradas teniendo como criterio fundante el derecho de la familia de ser la primera educadora de sus hijos" (Mineduc, 2001). Las BCEP entregan las bases que orientan el acompañamiento al estudiante, en cuanto al sentido de la acción docente en el saber, el hacer, el ser y convivir.

En esta línea se integra la documentación del registro fotográfico, con el propósito de orientar la reflexión de la práctica sobre el rol docente y el protagonismo de los niños y niñas, potenciando así el concepto de niño como persona con características singulares, sujeto de derecho y co-constructor de cultura. "Documentación no como rendición de cuentas final, colección de documentos o portafolio; sino más bien como un procedimiento que sustenta la acción educativa en el diálogo con los procesos de aprendizaje de los niños" (Rinaldi, 1996)

Los principales aportes de esta experiencia, dicen relación con la motivación de las estudiantes a contextualizar las experiencias de aprendizaje, valorando las diferencias individuales y el aprender con otros, como testimonio de qué y cómo aprender, desapegándose así del aprendizaje sustentado en etapas evolutivas.
**The social construction of Separated Children in Ireland: Impact on aftercare provision**

*Friday, 4th July 16.45 - Boole 4 - Oral: Long*

**Aoife Horgan**

This paper will highlight the challenges faced by separated children on arrival in Ireland and recent developments in policy and provision of care relating to this. While separated children are now being fostered in mainstream care, this process of integration is fractured when they reach 18 years of age. The Health Service Executive has an obligation to provide care to separated children while they are minors, however, this responsibility under the Child Care Act 1991 changes from 'shall' to 'may' once they turn 18 (Joyce and Quinn, 2009).

This paper will explore the social construction of separated children in Ireland and the implications of such constructions for ageing out minors. Separated children are portrayed both in Ireland and internationally as being vulnerable and passive and therefore not social actors in their own right. (Crosscare, 2010; Bhabha, 2008; Bastia, 2005). It can be argued that separated children and the circumstances which necessitate their transnational migration present a challenge to the dominant westernised ideas concerning childhood (Horgan et al, 2011). At 18, separated children are taken out of the care system and one can argue that this may evidence a different social construction of childhood regarding separated children as opposed to national children in care. It has been reported that in practice, aftercare provision for aged out minors is a rare occurrence (Irish Refugee Council, 2011). The Ombudsman for Children has highlighted this transition period as an area of concern in relation to a dearth of provision of aftercare and the lack of any statutory obligation in the provision of this aftercare (Hogan, 2010). This paper will examine how a different social construction of childhood for separated children has potentially impacted aged out minors regarding their aftercare, social inclusion in society, the development of policy, legislation and their social wellbeing and identity.
Perspectives of early years providers on meeting the needs of asylum seeking young children in Ireland

Friday, 4th July 16.45 - Boole 4 - Oral: Long

Jacqui O’Riordan, Deirdre Horgan, Shirley Martin

This paper presents preliminary findings from stage two of a research project on the day-to-day lives of children, who are currently seeking asylum in Ireland and living in Direct Provision accommodation. Building on research previously undertaken with parents (O’Riordan, et al 2013) this paper focuses on the views and experiences of early years practitioners and primary school teachers who work directly with these children. It develops our understanding of issues arising in the transitions young children are making between their home accommodation and their educational settings. Key themes of this stage of the research included training in cultural sensitivity for teachers and practitioners, induction programmes for refugee children, identification and exploration of specific educational needs, language supports and collaboration between education settings and other supports for young refugee children as well as their interaction with parents.

This research is timely given the introduction of the ECCE scheme in 2010 providing universal free access to pre-school for all children from 3-5 years of age. This development acknowledges the importance of early years education for all children as a foundation for their full participation in education, formation of peer relationships and inclusion in society more generally. Preliminary results indicate that the early years sectors appears to be more proactive in responding to the needs of asylum seeking children and their families than the more formal primary school sector, which children generally enter from age five. It also indicates that current austerity measures are limiting the capacity of both sectors, but particularly the primary sector, in responding to the specific language and educational needs of asylum seeking children.
Many currently under resourced nations have established early childhood policies and a commitment to have quality programs for young children birth through age 8. In Liberia, early childhood development is evolving into an organized system of integrated services for young children, (birth through kindergarten), their families and service providers. The April 2012 launch of the National Inter-sectoral Policy on Early Childhood Development signaled Liberia’s commitment to achieve holistic development for Liberia’s youngest citizens.

Prior to and during the Policy launch, all key ministries, civil society and donor partners were encouraged to support the full implementation of the Policy. A January 2014 review of the implementation status of Liberia’s Early Childhood Development (ECD) Systems Framework, indicates that friendships, relationships and partnerships have contributed significantly to system development. The ECD system framework components are: Governance/Structure, Curriculum System/Standards, Educator/Practitioner Support, Monitoring and Evaluation, Communications/Community Engagement, Research and Development and Financing.

The paper describes the roles and relationship involved in achieving the following concrete outcomes:

- An Inter-sectoral Committee guiding the policy and program development has been established;
- An Early Childhood Development Community Education Awareness Program is being implemented;
- A team of Master Trainers have been certified;
- Institutions of higher education have established an early childhood work group, sponsored a Symposium and are collaborating to to establish degree programs in early childhood development;
- An early childhood curriculum system has been developed;
- Pilot early childhood programs have been established;
- Skills based workshops for persons currently working in early childhood programs have conducted;
- An early childhood resource center and a training registry data base is being developed; and
- A very successful Africa Regional OMEP/Liberia Early Childhood Conference was held in 2013.
**Mixed-age Education in Beijing Normal University Kindergarten**

*Friday, 4th July 16.45 - ORB First Floor 145 - Oral: Long*

_Shan Huang_

Due to the one-child family structure in China, children have become the center of the family. Surrounded by adults, they have little opportunity to experience brother and sister-type interactions. Although this "one-child syndrome" has become a social problem, mixed-age education in kindergarten is able to address this deficiency. Mixed-age education holds great significance for those who are the only child in the family. We have found, in our kindergarten's nearly 20 years of practicing mixed-age education, that implementation of mixed-age education is not just simply putting different aged children in the same class. It is critical that the teachers have the professional knowledge to understand each child's level of development according to their age as well as their individual aptitude so that they can properly direct their education. First of all, teachers should create a kind of "big family" learning and living environment providing children with the opportunity to assume corresponding social roles. As they become "big brothers and sisters" or "little brothers and sisters" they can learn patience, tolerance and self-discipline. Secondly, teachers should help children to master the basic communication methods and problem solving skills through encouraging children interact with different age peers. Lastly, teacher guide children through different kinds of living activities and games to learn from each other, share wisdom, and gain confidence. In our experience, we also have found that the parents' views can affect the educational advantages of mixed-age education in the kindergarten.
Creating the collective cultural environment to a newly-enrolled class in a kindergarten

Friday, 4th July 16.45 - ORB First Floor 145 - Oral: Long

Haizhu Liu

Within the first week of new school year, you can hear lusty crying from a new kindergarten class in China. Some children's strong enrollment anxieties may continue several weeks. This common admission phenomenon is reason of most parents spoil their children, the boom and the process of urbanization. Finally, it would result in the children into the collective learning activities is late. At the same time, because of the one-child policy, children have no interactive peer learning at home, and the collective awareness is weak. In addition, China parents typically work very busy and have no much time to play with the kids, and grand-parenting phenomenon is widespread. All these reasons bring about kindergarten enrollment anxiety phenomenon encountered particularly.

Faced with this problem, the teacher plays a vital role. Because there are a typically 30 ~35 children or so in each new class of big city, this let the teacher's energy is limited. From this perspective, the strengthening of the kindergarten admission of new class of collective cultural environment is a good way. At the same time, for entering the society of children, their societies began to sprout, and they have a very strong desire for friendship and hope to make more friends. To create a new admission the child class environment actively, their entering into the first social life group will be more successful.

The teacher can do:
1: Creating rich collective cultural attraction class environment.
Case: Members of the class photo wall.
Objective: To be familiar with every member of the class.
2: Creation small collective model group who has been transferred to the normal learning activities.
Case: Happy children around a circle.
Objective: To establish culture has been integrated into the collective learning model, attract more children to actively face kindergarten enrollment anxiety.
**Let go of the kids, allowing them to be the master of games**

*Friday, 4th July 16.45 - ORB Second Floor 244 - Oral: Long*

*Lanhua Qian*

Revelation from the game "Flappy Bird" in 5 years' class

Along with increase of ages, kids accumulate richer and richer life experience, and their level goes ever higher in role playing games. The boy Dong-Dong brings to the classroom "game corner" a new set of toys: "Flappy Birds", which attracts lots of kids. The kids are no longer content with playing with the ready toys. They combine various toy bricks and boxes found in the "materials basket" to play the game. Next they change the rules of the game and invent new rules for the game.

From this case, we realize that: in the role playing game for 5 years', the game independence really sprouts in the kids, for example in their independent selection of game theme and game materials, in their independent selection of game partner, and in their independent alteration and invention of game rules, and in their attempt to independently solve issues.

Through the case, we get such a revelation:
1) follow the interests of the kids, and arouse their zeal for the role playing game;
2) provide abundant "materials" to satisfy the kids' needs in the role playing game;
3) reserve space for gaming, and give the kids chance of creating the environment by themselves in the role playing game;
4) change the role of the teacher, and increase the kids' ability of the role playing game.
One dimensional materials for the development of children's spatial perception

Friday, 4th July 16.45 - ORB Second Floor 244 - Oral: Long

Ting Yan

One is actually refers to a line, in understanding that is left - right in one direction. Can also be understood as the point into line, no area and volume of the object. The researchers used the spatial relationship of linear material help children improve about next year's space perception ability in practice. The so-called virtual, is the use of a large number of computer software, computer games and so. With the development of science and technology, the progress of the times, electronic products and a variety of emerge in an endless stream, also appeared in the children's life many convenient virtual materials such as various palmtop computer, netbook, the most popular and common is IPAD. The practice of using one dimensional virtual game several suitable for children perception of space development, the development of children's spatial perception of the game. The use of electronic games, can put single one-dimensional images, in line with the characteristics of children's interest; and facilitates operation, you can download it to kindergarten regional computer, or download to the IPAD operation, let the children practice.
Different modes of play and its relationship with children's creativity

Friday, 4th July 16.45 - ORB Second Floor 244 - Oral: Long

Keang-Ieng Vong, Doris Cheng, Karen Liu

This paper aims at discussing the relationship between children's learning experiences in two types of early childhood settings and their performance levels on creativity, as well as male vs. female performance. Two types of early childhood settings were examined: (1) academic-oriented, in which the acquisition of learning outcomes was stressed; (2) child-centered, in which three generic abilities (i.e. creativity, communication and collaboration) were emphasised. Ninety four- to five-year-old children in three Chinese early childhood sites in Hong Kong took part in the study. Chinese version of Torrance's research tool on Thinking Creatively in Action and Movement (TCAM) was administered to measure children's creativity. The pretest-intervention–posttest control group design was used to examine the impact of the learning experiences on children's changes in creativity as a result of a 12-month action research project. The TCAM results were analysed by using the analysis of co-variance. The quantitative results obtained from the pre- and post- TCAM tests showed that children schooled in the child-centered kindergartens obtained a higher score in all three dimensions of the instrument: Fluency, Imagination and Originality, than those in the academic-oriented kindergarten. Yet, children at the academic-oriented kindergarten gained significant scores in the Fluency dimension. Qualitative evidence reveals that children schooled in the academic-oriented kindergarten had had play experiences different from their counterparts in the child-centred kindergartens. Results revealed an influence of kindergarten's learning experiences on children's creativity. Moreover, in general, boys seemed to benefit more from the curriculum intervention than girls. The gender difference in scores deserve further research pertaining to kindergarten curriculum reform in Hong Kong.

Keywords: play; creativity; play experiences; learning experiences; academic-oriented kindergarten; child-centred kindergarten
**Applied research of educational drama in kindergarten –the theme of "life education with own"**

*Friday, 4th July 16.45 - ORB Second Floor 244 - Oral: Long*

**Kathy Weihua Kao**

Drama as a medium of early childhood education is to provide children with a hypothetical context, so that children not only experience and insights that can not be experienced in real life things, and thus achieve more growth and development of cognitive, emotional and ideas. For tacit knowledge of learning, such as kindergartens life education, dramatic way related research.

This study is for "life education with himself" as the theme of drama education, a kindergarten teacher action research on cognitive and implementation. Using interviews and observation records collected all of the activities of teachers and researchers design, reflection and revision process data. For a period of four months of full-time recording and transformed verbatim for analysis.

The study concluded: For drama courses, drama activities must remain consistent with the kindergarten overall program of activities; the theme of drama activities is required in the form of drama activities; theatrical theme exist wide expansion. For teachers: teachers' acceptance and recognition is the primary problem; teacher's ability to lead is the key. Recommendation: kindergartens to give recognition and support; researchers to do promotional work; teachers should seek deeper and development of the educational drama.
Prize-winning energy saving preschoolers - building a culture for sustainability

Friday, 4th July 16.45 - ORB Second Floor 201 - Oral: Long

Marsella Qvicker

At Skogsängsgårdens preschool in Salem, Sweden, children and staff have managed to lower the energy consumption. In one year, between 2012 and 2013, they have reduced their consumption with 8193 kWatt hours. The saving, around 1000 euro, has been returned to the preschool. The children and staff are now considering how to use the resources to improve their outdoor space. The Project is part of a municipal project to reduce energy consumption.

To reduce energy spending, staff and children have changed their habits, turning off lamps, introduced better airing routines, no stand-by modes and energy saving bulbs and spotlights in stead of fluorescent lighting.

The preschool Jägargården, current saving account 800 euro, and seven other preschools have taken up the challenge in a friendly competition, which at the same time enables the establishment of new sustainable habits within the children's play culture.

The childrens accomplishments were awarded also with diplomas, fruit and ice-cream, delivered with a nice speech by the Mayor. The teachers' will be awarded with preschool based bicycles, to use when networking between the preschools.
Facebook, tablets, talking cars and other digital environments or devices are becoming a big part of our modern lives. For many adults they can still represent new phenomena whereas for children and youngsters they may be a key part of free time and play. In Finnish education policies ICT and media have been addressed as focal topics for a while already. A lot of concerted development work has been done providing information and innovative educational material even as concerns early childhood education and care. Ensuring a stronger position for media education is one of the strategic aims of the Ministry of Education and Culture with, nevertheless, very little progress in our kindergartens and in the preschool classrooms. Children know how to use digital tools and they play with them at home, but not in the classrooms. Several surveys tell that there is actually suitable equipment available in most of the units but quite often it is used exclusively by the adults.

Research suggests that there are three major reasons for the poor progress: teachers are uncertain of their own skills or they view the use of digital materials and tools as a threat to what they consider as a desirable childhood. A third reason is that education providers (local politicians) overlook the importance of media education in early education and care. Feedback data collected during the Finnish national core curriculum process (as of summer 2012) regarding preschool education provides a number of examples to illustrate the ongoing debate. The presentation will exemplify and provide some explanations for the ways in which the challenge of digital childhood is taken into account in the national and local level curriculum processes in Finland.
Researching the use of reclaimed resources in early childhood settings

Paulette Luff

This paper reports a small-scale qualitative research project focused upon reclaimed materials within four early years settings in different locations in the East of England. We are interested in: how and why reclaimed resources are used in early childhood settings; how these materials are presented to children; and the affordances of these as play resources. The study is underpinned by a review of literature, identifying contemporary understandings of early childhood education for sustainability together with research into uses of materials and resources with this age group. Data collection was via: resource audits, to investigate what materials were used; observations, to explore how children used reclaimed resources; and interviews with staff, to investigate their understandings of the resources that are provided and the ways that children use the materials. We also discussed sustainability and environmental education and how it links to the Early Years Foundation Stage (EYFS) curriculum. Findings show that the amount and type of reclaimed resources differed considerably with a range of materials being used. Children of all ages were observed to use reclaimed materials in a variety of ways, indoors and outside. Interviewees were aware of the importance of heuristic play and outdoor provision for the birth-to-five age group and also recognised the potential of reclaimed resources for fostering creativity. Participating staff said that the EYFS curriculum gives no guidance on what is meant by the term ‘environment’ or how sustainability links to the areas of learning and development; some interviewees believe that leaving this open to interpretation allows for flexibility. Managers and staff identified a need for initial training and continuing professional development in relation to early childhood education for sustainability. The implications of these findings will be discussed in relation to provision, training and further research.

Keywords: creativity, heuristic play, materials, resources, sustainability
Impact of Orff Music Therapy on Working Memory and Attention of Children with Down's Syndrome

Xia Ning

The purpose of this study was to explore the impact of Orff music therapy on working memory of children with Down's Syndrome, to analyze possible causes of the effect, to further develop implementation process and method of Orff music therapy for children with Down's syndrome.

The experimental design of the study was between-subjects and experimental before-after design. The sample included 22 Down's syndrome children. They were divided into three groups including music therapy group, language intervention group, and non-intervention group. Each group just received a treatment. There were a total of three interventions: Orff music therapy, language intervention and non-intervention. This experimental research divided three parts. The first part is to assess interventional before-after level of working memory of the subjects by Wechsler Intelligence Scale for Children in China and Corsispan Test.

The research compared the three-group subjects' interventional before-after level of working memory in order to clarify different effects on children with Down syndrome caused by the three different interventions. Furthermore, a typical case was conducted to intensively study.

The main results showed as follows:
(1) Orff music therapy could significantly improve working memory of children with Down's syndrome.
(2) Case study also verified that Orff music therapy could improve working memory of children with Down's syndrome.

In conclusion, this research confirmed that Orff music therapy could improve working memory of children with Down's syndrome, the improvement is possibly due to the reasonable design of Orff music activities.
**Priority SD challenges: how kindergartens can help to face them**

*Friday, 4th July 16.45 - ORB Second Floor 255 - Oral: Long*

*Natalia Ryzhova, Igor Ryzhov*

The report addresses issues of implementation of SD in ECCE. Different factors make differences in implementation of ESD ideas across the nations. In order to generalize the results of this implementation together with special features in different countries, an open model "Influences on ESD in ECCE" has been designed. The model includes several components: kindergarten's environment, including learning surroundings, laws & regulations, traditions, etc. Development of ESD in ECCE in different countries is compared. Thus, some countries focus more on environmental dimension, the other on social (including culture), or economic dimensions. In China ESD is based on traditional approaches to harmony between Man and Nature, in Russia ESD has developed on the background of ecological education, in Scandinavian countries much attention is given to outdoors education. The report gives examples of ESD implementation in different countries.

It is stated that kindergartens may contribute to answering SD Challenges that have been identified by the Leadership Council of the SDSN as priority challenges, which are Interconnected and each contribute to the dimensions of sustainable development. These ten sustainable development challenges must be addressed at global, regional, national, and local scales. For instance, the challenge "Curb Human – Induced Climate Change and Ensure Sustainable Energy" may imply energy-saving kindergarten buildings, sparing water and energy; the challenge "Improve Agriculture Systems" – creation of kitchen gardens, children's participation in environmentally safe agriculture; challenge "Secure Ecosystem Services and Biodiversity" – kindergarten territory may serve not only as learning environment, but also as a territory, supporting biodiversity. Projects from different countries are discussed.

Conclusion: All children have the right for ESD; there are common goals, essence, problems in ESD for ECEC in all countries; ESD practice in ECCE reflects cultural, social, educational, economical peculiarities of the country and family traditions.
Training program of children's spatial perception in family

Friday, 4th July 16.45 - ORB Second Floor 255 - Oral: Long

Yiwen Liu

Family education of early childhood is the beginning of the "human" education, plays a cornerstone role in one's life. Appropriate environment and method of family education have a pivotal role in the development of children's spatial perception. Research group has designed three activities: "raiders of the lost ark", "ha ha parent-child garden" and "super parents", hope that through these activities help parents know and attention to the cultivation of children's spatial cognitive ability, provide related research materials for research, so as to summarize and discuss the most effective family training programs, to better promote the development of children's spatial perception, parents, teachers, children's 3 party a win-win situation.
Playing with patterns – a Learning study with toddlers

Friday, 4th July 16.45 - ORB Second Floor 203 - Oral: Long

Camilla Björklund

Development of basic mathematical competence is to become aware of the surrounding environment and how phenomena relate to each other. Relationship between objects in space, time and quantities are closely connected to everyday life, yet there is no guarantee that children explore this on their own initiatives, nor that they develop conceptual understanding of the same. A conceptual base of mathematical concepts is considered important for the development of mathematical skills, but little is known about how this is facilitated with the youngest preschool children. A project financed by the National Council of Research in Sweden "Learning about Space" addresses this question and seeks to find out how toddlers may be introduced to mathematical concepts in an instructive manner and still account for the curriculum’s strong emphasis on children’s perspectives, own initiatives, creativity and play. The object of learning in this part of the project is patterns, as a repetitive phenomenon following a predictable order, also considered an aspect of pre-algebraic thinking. This presentation scrutinizes the idea of patterns and children’s creative play in relation to the teachers’ intended learning object. Data consists of video-observations collected during a Learning study with three teachers working with toddlers, 1–3 years old. Activities characterized by goal-oriented play are organized by the teachers, giving the children opportunities to explore phenomena individually and in interaction, but guided by the materials and instructions of the teacher. Results from the analysis, both empirically and theoretically drawn, show that reproduction is not primarily the goal to strive for, instead there are more basic relationships and abilities that seem to be a pre-requisite for the development of understanding the concept of pattern. The results thereby present a broader understanding of patterns and learning about the concept of patterns.
The development of children's creativity in ceramic

Friday, 4th July 16.45 - ORB Second Floor 203 - Oral: Long

Benny Xu

Ceramic is now gradually being much accounted of the development of children's creativity. By optimizing the education environment, using the education method flexibly, inspiring children's creativity and motivation and making rational plans that ceramic education realize its value. The ceramic education provide the children's creation stage of its integrity, participatory and interest. Creativity is one of the most important things of arts. Recent years, more and more ceramic courses are provided in a lot of kindergartens. That helps children to use their own way to connect the imagination and the real life.

The importance of creativity is known by everyone because most of the scientists and inventors are creativity thinking. We better put the education of the creativity in a very important place.

One of the key elements in visual art is form, that is, shape in several dimensions. In an early childhood art program clay is particularly useful. Ceramic lessons are structured in a manner that will enhance a child's natural ability and interest to learn art, increase self-confidence and expression, appreciation and understanding of artistic styles and learning skills. Ceramic allows a child to express their unique personalities and ideas through a creative, individualized pattern.

Recently, our kindergarten has started teaching ceramic courses. There's a professional ceramic teacher who's invited to teach our children. The kids showed great interest on ceramic when they were starting learning how to model the clay. Some clay works can show the children's wishes and feelings, such as what kind of animal they like the best and what they want to do when they grow up. Also the teachers can find some good points of the children, problem-solving abilities, creativity, and imagination. Children will be more confident after being spoken highly of.
Promoting Active Development in the "Child-Centered" Kindergarten Environment

Du Jun

Environment is an important factor that can affect children's development in kindergarten. A suitable kindergarten environment can play a promoting role in the development of young children. A "Child-centered" kindergarten environment refers to physical and spiritual environment in kindergarten which reflects the concept of respecting children and promoting children's active development. Based on heritage historical experience, basic educational research, reflection and practice, Beijing Normal University Kindergarten is committed to creating a good "Child-centered" kindergarten environment for young children. Our kindergarten has come up with various ways to help young children actively develop through mining community environment resources, parents' specialized resources, optimizing class environment resources as well as others. Beyond this, according to practice experience, our kindergarten has come up with some basic principles of creating a "Child-centered" kindergarten environment. They include: (1) Put stimulating and satisfying the children's interests, respecting for children age characteristics as a starting point for environment creation. (2) The core values in creating the environment are: interactivity, suitability, integrity, artistic quality and other features. (3) The ultimate goal of environment creation is to help children enrich and deepen their experience and to promote their active development. Finally, here is a summary of some of our reflection and experience in how to improve teachers' ability to create suitable environments for the children. (1) The process of creating a suitable environment is an opportunity for the teachers to "learning by doing" and requires their constant reflection and adjustments in practice. (2) Lectures, visiting other schools, observing classes of peers and attending seminars are some other ways to help teachers improve their ability to create suitable "Child-centered" kindergarten environments.
**OMEP's world project 2013-14: Equality for sustainability**

*Friday, 4th July 16.45 - Boole 2 - Symposium*

*John Siraj-Blatchford, Ingrid Pramling Asmuelsson*

We live in a world with a great inequality, and we know that this can not continue if we want a more sustainable world and society. Equality is one of the key challenges in achieving a sustainable society and world.

In the 2014 OMEP projects members from around the world have been engaged in practical efforts to empower young children to escape the disadvantages that they face due to an accident of birth into poverty or discrimination. They have been acutely aware of the need for greater efforts to transform the political aspirations of the Convention on the Rights of the Child into a concrete reality.

The authors of the most innovative and successful projects as judged by an independent team of evaluators, will receive scholarships covering their travel and registration expenses to attend the conference, and their presentations will be made in this symposium. The results of the competition will be posted on the project web pages at the end of April 2014: http://www.ecesustainability.org
**Integrating Theory and Practice on the BA(EYCS) Degree Programme: Intersections and Misconceptions**

*Friday, 4th July 16.45 - Boole 1 - Symposium*

**Maura Cunneen**

Early Childhood Education and Care is changing in Ireland, particularly since the introduction of the Free Pre-school year in 2010. Higher qualification levels will be required of those employed in the ECEC sector. This paper investigates the preparation for practice of early years students on the Level 8 Honours Degree programme, B.A.(Early Years and Childhood Studies), in University College Cork, Ireland. The participants will include members of the Professional Practice Team and Lecturers on the B.A. (Early Years and Childhood Studies) and Mentors of students on Placement in early years settings. Narratives from Practice will be provided from the viewpoints of both the UCC Professional Practice team and ECEC Mentors. Narratives from Theory will be provided from Lecturers in Education in UCC. These narratives, and subsequent discussion, will highlight the intersections and misconceptions which may occur between Theory and Practice as it is encountered by students on Placement in ECEC settings. It is hoped that such discussion will illuminate any implications for future preparation for practice which need to be addressed on the B.A. (Early Years and Childhood Studies) Degree programme. Furthermore, any implications for future practice in the Early Childhood Care and Education sector in Ireland will also be examined.
**Shared Leadership in Early Childhood Program Settings**

*Asia Foster*

Current research supports the idea that leadership based on shared governance and collaboration provide sustained results which impact multiple areas of the teaching and learning process within an early childhood educational setting. Programs are often able to improve their desired outcomes by adopting a system of shared governance between the recognized educational authority and the teaching staff within a program. Shared or Distributive leadership is based on a theme of practice where a communal, democratic process of decision-making between members of an organization is adopted. This presentation will focus on the components of shared leadership, as well as the research related to administrative and staff perspectives of the significance and barriers to shared leadership practices. The presenter will identify interactions which are based on the connections between leaders, followers and their specific roles and a plan of action to incorporate shared leadership practices will also be addressed.
Co-construire une identité d'apprenant actif au préscolaire : un récit québécois

Friday, 4th July 16.45 - Boole 3 - Workshop

Hélène Larouche, Louise Nolin

Le programme d'éducation préscolaire québécois affirme de manière explicite qu'à la maternelle l'enfant joue un rôle d'élève actif dans ses apprentissages, qu'il est capable de réfléchir. C'est à partir de cette perspective de l'enfant constructeur de sens que nous proposons dans cet atelier de revisiter les éléments favorisant le processus d'apprentissage actif dans une classe de maternelle. Dans notre organisation de classe, quelle place occupe le jeu et l'activité spontanée? Quelle initiative laissons-nous à l'enfant pour structurer sa pensée? C'est à ces questions que nous tenterons de répondre à la manière des «learning stories» de Margaret Carr (2001, 2012) qui retracent des exemples de démarche active d'apprentissage. Tout comme cette chercheuse, nous croyons que l'apprentissage ne peut être un acte passif et demande de passer à une conception de l'apprentissage comme un processus actif et dynamique : l'enfant se questionne, il recherche de l'information, des ressources, il demande de l'aide, il interagit, il s'engage. L'apprentissage est abordé ici comme une activité sociale qui inclut responsabilité et persévérance. L'apprentissage, lié à la motivation, peut s'évaluer selon des dispositions pour apprendre, c'est-à-dire des stratégies développées dans des situations contextualisées. Au terme de l'atelier nous inviterons les participants et les participantes à identifier et à discuter des aspects structurels qui favorisent l'expression, l'expérimentation et la construction des connaissances pour développer une identité d'apprenant actif au préscolaire.

Mots clés: apprentissage actif, récit d'apprentissage, stratégies pédagogiques, jeu
Author Index

Aceituno, P. 224
Adlerstein, C. 291
Aghi, K. 128
Ahlin, E. 173
Ahn, G. 130
Ahn, G. S. 234
Akdag, Z. 206
Akinci, A. 285
Akyol, T. 273
Alain Philippe, B. B. M. 98, 177, 178
Alici, S. 105, 238
Alisinanoğlu, F. 156
Andersson, L. T. 222
Anna-Lena, H. 65
Årlemalm-Hagsér, E. 145
Arrow, A. 161
Asphaug, L. K. 222
Avcibaşı, D. D. 126, 176
Aven, S. 115
Ayala, L. 118, 168
Aydin-Kiliç, Z. N. 285
Baillargeon, M. 10
Barlaup, T. K. 222
Basic, S. 132
Bekkevold, V. 222
Berthelsen, D. 229
Birgili, B. 276
Björklund, C. 308
Blanuša Trošelj, D. 209
Brennan, C. 102, 137, 138
Brewer, C. 210
Bryant, E. 53
Butterworth, D. 133
Byun, Y. H. 12, 15
Caroline, C. 96
Cavaliere, T. 72
Chae, C. Y. R. 47
Chau, N. L. L. 2
Chen, H. 51
Chen, S. 199
Chen, Y. L. 67
Cheng, D. 300
Cheung, S. K. 220, 283
Chiaki, M. 113
Cho, A. 8, 38
Cho, B. 244
Chochlidaki, I. 81
Choe, I. S. 129
Choi, J. 279
Choi, S. 36, 37
Christiane, B. S. 265, 266
Chung, A. 244
Chung, D. 22, 37
Chung, K. S. 4
Clerkin, F. 228
Cobb-Moore, C. 229
Codd, A. R. 160
Colbert, J. 60, 204
Concannon-Gibney, T. 235
Connolly, T. 239
Corbett, M. 202
Cunneen, M. 213, 312
Daly, E. 101
Daly, M. 202
Darcy, C. 24
Davern, L. 124
Dereli, F. 131
Devia, S. 169
Diplaraki, K. 81
Doigami, G. 14
Domaccin, E. 108
Duffy, C. 183
Dunphy, L. 155
Eclavea, E. 189
Efstathiadou, M. E. 181
Efthymiou, A. 288
Elan, J. J. 222
Engdahl, I. 91, 243
<table>
<thead>
<tr>
<th>Name</th>
<th>Pages</th>
<th>Name</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erick, O.</td>
<td>316</td>
<td>Hiura, N.</td>
<td>45, 54</td>
</tr>
<tr>
<td>Escobar, M.</td>
<td>167, 226</td>
<td>Ho, D.</td>
<td>186</td>
</tr>
<tr>
<td>Etchebehere, G.</td>
<td>127, 248</td>
<td>Hofmann, G.</td>
<td>39</td>
</tr>
<tr>
<td>Eva, H. B.</td>
<td>194, 263</td>
<td>Holappa, A.</td>
<td>303</td>
</tr>
<tr>
<td>Falcini, U.</td>
<td>104</td>
<td>Holmwood, J.</td>
<td>137, 138</td>
</tr>
<tr>
<td>Fejarang, T.</td>
<td>189</td>
<td>Hong, H.</td>
<td>38</td>
</tr>
<tr>
<td>Feng, X.</td>
<td>217</td>
<td>Hong, X.</td>
<td>82</td>
</tr>
<tr>
<td>Filion, R.</td>
<td>10</td>
<td>Hong, X.</td>
<td>200, 201</td>
</tr>
<tr>
<td>Finucane, N.</td>
<td>73</td>
<td>Horgan, A.</td>
<td>293</td>
</tr>
<tr>
<td>Fitzgerald, C.</td>
<td>28</td>
<td>Horgan, D.</td>
<td>294</td>
</tr>
<tr>
<td>Flanagan, M.</td>
<td>211</td>
<td>Horgan, M.</td>
<td>93, 158</td>
</tr>
<tr>
<td>Fleming, D.</td>
<td>158</td>
<td>de Hosson, C.</td>
<td>84</td>
</tr>
<tr>
<td>Flood, D.</td>
<td>32</td>
<td>Hua, X.</td>
<td>31</td>
</tr>
<tr>
<td>Fong, R. W.</td>
<td>240</td>
<td>Huang, J.</td>
<td>195</td>
</tr>
<tr>
<td>Foster, A.</td>
<td>313</td>
<td>Huang, S.</td>
<td>296</td>
</tr>
<tr>
<td>Frangouli, S.</td>
<td>81</td>
<td>Huangshan &amp; T. Ruiqing,</td>
<td>66</td>
</tr>
<tr>
<td>French, G.</td>
<td>28, 218</td>
<td>Huh, M.</td>
<td>234</td>
</tr>
<tr>
<td>Frost, C.</td>
<td>62</td>
<td>Hwang, H. I.</td>
<td>48, 49</td>
</tr>
<tr>
<td>Fujii, F. O.</td>
<td>208</td>
<td>Ince, S.</td>
<td>275</td>
</tr>
<tr>
<td>Galinec, M.</td>
<td>125</td>
<td>Irie, R.</td>
<td>55</td>
</tr>
<tr>
<td>Gallardo Quero, E.</td>
<td>134, 196</td>
<td>Ishizuka, Y.</td>
<td>45</td>
</tr>
<tr>
<td>Garcia_Llamas, J.</td>
<td>40</td>
<td>Iwan, A.</td>
<td>221</td>
</tr>
<tr>
<td>Garrity, S.</td>
<td>172</td>
<td>Jang, M. Y.</td>
<td>11</td>
</tr>
<tr>
<td>Glavina, E.</td>
<td>152</td>
<td>Jara Reyes, C. P.</td>
<td>17</td>
</tr>
<tr>
<td>Gong, Y.</td>
<td>85</td>
<td>Jeon, S. Y.</td>
<td>129</td>
</tr>
<tr>
<td>Gooch, K.</td>
<td>136</td>
<td>Jewell, P.</td>
<td>92, 281</td>
</tr>
<tr>
<td>Gouin, L.</td>
<td>193, 266</td>
<td>Ji, O.</td>
<td>191, 244</td>
</tr>
<tr>
<td>Guler Yildiz, T.</td>
<td>273</td>
<td>Jo, G. M.</td>
<td>26</td>
</tr>
<tr>
<td>Guo, S.</td>
<td>198</td>
<td>Jo, H.</td>
<td>246</td>
</tr>
<tr>
<td>Guo, Y.</td>
<td>198</td>
<td>Johansson, E.</td>
<td>229</td>
</tr>
<tr>
<td>Gönen, M. S.</td>
<td>131</td>
<td>Jun, D.</td>
<td>310</td>
</tr>
<tr>
<td>Haggai, M.</td>
<td>236</td>
<td>Jun, Y.</td>
<td>246</td>
</tr>
<tr>
<td>Hagiwara, M.</td>
<td>45</td>
<td>Jung, H.</td>
<td>5</td>
</tr>
<tr>
<td>Han, S.</td>
<td>7</td>
<td>Järvenkallas, S.</td>
<td>99</td>
</tr>
<tr>
<td>Harwood, D.</td>
<td>71</td>
<td>Kalogiannaki, P.</td>
<td>205</td>
</tr>
<tr>
<td>Hayes, P. N.</td>
<td>141</td>
<td>Kalogiannakis, M.</td>
<td>63, 81</td>
</tr>
<tr>
<td>Hazar, R. G.</td>
<td>131</td>
<td>Kamara, S. B. F.</td>
<td>295</td>
</tr>
<tr>
<td>He, Y.</td>
<td>255</td>
<td>Kamigaichi, N.</td>
<td>52, 54</td>
</tr>
<tr>
<td>Hill, D.</td>
<td>133</td>
<td>Kane, J.</td>
<td>148</td>
</tr>
<tr>
<td>Hinitz, P. D. B.</td>
<td>94</td>
<td>Kaneda, T.</td>
<td>45, 133</td>
</tr>
<tr>
<td>Name</td>
<td>Pages</td>
<td>Name</td>
<td>Pages</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------</td>
<td>----------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Margaretha, J. N.</td>
<td>65</td>
<td>O'Brien, S.</td>
<td>174</td>
</tr>
<tr>
<td>Martin, S.</td>
<td>294</td>
<td>O'Carroll, G.</td>
<td>185</td>
</tr>
<tr>
<td>Martinez-Iñigo, D.</td>
<td>127, 248</td>
<td>O'Connor, L.</td>
<td>78, 147</td>
</tr>
<tr>
<td>Mascardi, J.</td>
<td>229</td>
<td>O'Connor, T.</td>
<td>272</td>
</tr>
<tr>
<td>McCabe, M.</td>
<td>210</td>
<td>O'Reilly, M.</td>
<td>138</td>
</tr>
<tr>
<td>McCarthy, K.</td>
<td>149</td>
<td>O'Reilly, S.</td>
<td>212</td>
</tr>
<tr>
<td>McCarthy, M.</td>
<td>75</td>
<td>O'Riordan, J.</td>
<td>294</td>
</tr>
<tr>
<td>McConnell-Farmer, J. L.</td>
<td>143</td>
<td>O'Sullivan, C.</td>
<td>141</td>
</tr>
<tr>
<td>McCormack, M.</td>
<td>146</td>
<td>O'Sullivan, J. M.</td>
<td>215</td>
</tr>
<tr>
<td>McKenna, G.</td>
<td>141</td>
<td>O'Sullivan, S.</td>
<td>141</td>
</tr>
<tr>
<td>Mckeeon, J.</td>
<td>59</td>
<td>Oh, Y.</td>
<td>190</td>
</tr>
<tr>
<td>McKiernan, O.</td>
<td>32</td>
<td>Ohara, T.</td>
<td>55</td>
</tr>
<tr>
<td>Mclachlan, C.</td>
<td>161</td>
<td>Oke, M.</td>
<td>32</td>
</tr>
<tr>
<td>McMullan, E.</td>
<td>139</td>
<td>Olgan, R.</td>
<td>105, 106, 238</td>
</tr>
<tr>
<td>McTaggart, D. B.</td>
<td>72</td>
<td>Omeroglu, E.</td>
<td>285</td>
</tr>
<tr>
<td>Meacham, S.</td>
<td>103</td>
<td>Ormeño, C.</td>
<td>23</td>
</tr>
<tr>
<td>Megale, A.</td>
<td>237</td>
<td>Ouvry, M.</td>
<td>203, 270</td>
</tr>
<tr>
<td>Mei Yung Lam, H.</td>
<td>216, 286</td>
<td>Oztekin, C.</td>
<td>105, 238</td>
</tr>
<tr>
<td>Merryman, N.</td>
<td>162</td>
<td>Ozturk, D.</td>
<td>109</td>
</tr>
<tr>
<td>Mihoko, T.</td>
<td>43, 44</td>
<td>Öztürk, I.</td>
<td>126, 176</td>
</tr>
<tr>
<td>Mizuno, Y.</td>
<td>14</td>
<td>Paik, Y.</td>
<td>3, 6</td>
</tr>
<tr>
<td>Mosxovi, M.</td>
<td>81</td>
<td>Paruk, S.</td>
<td>253</td>
</tr>
<tr>
<td>Mukaida, K.</td>
<td>13</td>
<td>Papademetri-Kachrimani</td>
<td>181</td>
</tr>
<tr>
<td>Mulcahy-O'Mahony, N.</td>
<td>80</td>
<td>Park, E.</td>
<td>11, 21, 41, 42, 133, 145</td>
</tr>
<tr>
<td>Mullally, V.</td>
<td>95, 267</td>
<td>Park, J.</td>
<td>7</td>
</tr>
<tr>
<td>Muri, L.</td>
<td>222</td>
<td>Park, K.</td>
<td>36</td>
</tr>
<tr>
<td>Murphy, R.</td>
<td>227</td>
<td>Park, M. S.</td>
<td>129</td>
</tr>
<tr>
<td>Murray, J.</td>
<td>159</td>
<td>Park, S.</td>
<td>41</td>
</tr>
<tr>
<td>Mäkelä, M.</td>
<td>99</td>
<td>Park, S.</td>
<td>41, 42, 133</td>
</tr>
<tr>
<td>Nagata, M.</td>
<td>43, 44</td>
<td>Pascual Lacal, R.</td>
<td>134, 196</td>
</tr>
<tr>
<td>Naito, T.</td>
<td>19</td>
<td>Pender, J.</td>
<td>72</td>
</tr>
<tr>
<td>Navarro, T.</td>
<td>196</td>
<td>Peng, H.</td>
<td>29</td>
</tr>
<tr>
<td>Nealy, M. . L.</td>
<td>16</td>
<td>Peralta Espinosa, M. V.</td>
<td>118</td>
</tr>
<tr>
<td>Nikiforidou, Z.</td>
<td>122</td>
<td>Perruchon, D.</td>
<td>144, 192, 193, 263, 265, 266</td>
</tr>
<tr>
<td>Nilsen, M.</td>
<td>258, 259, 260, 261</td>
<td>Ning, X.</td>
<td>305</td>
</tr>
<tr>
<td>Nolan, C.</td>
<td>171</td>
<td>Phelan, S.</td>
<td>271</td>
</tr>
<tr>
<td>Nolin, L.</td>
<td>314</td>
<td>Pordomingo_Rodriguez, J.</td>
<td>40</td>
</tr>
<tr>
<td>Noonan, M. J.</td>
<td>142</td>
<td>Poulsseen, H.</td>
<td>268</td>
</tr>
<tr>
<td>Ni Dhonnabháin, Á.</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Pages</td>
<td>Name</td>
<td>Pages</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Powell, S.</td>
<td>136</td>
<td>Schonfeld, H.</td>
<td>90</td>
</tr>
<tr>
<td>Pramling Asmuelsson, I.</td>
<td>145, 311</td>
<td>Şeker, T.</td>
<td>156</td>
</tr>
<tr>
<td>Pramling, N.</td>
<td>258, 259, 260, 261</td>
<td>Seki, A.</td>
<td>52</td>
</tr>
<tr>
<td>Prendergast, A.</td>
<td>77</td>
<td>Sekiguchi, H.</td>
<td>43, 44, 54</td>
</tr>
<tr>
<td>Press, C.</td>
<td>243</td>
<td>Shaik, J.</td>
<td>175</td>
</tr>
<tr>
<td>Pribisev Beleslin, T.</td>
<td>117</td>
<td>Sheehey, M.</td>
<td>142</td>
</tr>
<tr>
<td>Qian, L.</td>
<td>298</td>
<td>Sheehey, P.</td>
<td>142</td>
</tr>
<tr>
<td>Quintanial_Diaz, J.</td>
<td>40</td>
<td>Sheng, L.</td>
<td>29</td>
</tr>
<tr>
<td>Qvicker, M.</td>
<td>302</td>
<td>Shin, E. S.</td>
<td>58, 133</td>
</tr>
<tr>
<td>Rabusicova, M.</td>
<td>188</td>
<td>Shin, H. K.</td>
<td>46</td>
</tr>
<tr>
<td>Radley, P.</td>
<td>69</td>
<td>Shin, J.</td>
<td>46</td>
</tr>
<tr>
<td>Ranck, E.</td>
<td>24</td>
<td>Shirakawa, Y.</td>
<td>55</td>
</tr>
<tr>
<td>Rao, N.</td>
<td>83, 135, 151, 153,</td>
<td>Sifaki, E.</td>
<td>81, 205</td>
</tr>
<tr>
<td></td>
<td>163, 164, 214, 221</td>
<td>Simeonsdotter Svensson</td>
<td>65</td>
</tr>
<tr>
<td>Rawdon, L.</td>
<td>62</td>
<td>Simpson, D.</td>
<td>166</td>
</tr>
<tr>
<td>Rebolledo, X.</td>
<td>118</td>
<td>Simpson, J.</td>
<td>143</td>
</tr>
<tr>
<td>Reid, A.</td>
<td>269</td>
<td>Siraj-Blatchford, J.</td>
<td>145, 311</td>
</tr>
<tr>
<td>Reveco, O.</td>
<td>290</td>
<td>Skantz Aberg, E.</td>
<td>258, 259, 260, 261</td>
</tr>
<tr>
<td>Revheim, H. G.</td>
<td>222</td>
<td>Skoufou, V.</td>
<td>81</td>
</tr>
<tr>
<td>Reyes, J. L.</td>
<td>247</td>
<td>Sobotová, J.</td>
<td></td>
</tr>
<tr>
<td>Reynolds, T.</td>
<td>254</td>
<td>Stamnes, K. K.</td>
<td>222</td>
</tr>
<tr>
<td>Ridgway, A.</td>
<td>75, 223, 227</td>
<td>Stavholm, E.</td>
<td>112</td>
</tr>
<tr>
<td>Robinson, J.</td>
<td>121</td>
<td>Suh, H.</td>
<td>20, 120</td>
</tr>
<tr>
<td>Rodriguez, S.</td>
<td>23</td>
<td>Sun, J.</td>
<td>153</td>
</tr>
<tr>
<td>Rogulj, E.</td>
<td>278</td>
<td>Sung, J.</td>
<td>35</td>
</tr>
<tr>
<td>Romo, V.</td>
<td>170</td>
<td>Tak, J. H.</td>
<td>49</td>
</tr>
<tr>
<td>Rose-Marie, D.</td>
<td>263, 264</td>
<td>Tarr, P.</td>
<td>277</td>
</tr>
<tr>
<td>Russell, J.</td>
<td>90</td>
<td>Tazume, H.</td>
<td>57</td>
</tr>
<tr>
<td>Ryu, S.</td>
<td>4</td>
<td>Teksöz, G.</td>
<td>106</td>
</tr>
<tr>
<td>Ryzhov, A.</td>
<td>64</td>
<td>Teng, Y.</td>
<td>186</td>
</tr>
<tr>
<td>Ryzhov, I.</td>
<td>306</td>
<td>Thulin, S.</td>
<td>110</td>
</tr>
<tr>
<td>Ryzhova, N.</td>
<td>306</td>
<td>Tomita, H.</td>
<td>57</td>
</tr>
<tr>
<td>Saavedra, K.</td>
<td>86, 225</td>
<td>Towler, M.</td>
<td>75, 76</td>
</tr>
<tr>
<td>Şahin Sak, I. T.</td>
<td>61, 274</td>
<td>Townsend, J.</td>
<td>34</td>
</tr>
<tr>
<td>Şahin, B. K.</td>
<td>61</td>
<td>Troncoso Ibachine, P.</td>
<td>249, 292</td>
</tr>
<tr>
<td>Sak, R.</td>
<td>61, 274</td>
<td>Tuncer, N.</td>
<td>274</td>
</tr>
<tr>
<td>Sakai, N.</td>
<td>45</td>
<td>Unlu Cetin, S.</td>
<td>231</td>
</tr>
<tr>
<td>Sakakihara, Y.</td>
<td>233</td>
<td>Uribe Chamorro, J.</td>
<td>170</td>
</tr>
<tr>
<td>Sarah, L.</td>
<td>96</td>
<td>Vasquez Valenzuela, L.</td>
<td>89</td>
</tr>
<tr>
<td>Scholes, L.</td>
<td>229</td>
<td>Vavouraki, M.</td>
<td>81</td>
</tr>
<tr>
<td>Name</td>
<td>Page1</td>
<td>Name</td>
<td>Page1</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
<td>---------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Veale, A.</td>
<td>241</td>
<td>Zhang, G. Y.</td>
<td>287</td>
</tr>
<tr>
<td>Velivasaki, G.</td>
<td>81</td>
<td>Zhang, J.</td>
<td>83</td>
</tr>
<tr>
<td>Villarroel, K.</td>
<td>249</td>
<td>Zhang, L.</td>
<td>198, 214</td>
</tr>
<tr>
<td>Villarroel, K.</td>
<td>292</td>
<td>Zhang, M.</td>
<td>289</td>
</tr>
<tr>
<td>Visnjic Jevtic, A.</td>
<td>132, 230</td>
<td>Zhang, X.</td>
<td>140</td>
</tr>
<tr>
<td>de Vocht, L.</td>
<td>242</td>
<td>Zhang, X.</td>
<td>198</td>
</tr>
<tr>
<td>Vong, K.</td>
<td>300</td>
<td>Zhao, X.</td>
<td>74</td>
</tr>
<tr>
<td>Vosper Fenwick, M.</td>
<td>34</td>
<td>Zheng, L.</td>
<td>29</td>
</tr>
<tr>
<td>Wagner, J.</td>
<td>197, 262</td>
<td>Zhou, J.</td>
<td>199</td>
</tr>
<tr>
<td>Walker Callaghan, M.</td>
<td>165</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walker, S.</td>
<td>229</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walsh, O.</td>
<td>148</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wang, H.</td>
<td>157</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wang, L.</td>
<td>51, 116</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wang, R.</td>
<td>164</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wang, Z.</td>
<td>179</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weldemariam, K.</td>
<td>180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wineberg, L.</td>
<td>121</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Won, J. W.</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wong, E. C. M.</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wong, J.</td>
<td>135</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wong, P. W. P.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wu, L.</td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xia, J.</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xu, B.</td>
<td>219</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xu, B.</td>
<td>280</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xu, B.</td>
<td>309</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xu, M.</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xu, X.</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yan, T.</td>
<td>299</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yang, S.</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yao, Y.</td>
<td>198</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ye, P.</td>
<td>284</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yiilmaz, Z.</td>
<td>275</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yoo, J.</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yoo, Y.</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You, R.</td>
<td>51, 116</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yu, W.</td>
<td>123</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yu, Y.</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yuen, L. H. F.</td>
<td>33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>