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Zagrebu



Učiteljski fakultet Sveučilišta u
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Welcome Address 1



Dr. Eunhye Park

OMEP World President

I sincerely congratulate Adrijana Višnjić Jevtić and the organizing committee for hosting 69th OMEP World Assembly and International Conference. It is especially exciting to be hosted by one of OMEP's youngest national committees.

This conference represents an important accomplishment for this young committee and foreshadow its remarkable future for OMEP Croatia. Croatia joined OMEP 2001 as a preparatory committee and achieved national committee status in 2012. In its brief history, OMEP Croatia now has hosted both an OMEP Regional Conference (2013) and now an international conference. Although the national committee is relatively new, Croatia's connection to OMEP is deep and long-lasting. More than fifty years ago (1960) Zagreb, the capital city of Croatia, hosted the World Conference.

The past two decades have been characterized by renewed world-wide attention to early childhood development, education and care. However, early childhood programs and services continue to vary significantly, depending, on such factors as geographic region, race, gender, ability, family income and social conditions.

The momentum for greater equality for young children has increased dramatically since early childhood development, education and care appeared, for the first time, on the global policy agenda in UN Sustainable Development Goals (SDG) for 2015 – 2030. For example, target 4.2 calls for ensuring that “all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.”

Because the whole world is now to implement SDG 4.2, the theme of our conference “Early Childhood Relationships: The Foundation for a Sustainable Future,” is especially important and timely. To meet this target, we must reduce gaps between what we know and we do in our daily work with children as well as in our countries' policies and priorities.

The 69th OMEP World Conference program is full of exciting and interesting speeches, parallel sessions, cultural activities and opportunities to share information and ideas with one another. I encourage each of you attending this conference to engage in the entire program, to share your vision and expertise, and to develop networks, partnerships and friendships that will last long after our time together in this beautiful country has ended.

Again, many thanks to the conference organizing committee and to all others who have brought in this wonderful conference to reality.

Eunhye

Welcome Address 2



Adrijana Višnjić Jevtić

OMEP Croatia President

Dear delegates, promoters of children rights and well-being, OMEP friends!

It is my honour and pleasure to welcome and greet you all on the behalf the Croatian National Committee of World Organization for Early Childhood Education.

Even though Croatia is one of the youngest members of OMEP, but its connection to OMEP is a long lasting one. More than fifty years ago Zagreb hosted the World conference of OMEP. In those days two distinguished Croatian pedagogues took part in the activities of OMEP: Staša Jelić and Tatjana Marinić, the latter of which became one of the first honorary members of OMEP.

Throughout the history of early and pre-school education many of pedagogic professionals have given their contribution to both theory and praxis of early childhood education. Owing to them, we have the right to say that early and pre-school education in Croatia has kept the pace up with the world's best ones.

Croatia is hosting 69th OMEP World Assembly and International Conference. The topic of the conference „Early Childhood Relationships: The Foundation for a Sustainable Future“ is related to the most important issue of a modern world - how to ensure sustainability in the changing world. Relationships and connections could be the answer to overcoming problems of today's society.

OMEP is like a large family of members who are already connected and dedicated to one common aim - to ensure better, sustainable world for the children.

I hope, that all of you will make some new connections, maintain the old ones, became more related one to another and build foundation for sustainable future of our children and all of us.

Adrijana

Welcome Address 3



Prof. dr.sc. Ivan Prskalo

Dean of the Faculty of Teacher Education, University of Zagreb

The Faculty of Teacher Education continues the rich tradition of teacher education in Croatia, which first started in 1849. University education of teachers started in 1919. Today, students of this Faculty are educated at three locations in three different regions, that is, in addition to Zagreb it has two departments, one in Čakovec and one in Petrinja, which have also significantly contributed to the tradition of the teaching profession in Croatia. Besides master of primary education degree programme of study, the Faculty also educates pre-service preschool teachers both at undergraduate and graduate level, it has a Department of educational studies, lifelong education programmes, as well as postgraduate professional and, the recently innovated, postgraduate university study programme which is in the final stage of obtaining the necessary permission, while those doctoral students who had enrolled the old postgraduate programme of studies are either in the process of defending, or have already defended their theses and obtained their doctoral degrees. This Faculty's greatest value are more than 2000 of its students who, in addition to their regular duties at the Faculty, have achieved significant artistic accomplishments and sports achievements, especially in rowing, judo, badminton and other sports. The Faculty Choir, the Gallery and the Music scene are also very successful at the Faculty. The student choir is the initiator of many humanitarian actions. The attractiveness of the Faculty of Teacher Education is manifested not only in the large percentage of students who have set the Faculty as their first choice, but also in the increased interest of foreign students, so the mobility so far, that has been mostly implemented by the departure of our students, is being replaced by mutual mobility. The Centre for European Education has the function of international cooperation.

There are around 200 employees at the Faculty, 150 of whom are professors educating pre-service primary and preschool teachers. The Faculty takes great pride in its scientists and researchers, who participate in significant international and national projects, publish their works in prestigious journals and participate in respectable scientific and professional conferences and symposia. Significant artistic achievements confirm the Faculty as a multidisciplinary and interdisciplinary institution in the best sense of the word.

Some professors have also accomplished significant achievements in the field of arts, thus contributing to the faculty's multidisciplinary and interdisciplinarity in the best sense of the word. The Publishing Centre of the Faculty, mainly with the financial support by the Ministry of Science and Education, publishes annually more than 10 textbooks and other publications intended for students and teaching. The Faculty

also publishes the Croatian Journal of Education, a high-ranking journal which follows the tradition of its four predecessors, among which are also Educational Sciences and Teaching Methodology.

The activity in the bodies of the University, cooperation with all the teaching institutions and respectable scientific and professional associations, including the Croatian Academy of Science and Art, the Academy of Educational Sciences of the Republic of Croatia, the readiness to participate in social media ensure the strategic importance of the Faculty of Teacher Education in Croatian culture, science and higher education in the field of educational sciences, in primary and pre-school education. Through its activities in the University Bodies, the Faculty of Teacher Education becomes a component of the University of Zagreb with increasing importance, which is confirmed by the excellent cooperation with the management of University of Zagreb and the Ministry.

The main goal of all employees and students of the Faculty is to be better every day, for only the best primary and preschool teachers are good enough. As a result of such an attitude towards quality, the Faculty has again this year been awarded the ISO 9001:2015 quality certificate.

Prof.dr.sc. Ivan Prskalo

Welcome Address 4



Lidija Vujičić, PhD, Associate Professor

Dean of the Faculty of Teacher Education, University of Rijeka

Faculty of Teacher Education in Rijeka, University Of Rijeka, is a higher educational institution in the field of education of primary school teachers and preschool educators for a wider region of western Croatia. Its traditional roots originate half a century ago at the Teacher Education College. Since the academic year 2009/2010 the Faculty profiles itself as a higher educational institution that conducts only university studies. The activities of higher education are conducted via the structure and performance of the following university studies:

Title of the course study	Duration of study	Number of ECTS-a	Academic title
Undergraduate university study of Early and Preschool Education	3 years or 6 semesters	180	University Bachelor of Early and Preschool Education
Graduate university study of Early and Preschool Education	2 years or 4 semesters	120	Master of Early and Preschool Education
Integrated undergraduate and graduate university study of Primary Education	5 years or 10 semesters	300	Master of Primary Education

From 2011, by relocating to the new location in the University Campus in Trsat, Rijeka, the Faculty has operated on the premises which satisfy all needs of study conduction in terms of space and equipment. The mission of the Faculty of Teacher Education in Rijeka has been to achieve excellence in students' education, i.e. in the education of future preschool educators and primary school teachers who will, on the basis of the obtained learning outcomes, be able to respond to all challenges of their profession and represent an anticipatory power of progress and development of the society of knowledge in the community in which they act.

Our vision is a permanent improvement of our activities, a realisation of high academic standards and taking an active responsibility for the quality of self operation and improvement by encouraging scientific-research capacities aimed at creating new knowledge as a foundation of growth and development.

By publishing the handbook *The Standards of Qualifications and the Improvement of the Quality of Study Programmes of Preschool Educators and Primary School Teachers* in July 2016, the work on the European Social Fund project was terminated. The main purpose of the project was to contribute to the improvement of the quality of study programmes in the fields of early, preschool and primary education.

Three scientific projects have been conducted with the support of the University of Rijeka: *The Culture of an Educational Institution as a Factor of Co-Construction of Knowledge*, *The Teachers' Professional Development: the Status, Personality and Transversal Competencies*, and *The Risk Levels of the Behavioural Problems in Children of Early Developmental Age and Professional Interventions*. With these

projects the Faculty of Teacher Education has reinforced its reputation in the regional and European scientific space of education. Alongside Sweden, Portugal and Spain as countries- partners, the Faculty has participated in the project ERASMUS+ of the Programme for Strategic Partnerships in the period between 2016 and 2019 in the field of higher education, entitled *Modernisation, Education and Human Rights*.

The Centre for Childhood Research has been operating as a constituent part of the Faculty since 2012. Its purpose has been to strengthen interdisciplinary research in the field of childhood (in particular up to the age of 10 in a child's life), with an aim of promoting the practice of early and preschool education and primary education in the conditions of contemporary institutional childhood and creating support for further development of the professional identity of experts and scientists within the field. Special contribution of the Centre has been in launching a publishing activity by issuing handbooks for preschool educators. The Faculty also prides itself on the programme of lifelong learning within the Centre for Childhood Research entitled *The Story that Helps via the Method of Inclusive Community*.

The students of the Faculty of Teacher Education are equal members of the academic community and participate in all activities of the Faculty: learning and instruction, quality improvement, university life and the life of the City of Rijeka.

In 2016, on the basis of the results of students' evaluation of their satisfaction with their study, the Faculty of Teacher Education was proclaimed the best constituent part of the University of Rijeka.

Dean

Lidija Vujičić, Ph.D., Associate Professor

New Paradigm of Pedagogical Relationship - Prolegomena for the theory of pedagogical relationship

Keynote session 1

Prof. Slavica Bašić (University of Zadar)

Based on the meta-analysis of recent research and papers on the subject of relationship between a preschool teacher/teacher and a child, published in the recent three decades, I will sort out the differential characteristics of pedagogical relationship, explain the development and the conversion of pedagogical relationship in regards to pupils' age, and draw attention to the contemporary valueconception of the pedagogical relationship. These also represent the theoretical starting points for the construct of „competences for the pedagogical relationship“, and for the conceptualisation of university programmes for educating preschool and school teachers for building relations with the children, that is with the pupils.

It is my attitude that the knowledge of relational pedagogy is a necessary condition for understanding the professional role of a preschool teacher. If the teachers do not have a mutual understanding of their professional relationship in terms of relationship between a teacher and a child, they do not have the mutual consensus in regards to value judgment on the subject of relationships (what defines quality pedagogical relationship?). Hence, their reflection and practice is founded upon implicit relational theory, on partial (neuroscientific psychological and sociological) understandings about interpersonal relationships, and they lack the knowledge in educational relational theory that they could question, discuss over and develop, and eventually that would come to be a foundation for conceptualising education and empowering their pedagogical competences during their university study and lifelong professional training and education.

Sustainability as the Centrepiece of High Quality Preschool

Keynote session 1

Prof. Ingrid Pramling Samuelsson (University of Gothenburg, Department of Education, Communication and Learning)

Research shows that the path to sustainability begins with educating the next generation, beginning in their earliest years. The Scandinavian perspective on early education and education for sustainable development (ESD) emphasizes children's, parents', and teachers' roles in learning about and contributing to a sustainable world. What are the characteristics of an integrated Early Childhood program based on sustainability? What is the sustainability "content" we want children to learn? What skills and competencies do we want them to exhibit? How can we use play-based pedagogies and the Sustainable Development Goals (SDG) in ESD? How are the values of our past in the early childhood field reflected in the ESD movement and how do they illuminate our future?

Contesting readying: early childhood education as a strong and equal protagonist in the renewal of public education

Keynote session 2

Prof. Peter Moss (University College London)

Readying the child is an important part of today's dominant narrative in early childhood education and care – readying the child for the next stage of education, for realising her or his 'human capital', for becoming a good neoliberal subject able to compete successfully in that regime's 'global race'. Readying is about 'future proofing' the child for an inevitable future of more of the same; about governing the child ever more intensively in a society of control; and about constructing an education of hierarchical relationships, in which early childhood education occupies the lowest position in a succession of educational institutions of growing status and influence.

In my presentation, I will argue that this emphasis in early childhood education on readying the child is not only dangerous, but also misconceived. It fails to engage with the unsustainability of the current economic regime and the unknowability of the future; while contributing to an impoverished educational process of reproduction, standardisation and predetermined outcomes. As such, readying is part of a larger dominant narrative about early childhood education, what I call 'the story of quality and high returns'. But, I will argue, there are alternative stories we can tell about early childhood education, and it is urgent to resist the dictatorship of no alternative and to support a democratic politics of education, where alternatives are valued, voiced and contested. I will propose one (of many) alternatives, a 'story of democracy, experimentation and potentiality'. If the relationship between early childhood and compulsory education in the story of quality and high returns is hierarchical, the story of democracy, experimentation and potentiality envisages a very different relationship: strong and equal, based on all forms of education coming together in 'pedagogical meeting places' to dialogue, contest and co-construct shared images, understandings, values and practices.

Counternarratives of competence: Building relationships with marginalized families

Keynote session 3

Dr. Joanne Lehrer (Université du Québec en Outaouais)

There is a metanarrative, or dominant discourse, that circulates as truth in many societies, suggesting that ‘partnerships’ and ‘collaboration’ with families in early childhood education is crucial to children’s well-being; and that these relationships are difficult to establish when families differ from an imagined ideal - particularly when they live in poverty. However, when we break down the data from large-scale studies, and when we explore lived experience in depth through small-scale research, we find multiple examples of counternarratives - narratives of personal experience that deviate from cultural expectations. This presentation explores ways that early childhood educators and kindergarten teachers in low-income neighborhoods in Montréal, Québec (Canada) are building relationships with families that have been identified or constructed as marginalized, often in spite of restrictive conditions and policies. Alternate ways of viewing parents’ role within educational contexts, such as viewing the childcare center and school as a place of belonging and community for families, and viewing parents as competent experts who are engaged in processes for supporting their children, both in the present and the future, will be discussed. In addition, parents’ own complicated reactions to expectations of participation and collaboration placed upon them, as well as judgements of themselves and their neighborhoods, will be explored. The presentation will conclude with lessons and questions for future reflection for research, practice, and policy related to building respectful and sustainable relationships with families in early childhood and preschool education across different contexts.

The Know-that and Know-how of Relationships in Early Childhood Education and Care

Keynote session 3

Dr. Verity Campbell-Barr (University of Plymouth)

The discursive formation of quality early childhood education and care (ECEC) places the ECEC workforce as central to both structural and process conceptions of quality. Whilst structural quality considers the qualification level of the initial training of the workforce, process quality draws attention to the forming of relationships between the ECEC workforce and children. Yet in combining these two aspects of quality the question arises as to the role of initial training in supporting future members of the ECEC workforce to form relationships with children. Acknowledging the complexities of what constitutes quality ECEC, an analysis of the components of the initial training of the ECEC workforce establishes the combination of know-that and know-how, whereby the former represents propositional knowledge and the latter the application of knowledge (Winch 2014). However, the relationship between know-that and know-how is not linear, but multi-dimensional. Those working in ECEC draw on knowledges in shaping the know-how of forming relationships in ECEC, whilst the process of forming relationships will also develop experiential knowledge. Drawing on examples from those training to work in ECEC I illustrate the multiplicity of know-that for ECEC and the complexities of the know-how of forming relationships in ECEC.

Winch, C. (2014). "Know-how and Knowledge in the Professional Curriculum", in M. Young and J. Muller, (eds.), *Knowledge, Expertise and the Professions*. London: Routledge.

Les temps des soins quotidiens dans l'approche pédagogique d'Emmi Pikler

Keynote session 4

Dr. Eszter Mózes (Loczy Foundation for Children)

Dans l'approche pédagogique d'Emmi Pikler, les temps des soins quotidiens sont considérés comme des rencontres précieuses.

L'habillage, le change des couches, le bain deviennent des situations fondamentales.

Car le nourrisson ou le jeune enfant peut prendre conscience de lui-même et se sentir compétent.

Le travail du soignant sera plus valorisé si les soins corporels, les repas ne sont pas vus uniquement comme des actes servant seulement à satisfaire les besoins physiques de l'enfant, mais aussi comme des interactions dont la qualité va sérieusement influencer la construction de la personnalité de l'enfant.

L'attitude respectueuse de l'adulte et la coopération avec l'enfant créent une relation authentique et satisfaisante entre eux. Pour cela le professionnel a besoin d'une formation approfondie et d'un soutien continu.

Key Seven Years: For the sustainable ECE development in China

Keynote session 4

Prof. Yongping Yu (Nanjing Normal University)

China is a country with a huge population. In 2015, the total number of kindergartens was 224,000 and the number of preschoolers (aged between three and six) was 42.648 million, with the national gross enrollment rate as 75%. At the same time, the number of full-time preschool teachers was 2.051 million. As the most extensive system of preschool education in the world, its sound operation becomes a challenge issue, and calls for attention from the government and society as well as sustained investment. Since 2010, the Chinese Government has formulated and implemented a series of important policies in preschool education, which effectively promoted its. Over the past 7 years, preschool education has been a hot topic and the concerns of the public in China.

Awareness guides action. In addition to available financial resources, an important factor that may affect government's investment in preschool education includes the government's awareness of the importance of preschool education. Chinese Government defines preschool education as "the beginning of lifelong learning, an important part of the national education system, and an important social welfare undertaking" in *The Opinions of the State Council on Current Development of Preschool Education*.

The development of preschool education in China is also facing new challenges. For instance, the change of population policy has brought new pressure to preschool enrollment. Rapid development of preschool education in the past years has brought the problem of teacher shortage. At the same time, the public funding for preschool education only accounts for 3.5% of the total financial educational funding, which calls for further financial support from government. Therefore, preschool education in China still faces difficulties and its development requires the continuous efforts of the government and the whole society.

A Kindergarten - Place of High-quality Relationships, Cooperation and Tolerance and The Role of an Early Childhood Educator in its Creation

Individual Presentations 1A

Prof. Dragana Turić (dječji vrtić Trnoružica)

Care for the youngest starts in the family environment and extends further to non-family communities. One such non-family institution is a kindergarten. Children spend most of their day there, so kindergartens have become an important addition of the family upbringing. Hence, it is implied that a kindergarten must be a place with a positive atmosphere and high-quality pedagogical environment; that is, a place of tolerance and cooperation. If our goal is high-quality institutional upbringing, it is necessary for all the participants: children, parents and all early childhood professionals to be included in the process. Every early childhood professional wants our children to feel accepted and safe in order to be able to provide them with as good and joyous staying at kindergarten. Nowadays, more and more energy is being put into improving the quality and efficiency of educational work derived from children's needs and at the same time a lot of effort is put into meeting those needs. Above all, the job of an early childhood educator offers a great deal of creativity. Being an instigator, an observer, a leader, a teammate are just some of the roles that are interweaved when meeting the children's needs. Therefore, every moment is different, each filled with love and joy. We often ask ourselves whether the people understand our role in the lives of those precious little beings and whether the parents could perceive our role in their own lives and lives of their children. The wish of all early childhood professionals is a high-quality communication that would always result in cooperation and mutual understanding, thus only through teamwork can we reach the desirable objective and that is a happy and satisfied child.

Key words: kindergarten, high-quality relationships, cooperation, role of the early childhood educator, partnership

Large Format Art Activities as a Means for Preparing Preschool Children for the Future Labor Market

Individual Presentations 1A

Mrs. Borka Batinić-Puškarčić (Dječji vrtić Trešnjevka, Zagreb), Ms. Martina Kosovel (Dječji vrtić Trešnjevka, Zagreb)

When thinking about sustainable future of our society and what its foundation could be, we come to the crucial role of an individual. The main starting points for the creation or change of personal values are willingness to change, lifelong learning, the desire to build collaborative relationships with other members of our society and socially responsible behavior.

In this context, large format art activities are perfect to provide insight to multidimensional observation of children in many different roles who, while interacting with others around them, behave as participant, observer, collaborator, organizer, researcher and creator. Precisely these are the roles and characteristics of future participants of the labor market.

Large format art activities cover a specific area of children's expression where children, in addition to artistic techniques and creativity, develop orientation in space, perception, organization and acquire necessary skills for respectful and collaborative communication, crucial for survival of a civilised society.

The results of children expressing themselves on a large format are multiple and multilevel: creating a positive and open approach to art context, creating a sense of belonging to a group, building relationships through teamwork and a sense of satisfaction with the results achieved.

Large format art activities combine sociological, psychological and creative potentials, and contributes to the realization of children's rights to individuality, diversity, affirmation in accordance with the skills, abilities and interests of children.

The main purpose of any artistic endeavor is the process, not the result. The key role of teachers is to KNOW how to enable children to participate, how to affirm their potential through the interaction with their peers and preschool teachers. Quality and thoughtful approach can contribute to the creation of a satisfied and competent individual, active member of a sustainable society.

Key words: art activities, preschool children, large format, sustainable future

Family, Local Community and Kindergarten Cooperation in Developing Children's Social Competence

Individual Presentations 1A

Prof. Davorka Kalčić (Dječji vrtić Višnjan)

Summary:

In recent years the need for a holistic approach to education is becoming an important issue. Its role is fundamental in raising awareness about the fact that the quality of children's life and the process of education are influenced by a whole series of interactions in the child's immediate environment. In the municipality of Tinjan for twenty years now and Swimming School project is carried on, attended by children between the age of four and fifteen, experts, pre-school teachers from the local kindergarten in the first line, as well as the local community as co-organizer and financial sponsor of the School Swimming. This paper analyzes the possible influence of the cooperation between the family, the kindergarten as an institution and the local community on the development of children's social competences on the example of the Swimming School in the Kindergarten Tinjan. During the last Swimming and school survey was conducted among participants and their parents. The collected data were then processed, analysed and used by the authors of this paper to prove the given hypothesis, Which states that the successful cooperation between the family, the kindergarten and the local community can have a positive influence on the development of the Children's Social competences in a very short period of time. The aim of this paper is to present the results of the research on the extended social environment impact on the mastering of swimming skills and the development of children's social competences In this research the following methods were used: questionnaire for parents and children, interviews with the children, Likert-type scale. The data were processed using the qualitative method.

Keywords: cooperation, children, development, social competence

The World of Art Through the Eyes of a Child

Individual Presentations 1A

Mrs. Vlatka Krajacic (Dječji vrtić Tatjane Marinić), Mrs. Lidija Kišur (Dječji vrtić Tatjane Marinić)

The child is a competent person, who curiously keeps observing the world around it, acquiring thus actively further knowledge. Looking through the prism of benefits for the child, children have been offered various cultural elements like: museums, classical music concerts. We did not want to show the children the works of art for the sake of copying them, but to encourage their esthetic perception in order to develop a positive attitude against art, stimulating them at the same time to search and find their own expression.

We are encouraging development of child's skills related to cultural awareness and expressions. The children feel the world in a different way from the adults. It is necessary to prepare children for visiting cultural institutions to provoke an extraordinary, uncommon feelings. Keeping in mind that children are not under the influence of various information and previously acquired knowledge, it is very important to think about what could draw their attention, provoke their interests, and lead them to the feeling of joy and desire to repeat the visit. What is a museum? What can you do there? We should try to find the answers together, before actually going there. Attending a classical music concert is a very valuable artistic feeling. Children feel the music performed live. Listening to that kind of music challenges the brain to reconstruct the original experience of live music, deepens the esthetic feeling, motivates the child to move, to play or to express his/her feelings by being artistically creative at the same time. It is important to nourish child's individual developmental abilities, appreciate their feelings, and to show pleasure of participating in such an activity. Afterwards, the child is expected to express his/her own feelings, understandings and thoughts in different ways.

Key words: cultural competencies/skills, museum, exhibition, classical music, cultural experience

Parents' Involvement in the Transition Processes of Children from Family to Early Childhood Institution

Individual Presentations 1A

Mrs. Marijana Miočić (Dječji vrtić Radost, Zadar)

Families and early childhood and preschool institutions represent the first environments in child's development and education. The transition from family to institutional context is characterised by specific processes and accompanied by possible problems. The problems of adaptation and transition processes from family context into the context of early childhood and preschool education institutions were subject of numerous research. The difference between mentioned contexts represents a challenge not only for children but also for parents and early childhood teachers. Interaction of children with their family members is a possible indicator of relations that a child will accomplish in the interactions with his peers and adults in an educational institution. Since a child of early and preschool age has a strong connection with its parents, that connection remains during the stay in the institution. Different models of interaction between family and early childhood institutions emphasise the importance of quality relationships between parents and early childhood teachers with the goal of more successful transition of children from the family environment in the nursery care. This paper analyses parents' experiences and their involvement in the processes of children's transition from the family context to the early childhood and preschool education institutions. Research sample includes a group of parents – parents of children in the nursery care. The information about parental assessment regarding the quality of established communication with early childhood teachers during transition activities is gathered using questionnaire survey. Given information indicate the quality of the relationship between parents and teachers in the sensitive period of children's adjustment to a new environment that can represent a meaningful factor in the further children's development and achievements.

Keywords: child, parent, family, transition, nursery care, early childhood and preschool education

Pedagogy Student Attitudes Towards Single Motherhood – Challenges and Perspective

Individual Presentations 1A

Ms. Nadja Čekolj (Faculty of Humanities and Social Sciences in Rijeka)

Positive attitudes towards parental competencies of single mothers and family dynamics are necessary to achieve a quality partnership between pedagogues and different family structures. Positive attitudes are a part of the social context which determines life quality of single mothers and their children. Prejudices against single mothers can have a direct effect on health, development and life quality of children in their early childhood. The focus of the study was to examine pedagogy students' attitudes regarding different categories of single motherhood, since pedagogical practice entails working with children from single-parent families and partnerships with single mothers. The research aim was to determine students' attitudes regarding different categories of single motherhood, as well as to find out whether their pedagogical education affects their attitudes. Additionally, differential analysis was conducted with reference to students' socio-demographic characteristics. The survey method was used on an appropriate quota sample of first-year undergraduate and graduate pedagogy students in Zagreb (N=110). The results indicate that the pedagogy students generally have a positive attitude towards single motherhood. However, there seem to be differences in regard to the single-motherhood categories. Statistically significant differences were found on independent variables of sex, year of study and the respondents' family structure. The female students had more positive attitudes than the male, while the first-year graduate students had more positive attitudes than the first-year undergraduate students. Pedagogical education is very important when it comes to shaping attitudes towards different family structures, improving the partnership with parents from different family structures and enhancing the life quality of children. In order to prepare future professionals for their role in terms of empowering and cooperating with different family structures, it is advisable to create study programmes in accordance with family needs in the modern society.

Keywords: single motherhood, pedagogy students, partnership with parents, family pedagogy

Mathematical Modeling of Natural and Social Context at Preschool Level of Education

Individual Presentations 1A

*Dr. Dragica Milinković (Faculty of Education, University of East Sarajevo, Bosnia and Herzegovina), Dr. Milenko Ćurčić
(Faculty of Education, University of East Sarajevo, Bosnia and Herzegovina)*

The need for a new approach to mathematics education in early childhood, “opens the door” to mathematical modeling, which basically results in the development of problem solving skills and logical and mathematical thinking. Methodical literature sees mathematical modeling as a framework for learning mathematics, in which the mathematical content is used to study other sciences and other areas of life. For preschool children it is to the world in which they live, in which each new situation presents a real problem, and in which mathematical modeling presents some life and social experience that allows exploring and understanding the mathematical dimension of an environment. Modeling at an early age is a revealing activity that involves “mathematization” of a real situation, resulting in mathematical ideas and new mathematical concepts. Therefore, preschool mathematics emphasizes learning mathematics through problem solving and learning problem solving through the creation of mathematical models. Models focus the attention of children to different types of presentation of variables relations which are typical for authentic problems, and which model is the best one for the implementation depends on the situation. An ability to establish and use a wide range of visual models offers children alternative paths to solutions. In particular, the formation of each new model expands the set of tools, which is used to solve problems and the probability of coming to solutions increases. As it is necessary to pay more attention to mathematical modeling at an early age, this paper deals with examining the attitudes of preschool teachers about the values of mathematical modeling and about indicating models applied in solving real problems that have a mathematical basis.

Keywords: logical and mathematical thinking, mathematical modeling, preschool age, problem solving, visual models

Understanding, Knowledge and Culture of Educational Institutions – The Cornerstone of Quality Cooperation and Partnership with Parents

Individual Presentations 1A

Mrs. Ana Malnar (Dječji vrtić "Dobro Drvo"), Ms. Ana Momčilović (Dječji vrtić "Dobro Drvo")

Educational practices and institutional culture reflect the knowledge and understanding we all possess. Our understanding of this is the key to everything, since pure theoretical knowledge is not enough to change the current situation. Changes of the entire practice have also changed our relationship with parents. In order for parents to feel accepted and welcome in an educational institution, and therefore respected regarding their competencies, an early childhood education institution should be open, always ready to interact and establish cooperation. Experience indicates that cooperation between parents and the institution is a complex process in which motivation and interest of both sides represent a key component. An attempt was made to identify and meet the different needs of parents through varied forms of cooperation. Through three phases and with the help of different methods (various parent-teacher meetings, individual consultation, OneDrive with individual folders, teacher training, a website which contains descriptions and various activities, assemblies of activities, project presentations and the like), parents were introduced to their children's life in the institution, their way of learning and exploring the very educational process. In the final phase, preparations for school were carried out by both parents and teachers, through various explorative, etc. tasks with a maximum engagement by all members of the family and kindergarten. The transition from the classic cooperation toward partnerships with parents is a long and gradual journey. Joint planning, documentation and reflection have helped to recognize and realize the needs of parents in the institutional context, as well as change attitudes and beliefs belonging to the teachers. In this way, parents become equal participants of the education and co-creators of our kindergarten curriculum. By changing our own practices and culture, we have raised the level of cooperation and opened a path to partnership.

Keywords: cooperation, partnership, parents, new methods

Paddling the digital wave

Individual Presentations 1B

Dr. Federico Farini (University of Suffolk), Ms. Angela Scollan (Middlesex University)

This presentation discusses how early years practitioners manage digital technology to enhance or challenge digital access and socio-emotional experiences for children. Practitioner perceptions of digital learning opportunities are explored to identify pedagogical shifts and expectations to determine digital 'intent' and 'use' Marsh & Bishop (2013), Levin (2013) and Rubin(2014) document the changing digital world and how adults need to be skilled and digitally competent to support children. Bowlby's research on attachment and Bronfenbrenner's Ecological System offer frameworks to inform practitioner influence upon the child's socio-emotional development during digital exploration.

This study is located in an interpretative paradigm. It evaluates data collected from 21 students working in a range of early years settings whilst also undertaking a BA Early Childhood Studies and EYITT programme using questionnaires and focus group interviews.

All participants were informed of the purpose of the research and ethical procedures to ensure confidentiality were in place (BERA 2011). The analysis of data gave importance to interpretation of 'why' practitioners offer digital technology within their practice. Findings indicate a discourse between 1) adult and child digital agenda 2) technological competence 3) recognition of the emotional support offered to children who move between digital and non digital realms.

Children's Perspectives of Close and Conflicting Relationships with Teachers

Individual Presentations 1B

Ms. İmray Nur (OSMANIYE), Dr. Sule ERDEN (Cukurova University)

The aim of the study is to determine the perspectives of the children who experience close and conflicting relationships with teacher on the basis of teachers' perceptions. The study applied case study design which is one of the qualitative research methods. In the study, three preschool teachers completed the Student-Teacher Relationship Scale (STRS) for the 65 students in their classes. To the analysis results of STRS, two children with whom these teachers were the closest and two children with whom they experienced the most conflicts were determined. Thus, four children from each class, 12 children in total, participated in the study. With the aim of describing the children's perspectives, different methods were applied. Firstly, interviews with these children were held and they were asked how they felt at school, what their likes and dislikes were at school, and they were asked questions concerning their relationships with their teachers. In the second week of the study, the children were interviewed within small groups. The researcher started the group interviews with a story which helped reveal the close and conflicting relationships with the teachers, and then the children were asked to complete this story. As the third data collection instrument of the study, the researcher made use of children's drawings. The children were asked to draw a picture depicting themselves and their teachers. The obtained data underwent content analysis.

To the study results, on the basis of teacher perceptions, few of the children who experienced close relationships with their teacher perceived these close relationships. Hence, it seems vital for teachers to make use of any possible opportunities to understand their students' thoughts in their classes. If teachers learned about children's true thoughts about school and their relationships at school, it would reflect positively on teachers' practices in class.

Using Project-Based Learning to Promote School Readiness: the Case of Disadvantaged-Children

Individual Presentations 1B

Prof. Efthymia Gourgiotou (University of Crete), Mr. Anastasios Pekis (University of Crete), Mrs. Katerina Koti (University of Crete)

Current research shows the early years are crucial to future success in school and career. As educators, we know that high-quality pre-school programs can give disadvantaged children the necessary propulsion to succeed in elementary school and beyond. Children's educational outcome is one of the key areas influenced by family income. Children from low-income families often start school already behind in terms of performance in relation to their peers from more affluent families, as shown in measures of school readiness.

This paper suggests in order to combat those factors that threaten disadvantaged children's development, curriculum must be strengthened through the implementation of early high-quality instructional intervention. Results of international interventions have shown that the effects of poverty can be counter balanced using sustainable interventions that provide academic, social and community support to raise the performance of disadvantaged-children. The absence of identifiable systematic research in Greece in this areas spurred us to investigate the causal link between specific instructional practices and student school-readiness-related outcomes. In an effort to address the need for additional research in this area, the purpose of this qualitative study is to assess the effects of a project-based learning (PjBL) environment on disadvantaged children with regard to school readiness.

Data was collected by kindergarten-teachers using curriculum-based assessment rubrics from two kindergartens in order to compare the children outcomes stemming from a kindergarten utilizing traditional teaching methodologies, with those of a kindergarten using PjBL as the main mode of instructional delivery. Findings suggest that the use of PjBL had a resounding positive impact on disadvantaged-children outcomes by the end of the school-year.

In conclusion, we argue that more resources should be directed into promoting kindergarten-programs which better support the development and learning processes of children with widely-varying strengths and weaknesses.

Keywords

school-readiness, disadvantaged-children, project-based-learning, instructional-intervention

Evaluation of the Increased Level of Preschool Students' Skills in Substraction Operation Using Cooperative Learning

Individual Presentations 1B

Dr. Nurul Aliah Binti Mustafa (Open University Malaysia), Mrs. Sharifah Salwah Binti Syed Omar Binti Syed Omar (Open University Malaysia), Mrs. Norazzila Shafie (Open University Malaysia)

The study aimed to evaluate the level of pre-school pupils' skills in the strand of Science and Technology for the Early Math subject. The main topic is subtraction operation within number 10. The study was conducted on students who were enrolled in one of the preschool programmes under the Ministry of Education in Kampung Che Lijah, Dungun, Terengganu, Malaysia. The class comprised 25 students, 9 boys (5 years = 3 and 6 years = 6) and 16 girls (5 years = 4 and 6 = 12). The study focused on the process of teaching and learning using cooperative learning method where the activities based on cooperative learning were used. Data were collected through interview with teachers and children as well as from review of written exercises that had been prepared by children. The data collected were analyzed to determine the percentage of increase in the performance i.e. the level of mastery and achievement of pupils on this topic. The study indicated that cooperative learning method is recommended to be implemented for pre-schools activities of subtraction operation within number 10 of Early Math subject.

Models of Role-structure in Project-based Games for Children in Kindergarten about 5-6 Years Old

Individual Presentations 1B

Ms. Yingying Wang (1st kindergarten of xindu district,chengdu), Ms. Min Zhao (1st kindergarten of xindu district, chengdu)

In this paper we will report on the use of Project-based learning in teaching kindergarten students about 5-6 years old. In our program, we have shifted the ideas of Project-based learning into a more suitable form for young children and named it “Project-based game”, since playing is actually the primary method of learning for young students. Project-Based Game is essentially a set of games devised by us making use of the principles of Project-based learning. It is a program that aims to enrich the children’s ability to collaborate and communicate with each other throughout the process of problem-solving. To participate in Project-based game, the children are divided into groups and different teams will be assigned with different roles and tasks. From here, they will start learning how to combine their resources effectively to gain advantage over other teams. We then collect relevant data based on their performance, and try to find out how to tap the maximum potential of each team member. Based on the roles played by students in the process of game-play, we can build models for the structure of these roles to help them acquire desired skills. This study has accomplished the following tasks: First, with the importance of grouping and role-assigning in mind, we have interviewed teachers and children from different classes. After the interviews, we have tracked a number of project-cases in kindergarten and recorded our observation. To complement our data, we have designed questions and tasks for the children to get more responses. Through analysis, we have finally obtained the result of our study “Models of Role-structure in Project-based Games for The Children in Kindergarten about 5-6 Years old”.

Keywords: Project-based games,Models of Role-structure,Children,

The narrative research of the role of local culture and folk games in professionalization of new built kindergarten in western rural China

Individual Presentations 1B

Prof. Zhang Yuehong (Tianshui Normal University), Prof. Wang Donglan (College of Education, Northwest Normal University)

This study is based on central kindergarten in Maiji, Tianshui, Gansu and Jieting kindergarten. It is to explore the process of building and perfecting rural new built kindergartens using folk games and local culture of them, to sort out its ways and methods, to understand its difficulties and problems, to sum up its experience and effect, to provide credible reference for the development of new built kindergartens in northwest country.

It is found in the preliminary study that although modernization is relatively slow in northwest country and social economic level is limited, the location of selected samples in our study has a rich historical and cultural accumulation, known as scenic spots and historical sites as well as historical sites are spread all over the country, fairy tales, anecdotes, legends are spread around the country, the natural landscape has both features of the loess plateau and the lower reaches of the yangze river. There is a rich variety in folk games which is beneficial for physical and mental health. Rich local culture and interesting folk games can become important resources of rural kindergartens. It not only promotes young children's learning, but also benefits the growth in profession for early childhood teaches (mostly Non-professional ones). It plays an important role

In improving the quality of managing kindergarten rapidly and accomplishing the mission of child care for new built kindergarten in northwest rural.

Diversity in Preschool Education

Individual Presentations 1B

Mrs. Kalliopi Sarantinoudi (Nursery school), Mrs. Evdokia Sourmpaiou (Kifissia Nursery School), Ms. Giasemi Kyriakou (Kifissia Nursery School), Mrs. Despoina Kelaiditi (Kifissia Nursery School)

Different, disparate, unconventional, unfamiliar, uncommon, rare, dissimilar, unusual, special, unique; all words sharing the same meaning.

Difference can be detected throughout our whole social stratification, in our immediate surroundings and everyday life. It is defined by our language and morals, customs and culture, ideology and religion, values and distinct capabilities.

No human being identical to another, yet each one of us constantly sharing the same need, the recognition of our **uniqueness**.

So do the children. Every single child wishes to be treated as such; unique. Children long for adults' requisite ascertainment of their special, distinct capabilities, for their appreciation and respect towards their differentiated needs. Thus, the ultimate aim of the educationalist is to educate the children in such a way, so that to inspire **empathy**, urge creative cooperation, teach them how to understand and embrace 'different'.

Our main aspiration is to replace fear with knowledge, peculiarity with acceptance and rejection with love.

The aforesaid consensus was our guideline in the 2015 – 2016 training course, during which we did not only adopt an interdisciplinary approach to the matter, but an experiential one as well. The project title was: "Everybody is different, yet we are all the same". 80 children aged from 4 to 5 years old took part in it and were given the chance of discussing and interacting with the other children – facing their fears – through active, **experiential learning**.

Modern teaching methods which emphasize on broad acceptance and interaction lead to the conclusion that the 'difference' issue ought to be considered as a **sustainable** one. The appropriate attitude towards difference does not imply taking on the same attitude towards everyone, but an equal attitude towards the personalized needs of every single person!

Power lies in dissimilarities rather than similarities!

Los museos de Chipre y su accesibilidad para niños en edad pre-escolar

Individual Presentations 1B

Dr. Maria Vassiliadou (Frederick University - President of OMEP Cyprus)

Palabras claves: educación museística, cultura, sociedad, pre-escolar.

En la sociedad que vivimos en la que los niños pasan la mayoría de su tiempo libre delante de la televisión o una pantalla de un ordenador o tableta suele haber pocas oportunidades de comunicar y de desarrollar su identidad cultural para estar preparados para los desafíos y las exigencias del sistema educativo. La educación museística puede llegar a ser una pieza clave para suplir estas carencias.

En esta presentación vamos a hablar sobre la importancia de la educación museística para los niños. Vamos a demostrar los beneficios que pueden llegar a tener para los niños las visitas a los museos y las actividades realizadas en el entorno de los museos, especialmente en una época donde la cultura y sociedad juegan un papel muy importante en una edad crítica y decisiva como lo es la pre-escolar.

En primer lugar presentaremos la situación actual de la educación museística en Chipre en general y a continuación analizaremos de cerca la oferta existente para los niños tanto para visitas como para actividades en museos o en otros lugares culturales.

Además conoceremos el contenido curricular del tema y la actitud de los maestros y maestras a través de los resultados de un cuestionario que se ha repartido en diferentes escuelas infantiles.

Después vamos a presentar la metodología que se utilizó para llevar a cabo un proyecto de visita a un museo con niños:

- Los objetivos de la actividad
- La reacción y participación de los niños.

También se enseñarán ejemplos de los resultados de un taller artístico que se realizó después de la visita.

Por último vamos a hablar de la necesidad de creación de programas para niños y las recomendaciones sugeridas para la educación museística en Chipre que puede tener validez también para otros contextos nacionales.

Implantation de la maternelle 4 ans : différents regards sur la diversité et l'inclusion.

Individual Presentations 1C

Prof. April Johanne (Université du Québec en Outaouais), Prof. Catherine Lanaris (Université du Québec en Outaouais), Prof. Martine Nadon (Université du Québec en Outaouais)

Le 14 juin 2013, l'Assemblée nationale du Québec a modifié la Loi sur l'instruction publique concernant certains services éducatifs, en rendant obligatoire la fréquentation de la maternelle quatre ans temps plein en milieu défavorisé (TPMD), dans le but de fournir à tous les élèves des chances égales de réussite pour une société équitable. Le Conseil Supérieur de l'Éducation estime qu'environ 27% de ces enfants ne fréquentent aucun service éducatif régi par l'État. Ainsi, le gouvernement s'inscrit dans une logique d'éducation à la diversité et au vivre ensemble, en continuité avec les orientations de l'UNESCO. La maternelle quatre ans TPMD devient alors la voie privilégiée d'accès à une école inclusive dans une société équitable et un levier d'intégration à la société québécoise. Dans le cadre d'une recherche longitudinale de quatre ans (2012-2016), nous avons suivi le processus d'implantation des maternelles quatre ans TPMD dans cinq écoles. Une démarche méthodologique mixte, par étude de cas, a permis de dégager différentes postures face à l'inclusion scolaire ainsi qu'au regard des modalités de collaboration mise en place par les différents acteurs. Pour la première, en s'inspirant des écrits de Lévis-Strauss (1961) sur la place accordée à l'autre, permettant le bien vivre ensemble on passe d'une posture d'assimilation à une posture de reconnaissance de l'autre comme interlocuteur valable (Lévine, 2008). Pour la deuxième, une posture d'échange d'informations nécessitant un faible niveau d'interaction entre les acteurs (Landry, 2013) à une démarche où les transactions sociales permettent la coconstruction des connaissances, la confrontation des points de vue, la négociation et où les acteurs cherchent à s'influencer mutuellement (Desgagné et al, 2001). Nous aborderons également les singularités des différents milieux, ainsi que les éléments de dissonance entre les acteurs puisque les acteurs en jeu sont confrontés à de nombreux changements qui affectent les établissements et l'environnement de l'école.

Analyse de différents environnements pédagogiques proposés comme cadre de vie aux enfants en services de garde éducatifs: Diverses façons d'intervenir dans le développement des enfants

Individual Presentations 1C

Prof. Manon Boily (Université du Québec à Montréal), Dr. Joanne Lehrer (Université du Québec en Outaouais), Mrs. Sylvie Martel (Université du Québec à Montréal), Mrs. Lysanne Denicourt (Université du Québec à Montréal)

Au Québec, le ministère de la Famille et des Aînés (2007) a conçu un programme éducatif appelé *Accueillir la petite enfance* afin de soutenir le personnel éducateur dans son rôle et d'orienter ses interventions auprès des enfants. Les services de garde sont donc invités à s'imprégner des valeurs qu'il véhicule et à respecter certaines balises au regard de l'environnement à offrir aux enfants (MFA, 2007). Néanmoins, dans le respect de ce programme, plusieurs directions choisissent de s'investir dans des pédagogies particulières telles que Reggio Emilia, High scope et l'approche piklérienne et de les implanter dans leurs services de garde éducatifs. La pédagogie guide les interventions des éducateurs et contextualise tout en donnant un sens à leurs actions (Turkieltaub, 2012). Lacombe (2006) précise qu'en étudiant le cadre de vie des enfants plusieurs zones d'influences peuvent être saisies à travers différents systèmes. Cette étude met à jour les différents environnements pédagogiques proposés comme cadre de vie à l'enfant en service de garde en termes de pratiques éducatives privilégiées en lien avec les valeurs et la philosophie de l'éducation qu'inspirent les différentes pédagogies. Le modèle de Bronfenbrenner (1979, 1993) identifiant 5 systèmes pouvant influencer le développement de l'enfant ainsi que le modèle écosystémique de la qualité des services de garde (Bigras et Japel, 2008) sont choisis comme cadre d'analyse. Cette communication présente l'influence de 4 de ces systèmes interférant dans la relation de l'enfant avec son environnement. Une étude de cas dans 3 services de garde est réalisée par l'entremise de focus groupe auprès des formateurs, des directions et des éducateurs ainsi que par l'examen de documents pédagogiques. Les résultats mettent en évidence des environnements interférant de différentes façons dans le développement de l'enfant.

Mots clés : service de garde éducatif, environnement pédagogique, programme éducatif, approche pédagogique, approche écologique

Les situations d'apprentissage issues du jeu : quels effets sur la motivation des élèves à réaliser des tâches mathématiques?

Individual Presentations 1C

Ms. Roxane Drainville (Université du Québec en Abitibi-Témiscamingue), Dr. Thomas Rajotte (Université du Québec en Abitibi-Témiscamingue), Dr. Marinova Krasimira (Université du Québec en Abitibi-Témiscamingue)

Des recherches récentes ont montré que les habiletés en mathématiques sont l'un des meilleurs indicateurs de la réussite scolaire ultérieure (Aunio et Niemivirta, 2010; Watts, Duncan, Siegler et Davis-Kean, 2014) et que l'intérêt et le plaisir des élèves envers les mathématiques sont positivement liés aux habiletés propres à cette discipline (Doctoroff, Fisher, Burrows et Edman, 2016). Dans une perspective de prévention des difficultés d'apprentissage, il importe d'identifier des interventions suscitant la motivation des enfants à réaliser des tâches mathématiques. Selon Marinova, (2014), le jeu symbolique (jeu de rôles) motive les enfants à chercher de l'information et à faire des découvertes puisqu'elles serviront à enrichir les rôles et le scénario du jeu. Marinova (2014) propose donc un modèle pédagogique qui se déroule dans le jeu symbolique des enfants et qui respecte sa logique : les situations d'apprentissage issues du jeu (SAIJ). Comme il s'agit d'un modèle novateur, il importe de le mettre à l'épreuve par le biais d'études empiriques. Ainsi, nous avons mené une recherche de nature quasi-expérimentale afin de vérifier si l'implantation de ce modèle a des effets sur la motivation des élèves du préscolaire à réaliser des tâches mathématiques. Un prétest et un posttest ont été réalisés auprès d'un groupe expérimental (N=34) et d'un groupe contrôle non équivalent (N=31) afin de réaliser une analyse inférentielle (test de comparaison des moyennes). L'expérimentation consistait en l'implantation de SAIJ pendant cinq jours consécutifs, pendant la période de jeu quotidienne. Des données qualitatives et quantitatives ont été collectées pendant l'expérimentation au moyen d'observations directes. Les résultats seront présentés lors de cette communication. Cette recherche pourrait avoir des retombées dans le milieu préscolaire notamment en apportant des données empiriques sur le modèle de la SAIJ et son rôle sur la motivation des enfants à réaliser des tâches mathématiques.

Draw me a Map of Your Town - Exploring Children's Knowledge of Local Physical Environments Through Free-recall Sketch Mapping

Individual Presentations 1D

Mr. Patrick Meehan (Canterbury Christ Church University)

This paper presents the results and provisional findings of an investigation of children's knowledge of local physical environments. This was done through a series of mapping exercises conducted at three (3) primary schools in the south eastern United Kingdom. These exercises firstly examined the ability of children to extract information from maps using standard cartographic conventions. As such it built on the work of Blaut and Stea (1997) in finding that children of this age were quite capable of identifying objects and land use types. The second exercise examined the types of objects and relationships depicted by forty (40) children aged 7-9 years to investigate the veracity of the universal spatial typology proposed by Lynch (1960). Both exercises were video and audio recorded so that the children could explain their sketch maps as they were constructed. This was considered important as the work of Hart (1979-1981) suggests post-factum interpretation of children's maps without such interaction runs serious risk of underestimating child capability. The children's artefact maps were then graded using typologies utilised by Ladd (1970), Moore (1973), Hart (1981) and Matthews (1984) Preliminary findings suggest that the children were all capable of identifying the nominated features from a supplied map and 98% were able to construct a recognisable artefact map within 15 minutes. Although the artefact maps often appeared chaotic, they in fact showed quite detailed amounts of environmental knowledge possessed by the children. It appears from this study that there is a need to develop a new typology for classification of young children's artefact maps as the majority of maps in this study spanned multiple categories in each typology.

Keywords : Children, Artefact mapping, environmental knowledge, spatial typology

Embodied Professional and Cultural Early Childhood Education and Care (ECEC) practices in the UK context

Individual Presentations 1D

Ms. Eva Mikuska (University of Chichester)

In recent years, social research has turned its attention to ‘embodiment’ (Harrison, 2000). This paper reports on data from my EdD thesis entitled ‘Gendered notions of the ‘good’ early years practitioner’, where I consider the implications of such a turn for social analysis itself. The field of Early Childhood Education and Care (ECEC) has been historically constructed, and perceived by the society as feminised and gendered where the nursery acts as one of the modern apparatus of social regulation. To unravel the ways in which the current early childhood practice is functioning, the study followed a qualitative approach that involved twenty-six narrative interviews with early years practitioners/professionals including Early Years Educators, Early Years Teachers and Social Workers. Analysis was informed by the feminist post-structuralist paradigm where I employ thematic analysis to illustrate that the current early years practice influences the ways in which the early years practitioner/professional performs the uncertain or problematic nature of embodiment, bodily affect and performativity (Butler, 1999). Narratives revealed that these aspects of embodiment have been marginalised (or not) by the society which influenced the process of subjectification (identity shaping). It is widely accepted belief that ECEC is still women’s work (Osgood, 2012; Cameron et al., 1999), as it is considered to be ‘natural’ for women. Data also show that in the UK context those individuals who do not act according to the dominant requirements of gender or do not perform within the socially accepted masculinity or femininity domain may risk marginalisation (Davies, 1990).

Keywords: embodied, professionalism, early years, performativity,

The Study of Children's Evaluation and Preference of Cartoon Characters

Individual Presentations 1D

Ms. Zheyang Zhang (Center Normal University)

The thesis carries out empirical research of parents questionnaire survey, children nomination survey, children interview survey and experimentation. Study one gets a preliminary understanding of children's favorite cartoons, cartoon characters and reasons. Study two explores the reasons and influence factors of children's loving for cartoon characters, and comprehends children's evaluation and inclination of anime characters. Third, the thesis carries out experimental validation of children's image evaluation and preference of the cartoon characters. The conclusions:

1. Children love cartoons , especially Chinese cartoons. They focus their attention during watching and have many imitation behaviors .
2. Cartoons of heroes, magic, family, adventure are much-loved by children.
3. First, from the social cognitive dimension, high capacity and high enthusiasm have high word frequency.
4. The animation characters' gender, ability, enthusiasm has the remarkable influence to children's affection for them.
5. Children's favorite cartoon characters successively are high enthusiasm and high ability character.
6. For the high ability animated characters , 6-year-old children love male characters more . For the low ability animated characters , 6-year-old children love female characters more .

Infant transition - International project: Social and emotional experiences in transition through the early years.

Individual Presentations 1D

Ms. Kathryn Hawkes (Inspired Kindergartens)

This presentation will provide an overview from the Aotearoa New Zealand perspective of the Infant transition - International project: Social and emotional experiences in transition through the early years, a multi-site international longitudinal study. The presentation will focus on the intention of the study, that is, to understand the complex inter-subjective experiences within and between individuals, contexts and cultures by examining beliefs, attitudes and associated interactions that take place during and following the first months and years of transition. More specific attention will be on aspects of the attitudes of teachers and parents before, during and post transition experience, the history policies and protocols of the early year's settings in supporting or enhancing the transition process and inter-subjective experiences with a focus on how these experiences manifest in social and educational interactions within the early years context.

Action Research of Children's Metacognitive Training in Mathematical Individualized Learning

Individual Presentations 1D

Dr. Yajie Zhang (Department of Educational Science, Henan University, Kaifeng 475001), Prof. Yaping Yue (Henan University)

Abstract: Preschool children not only have the metacognitive ability, and we can promote the development of preschoolers' metacognition through the appropriate way, mathematical individualized learning is a conducive environment for children's metacognitive training, thus it is feasible to cultivate children's metacognitive ability in mathematical individualized learning. We used the action research method to promote the improvement of children's metacognition ability by increasing the link of metacognition in mathematical individualized learning with six teachers in Henan University affiliated kindergarten. The study lasted about one year in three age groups, and selecting 3-4 mathematical individualized learning activities to conduct metacognitive training in each age class.

The key focus of the children aged 3-4 is Task knowledge. The key focus of the children aged 4-5 is the discussion and planning before activities, and the recording, verification after the activities. The key focus of the children aged 5-6 is discussion and planning before activities, monitoring and correction in activities, records, reflection, discussion after the activities. There are three stages in the action research, metacognitive knowledge learning stage, planning recording stage, evaluation reflection stage. The main strategy adopted is to carry out effective teacher-child interaction in the process of Metacognition Training. More teachers use heuristic questions to guide children to think. In practice, we designed the following links. Before operation, "Asking yourself", "Thinking", "Planning"; In operation, "Thinking again", "Looking back", "Modification"; After operation, "Recording", "Comment", "Expression". The results of pre-post test show that children's mathematical ability and metacognitive ability were significantly improved in mathematics individualized learning. This model also promotes the professional development of teachers.

Key words: metacognitive training ; mathematics individualized learning ; action research

Early Childhood Teacher's Role in Play-Based Science Activities

Individual Presentations 1D

Dr. Angeliki Vellopoulou (Greek Ministry of Education & O.M.E.P. Greece), Prof. Maria Kampeza (Department of Educational Sciences and early Childhood Education, University of Patras), Prof. Maria Papandreou (Department of Early Childhood Education, Aristotle University of Thessaloniki)

Play is considered a central concept in early childhood education and the relationship between play and learning has been highlighted in the literature. Teachers should support children's play creating inviting play spaces as well as authentic and engaging contexts that promote children's learning through play. The main objective of this small scale research was the study of the teacher's role in children's play with everyday objects and materials which are related to magnetic phenomena. The study was carried out in a kindergarten classroom with three small groups of children. Each group was provided with a box containing various materials such as different forms and sizes of magnets, games with magnets and objects attracted or not attracted to magnets. The teacher encouraged children to play with the materials and posed questions and comments in order to enable them to narrate their own experience and express their ideas about magnets and magnetic phenomena. By subtly intervening in their play she tried to help them associate their prior experience with particular content knowledge which is related to magnetic phenomena. Data were collected through participant observation and the documentation process included sound recording and keeping field notes. Data were analyzed by the research team in order to identify critical incidents which highlighted the features of the teacher's involvement in children's play. The research findings draw attention to the prominent role of the teacher in children's learning, when they are engaged in play-based Science activities. By using children's prior experience and posing appropriate questions, teacher can engage young children in Science learning and promote their conceptual knowledge. More importantly however, by prioritizing children's initiative and autonomy that are expressed through play, teacher can help young learners acknowledge associations, express judgments and draw inferences.

Keywords: Children's play, magnetic phenomena, early childhood Science education, teacher's role

Playing the Educational Value of the Public Environment through Interactive Theme Hall Game

Individual Presentations 1D

Mrs. Cuifeng Xu (Beijing Normal University Kindergarten), Mrs. Yue Hu (Beijing Normal University Kindergarten)

In the center of our kindergarten, there is a three-floor open-top hall. In order to give full play to the educational value of the public environment, Beijing Normal University Kindergarten (BNUK) gradually formed the Interactive Theme Hall Game. In order to let all the children participate, we locate the theme of the hall game on the children's common experience, such as spring and autumn outings, annual activities and other special events. Secondly, in order to play the main role of children in the environment, we encourage them to participate in the creation of the hall environment. Finally, we "materialize" the activities of children's common interest into different areas of the operational games, in which children can fully interactive with the environment, companions and adults. Specifically including : (1) Interaction with the material - the biggest feature of the Interactive Theme Hall Game is to allow children get a variety of capabilities in the operational game, through direct perception and hands-on experience; (2) Interaction with space - the large space of the hall makes the large-scale games possible, so that children can simulate "drilling tunnel", "driving aircraft", "archaeological excavation" and so on;(3)Interaction with companies – some large - scale games which challenge children dividing, cooperating and consulting promote the social interaction of children effectively; (4) Interaction with adults – all the classes take turns using the hall, and teachers ,parent volunteers play as the instructors, providing a good platform for interaction for children and adults. In addition, Interactive Theme Hall Game also effectively develops the kindergarten curriculum. Class activities in which children interested are referenced as the contents of the hall, and the new experience which gained from the hall games, are extended in the class.By this way children's experience has been integrated and improved.

Preschool teacher's professional development in counselling parents

Individual Presentations 1E

Mrs. Danijela Blanuša Trošelj (Faculty of Teacher Education, University of Rijeka), Dr. Sanja Skočić Mihić (Faculty of Teacher Education, University of Rijeka), Ms. Kristina Mikelić (Kindergarten "Sunce", Fažana)

One of the new roles of the modern preschool teacher is the role of counselling parents in their daily parenting challenges. Such a role implies the existence of professional ethics, which includes conscious, systematic, and accountable accessing of professional development. The aim of this study was to examine preschool teachers' perception of professional development in the field of counselling parents. The study included five kindergarten teachers and it used the semi-structured interview on ethical issues in the process of counselling parents in the kindergarten. Qualitative methodology was used because of the possibility of gaining insight into personal views and experiences of respondents in the professional development for counselling parents.

The study included 10 preschool teachers. A semi-structured interview was used about the professional development at the personal and institutional level in counselling parents, and accompanying ethical issues.

Interviews were transcribed and coded according to the principle of thematic analysis. The codes were grouped into two thematic areas: (1) personal professional development in the promotion of ethical conduct in counselling parents and (2) the role of institutions in promoting and supporting professional development of preschool teachers for counselling parents.

Preschool teachers are generally aware that their continuing professional development is also their obligation and responsibility, and that it includes the field of counselling. Mostly, preschool teachers observe their profession as developmental and recognize their daily professional work as a process in which knowledge and skills are upgrading and changing. Also, they recognize the importance of the institution or its leader in the development of competencies. Guidelines are provided for improving the professional development of preschool teachers for counselling parents according to the expectations and the needs of preschool teachers.

Placement Experience: how Academic Support Prepares Students for the Workplace Experience

Individual Presentations 1E

Mrs. Kerry Holman (Canterbury Christ Church University), Mrs. Tanya Richardson (University of Northampton)

This study aims to develop knowledge around how academic support prepares undergraduate students for placement experience. As a result, this stage of the study seeks to understand and examine readiness for placement activities and compare two approaches, from the University of Northampton and Canterbury Christ Church University, England, UK. Students who complete placement experiences during year two of the associated undergraduate degree at either institution are invited to complete a questionnaire assessing their confidence and preparedness before starting a placement in early years. Students will then complete a questionnaire after the placement, reflecting on their preparation and confidence. Analysis will compare findings from both institutions with the aim of understanding how academic support prepares students for the workplace, and also with the aim of improving teaching and learning strategies. The research is currently in progress, with the first set of data collection complete.

Exploring children's perceptions of the gendered nature of the early years workforce

Individual Presentations 1E

Ms. Polly Bolshaw (Canterbury Christ Church University), Mrs. Jo Josephidou (Canterbury Christ Church University),
Ms. Siobhan O Connor (Canterbury Christ Church University)

This piece of research will be of interest to those who wish to develop their understanding about the views and perspectives that children hold in relation to the gender of early years practitioners. It seeks to explore children's perceptions of the gendered nature of the early years workforce and the idea that it is 'women's work' (Lupton, 2000). Following ethical approval in compliance with the British Educational Research Association (BERA) (2011) ethical guidelines and university ethical procedures, group interviews were conducted with approximately 40 child participants aged between 4-11 years based at one primary school in the South of England. Interviews incorporated photo elicitation using visual images of men and women working with young children in early years settings to stimulate discussion around the roles that men and women who work with young children hold. Using thematic analysis to analyse the data, this piece of research identifies the ways in which children perceive the roles of male and female early years practitioners and the distinctions that children make between men and women who work with young children. The research is informed by the moral panic surrounding the paucity of men working in ECEC (Brownhill and Oates, 2016) and it contributes to this debate by highlighting how children's attitudes may impact on how they perceive early childhood education and care as a future career aspiration.

Keywords: Children, gender, career aspirations, early years practitioners, British Educational Research Association (2011) *Ethical Guidelines for Educational Research*. Available at: <https://www.bera.ac.uk/wp-cont...> (Accessed: 12th January 2017).

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Lupton, B. (2000) 'Maintaining Masculinity: Men who do "Women's Work"', *British Journal of Management*, 11(1), pp.33-48.

Research on the effectiveness of Kindergarten Teachers' professional Training course

Individual Presentations 1E

Mrs. Haizhu LIU (China Welfare Institute Information & Research Center), Mrs. Xia Ning (China Welfare Institute Information & Research Center), Mrs. Liya Gao (China Welfare Institute Information & Research Center)

Keywords: Professional Education; kindergarten teacher; the organizational model of training; the effectiveness of professional training course

With the deepening of kindergarten teacher professionalization, the training course and its organizational model in China have undergone profound changes. With the combination of theoretical research and practice of the way of action, this research actively aimed at improving the effectiveness of professional training course and its organizational model of kindergarten teachers in-service. The training course and its organizational model is to achieve a stable organization structure and operation mechanism among the core elements of training, which contains training goal, trainees, trainers, training contents, training styles, training schedule, training organization, etc.

First of all, this study surveyed 1541 kindergarten teachers who come from the five provinces with regional representatives of China and found the teachers' different needs. Since then, according to the different stages of teacher professional development, and based on the concept of training resources integration, five kind of training course and its organizational model were formed to meet the needs of teachers. And as a result, each kind of training course and its organizational mode all showed the characteristics of teacher groups, combing a clear and detailed the training course and its organizational mode about its objectives, contents, approaches, organization structure and operation management steps. The results provided operational and guiding direction for preschool teachers' in-service training.

This research finally passed the national Ministry of education appraisal, and the grade is good. And won the ninth Shanghai education research outstanding achievements of the second prize.

Hong Kong Pre-service Preschool Teachers' Attitudes towards Home-school Collaboration and Their Correlates

Individual Presentations 1E

Ms. Cheuk Sin Kam (Hong Kong Baptist University), Dr. Sum Kwing Cheung (Hong Kong Baptist University)

Home-school collaboration brings benefits to families, teachers and children. This study therefore examined Hong Kong pre-service preschool teachers' attitudes towards home-school collaboration and their correlates. Using convenience sampling method, 163 pre-service teachers were recruited from an undergraduate early childhood education program to complete a questionnaire about their perceived benefits of home-school collaboration, their perceived importance, feasibility and confidence towards six types of home-school collaboration strategies, as well as the quality of their relationship with family members. Results showed that pre-service teachers in the sample generally agreed that home-school collaboration benefitted different stakeholders. "Communicating with families" was regarded as the most important and feasible, whereas "engaging families in school decisions" was perceived as the least important and feasible. "Engaging families in school decisions" and "helping families to create home environments supportive for children's learning" were rated as areas of least confidence. Correlation analysis found that the more the perceived benefits of home-school collaboration, the more the perceived importance of the home-school collaboration strategies. Besides, the levels of cohesion and expressiveness in pre-service teachers' own families were positively related to their perceived feasibility and confidence to adopt most of the home-school collaboration strategies. Pre-service teachers' year of study, however, only had a significant positive correlation with the perceived importance of home-school collaboration strategies. These findings suggest that it would be good for teacher training programs to provide real-life opportunities for pre-service teachers to witness the benefits of different home-school collaboration strategies and their implementation. It is also important to provide more training to pre-service teachers (particularly those who are not used to communicate closely and openly with their own family members) on effective strategies of engaging families in children's early learning and communicating with them in a professional and respectful manner. (Keywords: home-school collaboration, perceived importance, perceived feasibility, perceived confidence)

Analyzing the Relationships between Preschool Children's Play Skills and Their Social Competence and Emotion Regulation Skills

Individual Presentations 1E

Prof. Gülden UYANIK BALAT (Marmara University), Dr. Fatma Özge ÜNSAL (Marmara University), Ms. Zeynep KILIÇ (Marmara University), Ms. Hande ARSLAN ÇİFTÇİ (İstanbul Medeniyet University), Ms. Şeyma DEĞİRMENCİ (Marmara University)

Developing effective social and emotional skills is an important aspect of development in all children and children's play skills are in constant interaction with their social and emotional competence. The aim of this research is to examine the relationship between preschool children's play skills and their social competence and emotion regulation skills. Tools that used in this study are Knox Preschool Play Scale (Degirmenci, 2016), Social Competence and Behavior Evaluation-Preschool Edition, Short Form (Corapci et al., 2010) and Emotion Regulation Checklist (Batum & Yagmurlu, 2007). This study was designed as relational survey model. The research was carried out with 131 preschool children aged 48-72 months old who continue their education in public and private preschool institutions of Ministry of National Education in Istanbul during 2016-2017 school year. Pearson Product-Moment Correlation was conducted for data analysis. Results have shown that preschool children's Knox Preschool Play Scale total scores have a significant positive correlation with "Social Competence" sub-dimension scores of Social Competence Behavior Evaluation ($r = .179$; $p < .05$) and a significant negative correlation with "Anxiety-Withdrawal" sub-dimension scores ($r = -.416$; $p < .01$). It was also found that Knox Preschool Play Scale total scores have a significant positive correlation with "Emotion Regulation" sub-dimension scores of Emotional Regulation Checklist ($r = .491$; $p < .01$) and a significant negative correlation with "Lability/Negativity" sub-dimension scores ($r = -.190$; $p < .05$). In light of these findings, it can be said that as play skills of preschool children increase, their social competency and emotional regulation skills also increase; on the other hand their levels of anxiety-withdrawal and lability-negativity decrease.

Keywords: Preschool, Play Skills, Social Competence, Emotion Regulation

Exploring Practices of Outdoor Play for Children: Early Childhood Educators' Perceptions and Centres' Beliefs

Individual Presentations 1E

Dr. Theresa Lu (Singapore University of Social Sciences)

Enhanced play spaces are being developed in public and neighbourhood parks which indicates a positive direction in promoting outdoor play. However, preschool and childcare centres vary in their scheduling of outdoor play in their curriculum and provision. With children spending increased time in childcare due to parents' work commitments, they may have limited access to outdoor play. In addition, as greater emphasis is placed on academic preparation for formal schooling, less importance may be given to outdoor play, resulting in its limited provision in the curriculum.

There is a need for early childhood centres and their educators to actively embrace the position of children's right to outdoor play and to ensure that adequate provision is evident in the curriculum. In order for this to happen, operators, centre leaders and educators need to have a better understanding of the necessity to provide regular outdoor play in the curriculum and its benefits so as to ensure its effective translation into practice.

The purpose of this paper is to present a review of practices of outdoor play in early childhood centres, the perceptions of early childhood educators, and the centres' beliefs in implementing outdoor play in their curriculum. It seeks to provide documentation of teachers' perceptions and practices through a survey and also further insight on centres' beliefs and practices through interviews. Findings of the study will be useful to promote greater understanding of the importance and benefits of outdoor play and its provision for children.

Effects of a Play-based Social Skill Training Program on Young Children with Language Delay

Individual Presentations 1E

Mr. Man Ning Kwan (Hong Kong Baptist University), Ms. Pik Ying Ho (Hong Kong Baptist University), Dr. Sum Kwing Cheung (Hong Kong Baptist University)

Language is an important tool for communication. Children with language difficulties might therefore encounter problems in interacting and developing good relationships with their peers. This study investigated the effects of a 16-session play-based social skill training program on the social communication skills of two Hong Kong preschoolers with language delay and relatively weak social skills from an inclusive classroom. The first eight sessions provided individual training on eye contact, emotion understanding and social problem solving through toy play and role play. The last eight sessions engaged the target children in small group play with their classmates under the guidance of the researcher. Before the implementation and after the completion of the training program, the target children's social communication skills in three contexts (including daily classroom routine, free play time at school, and outside school) were assessed via either observations by the researcher or interviews with parents. Besides, in each training session, the target children's social communication behaviors were recorded. Results showed that the target children showed more eye contact, social awareness, and peer interactions over the training sessions. After the training program, the target children demonstrated a higher level of social interest and became more competent in expressing themselves. For example, they participated less in exploratory play but more in social pretend play during free play time at school. They also used full sentences more frequently to communicate about their wants and feelings. These findings suggest that social play can motivate young children to communicate with others. Group play with peers, in particular, provides a natural and fun context for social skill training, because young children can learn from more competent peers how to express their ideas and practice a variety of social problem solving skills. (Keywords: language delay, social communication skills, play, training program)

Rippling Towards Wisdom

Individual Presentations 1F

Ms. Suzana Klarin (University of Melbourne)

The paper will present an overview of a three year long research program titled COPE: RESILIENCE that engaged 80 preschool children at the University of Melbourne's Early Learning Centre, Melbourne.

The research was specifically designed to support the development of care and empathy for others, facilitating relationships and building emotional competency, dispositions and understanding of self, others and the environment through multimodal explorations of CARE, OPEN COMMUNICATION, POLITENESS, EMPATHY and REFLECTIVE PRACTICE.

COPE:R has been integrated into the classroom Curriculum under the overarching EYLF guidelines of BELONGING - BEING - BECOMING, and from the outset it was defined and influenced by an ecological oriented thread (environmental key). The program applied the socio-constructivist approach (Vygotsky, 1978) acknowledging the role of the intentional teacher and the establishment of a 'community of learners' (Rogoff, 1998). It places the voices of children and their lived experiences (van Manen, 1990) centrally in the research (Mortari, 2011) There is significant evidence in the data that highlights the mature capacities of the children to emerge in the COPE: R and to demonstrate a range of emotional competencies that include: giving voice to social emotional issues, recognizing emotions in self and others, enacting relational empathy, demonstrating care for others and the environment = WISDOM.

The concept of empathy emerged as the strongest thread and there was extensive evidence through children's drawing - tellings of their involvement in the care of others, the immediate environment and the world.

The research highlights the capacity of the children to question, not just what they knew about care between and for humans, but also their perception of care between humans and the environment.

The research presents evidence that highlights the capacity of young children to deeply reflect on how and why thoughtful caring and empathetic actions are important to ensure harmonious living.

Parents' Perception on Parent–Teacher Partnerships

Individual Presentations 1F

Dr. Sanja Skočić Mihić (Faculty of Teacher Education), Dr. Nataša Vlah (Faculty of Teacher Education, University of Rijeka), Ms. Ana Bošnjak (Dječji vrtić)

The aim of this study was to examine the parental perception of parent–teacher partnerships and to establish the relation of the parents' socio-demographic characteristics.

This study examined a sample of 271 parents completed the *Parent–Teacher Partnerships Scale* with three factors: mutuality in building partnerships, provided support in parenting, and parents' receptivity to advice in upbringing.

Results show that parents perceived that partnerships with teachers are on a relatively high level. Parents also differ in their capacity to develop and maintain partnerships with teachers depending on the level of education, length of their child's attendance of preschool, and the parent's frequency of attending parent-teacher conferences. Implications for future research are recommended.

Key words: parents, partnerships, support, teachers

Social Skills Of Preschool Children in Uşak, Turkey

Individual Presentations 1F

Prof. Tugba Seker (Uşak university), Prof. Sibel Yoleri (Uşak university), Prof. Perihan Sara (Uşak university)

This study is carried out to determine the status of social skills and problem behaviors and to examine the effect of the training program designed to support social skills of 60-72 months old children who are going to preschool education institution. The universe of the research constitutes 60-72 months old children who continue to independent kindergartens attached to the Ministry of National Education in Uşak. 20 children in the control group and 20 children in the experimental group, a total 40 children were included in the study in the implementation of the training program. Pre- test and post-test control group model will be used, which requires measurement before and after in training and control groups. Preschool and Kindergarten Behavior Scales (PKBS-2) which is conducted its reliability and validity by Özbey, is a data collection tool in research. The scale will be filled by the class teacher, the researcher and child's family for each child. Today, studies about social skills have gained momentum, it is important to be supported from the pre-school period. Especially, there are projects jointly maintained by Ministry of National Education and universities. It is possible for the child to adapt and integrate with the society that the child gains attitudes that are valid in the society. Child become aware that his family, relatives, friends and a part of society and is socialized by acquiring social behaviors. Children from different socioeconomic levels or environments with different social structures are in preschool education institutions. Educational institutions are there to provide equal education for children of different characteristics. With this study, it is planned to develop Social Skills and Behavior Training Program which is planned to be applied to kindergartens in Uşak. The study is important due to the lack of any examples in Uşak.

Keywords: early childhood, social skills

How Technology Affects the Development of Motor Skills of Young Children under Three Years Old

Individual Presentations 1F

Dr. Si Man Lei (University of Macau), Ms. BO WEN ZHAO (University of Macau), Ms. Cai Yanxiu (University of Macau)

Abstract

This study aimed to examine the correlation between technology use and the motor development of young children under 3 years old. Questionnaires were employed for data collection in Macau and Mainland China families to investigate the current situation of technology use at home and motor development (fine motor skills and gross motor skills), and the relationship between them. According to motor development, motor skills are typically grouped into two kinds-gross motor skills and fine motor skills. Gross motor skills involve the operation and combination of large body muscles, like arms and legs to complete actions like climbing and swimming; while fine motor skills involve smaller movements that occur through hands, fingers, feet and toes, like pointing, picking, grabbing and writing. 187 samples were examined and the results were stated as following: All investigated families exposed their children to screen media when they were under 30 months. Most parents limit the time that their children spend in playing with electronic devices and screen media. For 18 to 36-month-old children, the later they contacted with electronic devices and screen media, the better their fine motor skills were developed. The negative correlation between motor development and “time in technology use each day” suggested that the more time children spend in playing with electronic devices the worse their motor skills were developed (both fine motor skills and gross motor skills). The negative correlation between motor development and “limited time of playing with electronic devices ” suggested that the longer time parents allow their children to spend in playing with the technology , the worse children performed in motor skills. The relation between technology use in home environment and the motor development was also discussed.

Keywords: Home environment, Motor Development, Technology use ,Screen media

Strategies of Cultivating Early Children's Emotional Affinity towards Nature

Individual Presentations 1F

Ms. Li Wang (The kindergarten of Northwestern Polytechnical University), Ms. Zhijun Chen (The kindergarten of Northwestern Polytechnical University)

The significance of nature to children's development is immeasurable. In nature, children can get great spiritual pleasure and emotional experience, but as the electronics and the impact of the urbanization, more and more children suffer from "nature deficit disorder", so it is essential and urgent to cultivate children's emotional affinity towards Nature. The research chose 1,000 kids as the subject to explore the effect of nature to their emotional development by action research method. Full use is made of the surrounding resources, community resources, etc., and teachers and parents to cultivate children's affinity to nature. After three years' research, two strategies of emotional affinity cultivation are proved effective. One is close-to-nature activity strategy and the other is activity assurance strategy. The former is the core strategy while the latter aims to provide insurance for close-to-nature activities and create a psychological atmosphere. Close-to-nature activity strategy involves four aspects. The first is the emotional objective, so the theme of the activity should be selected according to children's interests and feelings towards nature. Other aspects are less control of children by teachers, continuous activities, and encouragement of interaction between children. Activity assurance strategy includes five aspects: creating environment that children can get close to and interact with nature, establishing close-to-nature day, teachers' involvement in the activity as partners, providing more communicating opportunities among peers and parents' participation in various forms and channels.

Key word:emotional affinity towards nature; early children; close-to-nature activity; strategy

Early Childhood Education Teachers' Views of STEM Education

Individual Presentations 1F

Mrs. Sebnem Soylu (Abdullah Gül Üniversitesi)

STEM (science, technology, engineering and mathematics) education is gaining an increasing attention recently in every level of education field. Even though the significance of early introduction of STEM subjects is being recognized and stressed recently by a great number of research, serious initiative for national regulations, appropriate curriculum, teacher preparation and guidance is still lacking for early childhood education in most of the countries including Turkey (Soylu, 2016). For these reasons early childhood teachers may feel reluctant or unwilling to implement STEM subjects in their classes. In this research it is aimed to reveal the early childhood teachers' views, and understand their needs and requirements regarding to implementing STEM in early childhood.

In order to reveal the teachers' views about the STEM education , semi structured interviews conducted with 12 early childhood teachers working in 2 public preschools and 2 private school. The teachers selected via purposeful sampling. An interview protocol is formed via consulting with experts and academicians working on the STEM education field. The trustworthiness of the findings is ensured by triangulation, another colleague examined the data. The results indicate that early childhood teachers need in service trainings, mentors assigned to discuss the questions and ideas, mandatory or elective courses offered in university level, support from government or institutions, and guidebooks related to the STEM education in early childhood. The teachers' positive attitudes towards implementing STEM education in their classes signifies the importance of teacher education programs and the need for serious initiative from the government in order to enhance their knowledge, ability and self confidence to implement these subjects in their classes more frequently and with an appropriate approach.

A Study On the Practice of Constructing Children's Theme Museum

Individual Presentations 1F

Mrs. Cao Huidi (Fu Yi Yuan kindergarten in Chaoyang District of Beijing)

Children's museum construction is exploring new ways of education practice.

In order to promote children's all-round development as the ultimate goal, through the study based on the literature review, we carried out the relevant core concepts, on the understanding of the construction significance on the theme of children's Museum, and carried out two large the theme of children's Museum Hall and various forms of educational activities in the whole park. On the basis of practice, we know the scientific research management mode of the theme museum. The research of this topic can effectively improve the ability of teacher education practice and education research, and promote the comprehensive development of children.

Key words : children's theme Museum ; children's all-round development; implementation strategy

Communication Between Children And Educators In Kindergarten

Individual Presentations 1F

Mrs. Kristina Odorjan (/), Dr. Biserka Petrović Sočo (University of Zagreb, Faculty of Teacher Education)

Communication as the foundation of all relationships, especially the ones in education, is the subject of many scientific studies. This is understandable because the child's overall development is largely dependent on interpersonal communication, which the child carries out with its social environment. With the child's arrival to kindergarten the educator continues and completes the function of a communicator, as a communicational model. The quality of the educator's communication with the children, as well as the profile of communicational skills which children develop will depend on the type, frequency and quality of verbal and nonverbal procedures and their compatibility.

Accordingly, this article describes the research, in which the authors, through qualitative and quantitative analysis, gathered data on quality of communication between children and educators. 122 conversations between the children, age range from 2,5 and 7 years, and educators have been recorded during the child's morning arrival to the group. The authors wanted to investigate what procedures the educators most often use in this situation, how children respond to the initiative of educators and how educators give feedback to children's initiative. Verbal communication was recorded with a tape recorder and then transferred to the written code, and a specially constructed table was used to observe non-verbal behaviour. The results have shown that educators largely apply appropriate communication procedures during the child's morning arrival to kindergarten. Younger children have longer communication with the educator using a wide variety of nonverbal signals, while older children's contacts are accompanied by more verbal messages and tend to be shorter.

Keywords: verbal and nonverbal communication, educator, preschooler, active listening

Exploring Play from Child Perspective

Individual Presentation 1G

Dr. Tijana Borovac (Faculty of Education in Osijek)

The importance of play in general is universally recognized in contemporary theoretical and empirical papers of early childhood education. The preschool teachers' attitudes towards play and their roles in institutional early childhood context are much more considered than children's. In this paper we gave voices to children aged four- to six-years-old attending a public preschools in Republic of Croatia and through individual interviews with the children gained children's own view of play focus on the opportunity to choose their own activities, in company with their preschool teacher, friends or alone, in a preschool setting or at home. The results indicate that children want some more involvement of early childhood educators as same as parents in their everyday symbolic play. We presume that the results of this research could be useful for early childhood educators and theorists dealing with play.

Key words: play, child perspective, preschool teacher, parents

We always Say They Learn through Play, but how?

Individual Presentation 1G

Prof. Kristín Dyrffjord (Univeristy of Akureyri)

What happens when a new materials are introduced in a preschool? Materials that the teachers are very interested in as well as the children. In the preschool the magic word is play, we talk about play based learning, we talk about play that is directed by grownups and play that is directed by children and everything in between. In this paper I present a play based project in one preschool in Iceland were I for five months both participated in developing the material, played with children and followed and discussed the development with a teacher that worked with children.

Pedagogical documentation is based on systematic and critical gathering of data (Moran et al, 2007) and was used as a research tool. Pedagogical documentation has been developed as a tool to follow children´s learning and to give children voices as well as to make their learning and experiences visible, it has been developed as a tool for teachers and children to research together, to make meanings (Malaguzzi, 1988).

The data collected was mostly videos of the children´s play as well as photos, children´s drawings and almost weekly conversations between me and the teacher as we watched the videos and discussed the progress and directions of the play/project.”

The main findings show that the play and the language connected with the play developed rapidly. The children´s ideas and working knowledge connected to physic concepts such as force, acceleration, movement and direction developed especially with the group of children that became master builders. They developed their own concepts that fitted into the play. From the beginning there was also a gender difference in who played with the ramps and marbles. The findings support that an interest from the teachers supported the development of the play.

Keywords: documentation, learning, play, preschool

Documentation and its dilemmas with multilingualism and toddlers

Individual Presentation 1G

Mrs. Ann-Charlotte Lindgren (G)

Background: The requirement for documentation and evaluation has increased markedly over the last five years in Swedish Early Childhood Education. Along with a clearer focus on learning, it has led to an interest directed at the toddlers. Difficulties arise thereby in efforts to make visible even the youngest children's development and learning, as they have yet to develop verbal language.

Purpose: This study describes and analyses the function of documentation in a multilingual preschool context, in the light of a stronger focus on the individual learning. The research question is; what contradictions and possible dilemmas become visible in the teachers actions surrounding documentation and planning?

Method and Theoretical frame: The study is based on four voice recorded conversations, á 1.5 hours each, revolving around teachers reflections on their documentation. Two teams of teachers are involved. In addition to this, I have access to evaluation forms. The theoretical frame is cultural-historical activity theory where Engeström's (2014) graphic model is used to understand the teacher's actions in a broader context. In this theory contradictions and the collective effort to understand these contradictions and the problem they engender are seen as necessary for development.

Preliminary results: The teachers' assumptions are that documentation should be based on the children's meta-cognitive skills and verbal ability to express thoughts. The analysis reveals a palpable contradiction between following or guiding childrens' interests. This can be explained with a shift in intentions of policy, regarding care and learning.

Keywords: documentation, multilingual, toddlers, cultural-historical activity theory, contradictions

The presentation is a part of the Swedish National Research School and Relations as Foundations or Early Childhood Education (FoRFa), funded by the Swedish Research Council (grant no. 729-2013-6848).

Engeström, Yrjö.(2014). Learning by expanding: An activity-theoretical approach to developmental research(2nd ed). Cambridge, UK: Cambridge University Press.

Preschool teachers' perspectives on planning and documentation in preschool

Individual Presentation 1G

Dr. Torgeir Alvestad (University of Gothenburg, Department of Education, Communication and Learning)

This presentation is based on a research project focusing on Norwegian teachers' planning and documentation of children's learning in preschool. Norwegian preschools follow a national curriculum and teachers are obliged to document both professional practice and learning outcomes. The aim of the study was to investigate teachers' experiences of challenges, problems and dilemmas related to their planning and documentation. Questions asked are: 'How do teachers plan their work with the children?', 'What is the focus in documentation?', and 'How do teachers express relationships between planning and documentation?'

The use of documentation as a tool to gain knowledge of preschool quality and children's learning seems to be a dominant, and sometimes even an unchallenged discourse in research and preschool practice. Less clear and more debatable questions relate to what, how, why and for whom preschool teachers should plan and document young children's wellbeing and learning. Relationships between documentation and curriculum goals are often acknowledged, even though this is a relationship that can be questioned and, at times, be regarded as problematic. On the one hand it is suggested that learning among preschool children (1-5 years of age) should be based on the child's experience, interests and needs. On the other hand it is argued that learning processes among children in preschool should be based on values and/or goals that set out the focus for children's learning. Findings from the research project reveal that there are specific problems and dilemmas connected to relationships between teachers' planning, documentation and reflection on children's learning in preschool.

Keywords for the presentation: Preschool, children's learning, documentation, planning, preschool quality.

The Curriculum-embedded Developmental Assessment: A Case of Beijing Normal University Kindergarten

Individual Presentation 1G

Mrs. Ruiqing Tian (Beijing Normal University Kindergarten), Mrs. WU DI (Beijing Normal University Kindergarten)

After Kindergarten Education Program Guidelines (KEPG) was issued by Ministry of Education of China in 2001, Developmental Assessment in the perspective of new curriculum reform has become the direction of our efforts. When we are planning to carry out the curriculum-embedded development assessment in 2011, The Work Sampling System (WSS) - Work Sampling in the Classroom, A teacher's Manual entered into our views. So we learn from this system to carry out the relevant research.

The seven domains of WSS based on the curriculum standards of the United States can not be directly used in the Kindergarten of china. So we carried out the localization of these contents firstly. We have developed 5 domains based on KEPG and 3-6 Year Old Children's Development Guide of China, which are Motor Development, Language Development, Emotion and Sociality Development, Mathematics, Arts. WSS contains three interconnected systems: Developmental Guidelines and Developmental Checklists, Portfolios, and Summary Reports. We use the three systems to form the Curriculum-embedded Developmental Assessment System (CDAS) suitable for 3-6 year old children of China.

In CDAS, the three systems play different roles. Development Guidelines are a set of reasonable expectations for children's performance and achievements at different ages. Developmental Checklists are aimed at checking what children can do. Portfolios are aimed at checking how children do. Summary Reports is a statement of each child's performance, progress and aspects in particular need of attention.

In general terms, CDAS has 6 implementation steps. (1)Selecting a domain, and be familiar with Developmental Guidelines and Developmental Checklists of the domain; (2)Determining 2 core objectives for collecting Portfolios; (3)Planning and carry out educational activities; (4)Reviewing all observation data and complete formal grade level; (5)Improving teaching by collecting and analyzing works; (6)Completing Summary Reports according to Developmental Checklists and Portfolios.

In quest for practices supporting children's knowledge and abilities - A study of how the preschool teacher's positions themselves in relation to conversations about children's knowledge and abilities.

Individual Presentation 1G

Mrs. Paulina Narkaj Adolfsson (Malmö högskola/Göteborgs Universitet)

Since 2010 the Swedish policy document in Early childhood education has had an explicit focus on children's knowing and knowledge. In order to evaluate the quality of the early childhood education, preschool teachers use documentation of the children's development and skills. The purpose of this study is to contribute to knowledge of how preschool teachers reason and position themselves in relation to their discussions on children's knowledge and abilities in early childhood education.

The study is based on four conversations recorded at a preschool with children in the age of one to three years old in the south of Sweden. Every second week the teacher's assemble to discuss and reflect upon their documentation of the children's development and skills. At each specific meeting the teachers has chosen which documentation is to be discussed. Focus for the recorded discussions is the development of an on-going mathematical project. They also discussed other things relating to the preschool practice. The role of the researcher was to listen to the conversation of the teachers, and at the end of the discussion ask supplementary questions. The dialogues have been recorded and transcribed.

An inductive approach was used in order to make content categories. These initial categories were based on how teachers discuss children's cognitive, social and linguistic knowledge. Further analysis focuses specifically on the relation between how the teachers discuss their positions and strategies in relation to how they talk about children's abilities and knowledge.

The presentation is part of the Swedish National Research School on Communication and Relations as Foundations for Early Childhood Education (FoRFa), funded by the Swedish Research Council (grant no. 729-2013-6848).

Keywords: Early childhood education, Children's knowledge, preschool teachers, positioning

Curriculum process in pedagogical networks

Individual Presentation 1G

Mr. Mikko Mäkelä (City of Helsinki)

City of Helsinki is updating the Curriculum for Early Childhood Education and Care. There is the binding link with the National Core Curriculum which is normative for the first time. Local Helsinki Curriculum is to be implemented from August 2017.

The update process applies to all forms of ECEC; Day Care Centres, playgrounds, family day care and children's clubs. Studying and developing pedagogical work and its priorities in different ongoing projects will create a common dialogical curriculum. This process makes participation possible for educational staff, children and parents as well as partners in different sectors, researchers and politicians.

This all can only happen by contribution of the project group. This group inspires and coordinates the production the pedagogical content of curriculum. A wide network is needed to put forward regional perspectives which summarize the ideas to a condensed, principled curriculum-document in the spirit of Helsinki and produces pedagogical materials to illustrate it using also the results of former projects.

All actual development and collaborative projects including planning actions considering pedagogy are parts of the Helsinki curriculum process. The task aim is to show the main thread, which connects to the National Core Curriculum.

We also have many bigger and smaller ongoing development projects, which produce content for Helsinki curriculum.

1) *Medialiteracy in ECEC -project*: gives pedagogical support, training and materials for ECEC-professionals in media education, Medialiteracy and ICT.

2) *Cultural work in ECEC*: Finland100 Big Reading Adventure with libraries, visual artists in day care centers, cooperation with cultural institutions and artists' associations.

3) *The Helsinki Plan of Environmental Awareness*: to create and train eco-supporter network in ECEC, Four Finland 100 Nature Days.

4) *The Pleasure Grows Moving – national project (Valo): Challenge different actors to support children's playful moving*

Study On Relation Between Children's Attention Development Aged 3-6 And Teachers' Behavior

Individual Presentation 1G

Ms. Xiaoyu TANG (China Welfare Institute Information & Research Center), Mrs. Xia Ning (China Welfare Institute Information & Research Center), Ms. Erfang Dai (China Welfare Institute Information & Research Center), Mrs. Su XU (China Welfare Institute Information & Research Center), Ms. Mengyi Fan (China Welfare Institute Information & Research Center), Mrs. Liya Gao (China Welfare Institute Information & Research Center), Mrs. Haizhu Liu (China Welfare Institute Information & Research Center)

children aged 3-6; attention development; teachers' behavior; assessment

Attention is one of the important psychological problems influencing children's academic and social adaptation, and it is more and more important in children's daily life and education activities. The development of attention is the key for children in preschool stage to develop many skills such as language, problem solving, social interaction, etc. In the paper, researchers used the task-oriented Comprehensive Attention Assessment System for Preschool Children, the test-retest reliabilities of which were higher than 0.6, to assess nearly 500 children's concentration of visual and auditory attention and allocation of joint audio-visual attention aged 3-6 in two kindergartens, Putuo District, Shanghai. Through statistical analysis of the result of attention assessment, researchers explored the development level of children's attention aged 3-6. The paper evaluated teachers' behavior of different classes using The Simple Interactions Tool carried out by professional evaluators in the third party. Then researchers explored the relation between children's attention development and teachers' behavior through correlation analysis of the result of teachers' behavior assessment and the development level of children's attention of the corresponding class.

The result shows that: (1) Children of different ages had significant differences in the attention evaluation index scores, Children of different sex didn't have. (2) Children's attention evaluation index scores of different classes in the same grade were different. (3) Teachers' scores in different dimensions of The Simple Interactions Tool were related to children's attention evaluation index scores. Researchers drew a preliminary conclusion: (1) Children's concentration of visual attention and auditory attention and allocation of joint audio-visual attention aged 3-6 were developing with age increasing, and there was significant age difference in children's attention evaluation scores, while sex difference wasn't significant. (2) Kindergarten teachers' behavior had influence on children's attention development.

A Study on Effect of Family Articulation Games for Children Aged 3-4

Individual Presentation 1H

Ms. Mengyi Fan (China Welfare Institute Information & Research Center), Mrs. Xia Ning (China Welfare Institute Information & Research Center), Ms. Erfang Dai (China Welfare Institute Information & Research Center), Mrs. Su XU (China Welfare Institute Information & Research Center), Ms. Mengyi Fan (China Welfare Institute Information & Research Center), Mrs. Liya Gao (China Welfare Institute Information & Research Center), Mrs. Haizhu Liu (China Welfare Institute Information & Research Center)

As one of the most basic evaluations of children's oral expression development, speech intelligibility isn't taken seriously like Vocabulary, sentence length, sentence pattern and structure in Chinese preschool education. This study examined the effect of family articulation games on speech intelligibility through experiments. Twenty-two children, aged 3-4 and non-hearing-impairment, were randomly selected as subjects in a kindergarten in Shanghai. Before experiments, all the 22 children were tested for MPT (Maximum Phonation Time) and DR (Diadochokinetic Rate), confirming that there were no differences in respiratory support and vocal function among them. In addition, they also received the evaluation for The Chinese Mandarin Pronunciation Test by Daniel Huang, which showed that there were no differences in the phonation of vowels, consonants and tones of Chinese Mandarin. Afterwards, 22 children were randomly assigned to an experimental group (n = 11) and a control group (n = 11). The children in the experimental group received family articulation games, 20 minutes a day for 45 days. At the end of the experiment, MPT, DR and The Chinese Mandarin Pronunciation Test were used to evaluate speech intelligibility and the results showed the speech intelligibility of the children in the experimental group was significantly higher than of the children in the control group, which proved that family articulation games can effectively improve the speech intelligibility of children aged 3-4.

Exploring Adult Child Conversations to Support Young Writers

Individual Presentation 1H

Dr. Janet Scull (Monash University), Dr. Noella Mackenzie (Charles Sturt University), Prof. Linda Harrison (Charles Sturt University), Ms. Natalie Thompson (Charles Sturt University)

Of all language and communication activities, writing is the most complex and for many children the most difficult. Research has established the importance of adult-child interactions as adults play with, talk with and read to young children in the first years of life, but there is a shortage of research about adult-child interactions when young children are drawing and writing.

This paper reports on a study designed to explore the ways in which Early Childhood Practitioners interact with children as they engage in early mark-making, scribble, drawing and writing. Young children were video taped or photographed while they created their artefacts and participated in conversations about their texts. The recordings accurately captured conversations, gestures and non-verbal information to isolate the key features of the adult-child language interactions, the contextual factors and pedagogical supports and strategies that mediate and promote learning.

Our analysis draws on Bruner's explanations of 'scaffolding' and the active engagement of adults and children to build the 'learning capital' children need to engage with conventional forms of writing, both traditional and digital. These interactions are dependent upon relationships of trust and respect and provide levels of social and emotional support deeply connected to thinking and learning.

The findings acknowledge the importance of socially mediated interactions and child-adult relationships in guided learning environments. The study contributes to the development of evidenced-based approaches to building educators' capacity to effectively engage in intentional teaching conversations to improve children's learning.

Key words – early writing, early years pedagogy

An Investigation of Pre-school Teachers' Creativity Perceptions through Metaphors

Individual Presentation 1H

Dr. Sule Erden (CU), Dr. Ayten İflazoglu Saban (Cukurova University)

The main purpose of this study is to investigate pre-school teachers' creativity perceptions through metaphors. The study investigated teachers' metaphors in relation to creativity, creative child and creative teacher concepts. This descriptive study is a phenomenology study in nature. The participants were 250 pre-school teachers who worked in center towns of Adana (Seyhan, Çukurova, Yüreğir and Sarıçam). The participants had a work experience that ranged from 1 to 37 years ($=11.36$) and their age ranged between 23 and 57 ($=34.74$). The data were collected through the Metaphor Questionnaire in relation to the creativity concept developed by the researchers. The questionnaire was formed in a way that enabled teachers to express their ideas about "creativity" "creative child" and "creative teacher" concepts by completing the open-ended sentences such as "Creativity is like because.....". The questionnaire included the teachers' gender, age, years of experience in profession, the school they graduated from, and department information, as well. Results show that the teachers produced 261 metaphors: 90 metaphors about creativity, 86 metaphors about creative child, and 85 metaphors about creative teacher. The teachers' general metaphors were collected under 10 conceptual categories. Perceptions about creativity, creative child and creative teacher concepts were found to be metaphorized under such categories as nature and space (rainbow, sea, island, mineral, snowflake, sun, star), occupation (theatre player, sculptor, director, carpenter...), human (mother, child, baby sitter...), action (swimming, walking, sky diving...), object (play dough, dough, ore...), art (theatre, poem, painting), animal (silk worm, bee, butterfly), and mythological features (magic wand, fairy, angel, creating out of nothing). An examination of the teachers' metaphors and explanations together indicates that creativity is not generally perceived with its originality dimension.

Learning Stories in Playcentres; Documentation of children's learning in parent-led early childhood services

Individual Presentation 1H

Dr. Lia de Vocht (University of Canterbury), Dr. Sue Stover (Auckland University of Technology)

This presentation discusses the documentation of children's learning in parent-led licensed early childhood services in Aotearoa/ New Zealand. Parents and coordinators from a range of Playcentres attended forum meetings and they shared children's portfolios and examples of learning stories. In Playcentres parents are at the heart of the assessment process rather than an occasional contributor to it. Aims of the research were to find out how Playcentre parents write narrative assessments to document children's learning and how this documentation affects children's learning. All licensed early childhood services in Aotearoa/ New Zealand are required to have documentation of children's learning. In this research project, writing narrative assessments was less about accountability to government agencies and more about adults seeing the value of observations and documentation as enriching relationships and increasing their understanding about children. Other key findings are the diversity and authenticity in the documentation. Learning stories will be presented to illustrate the diversity in styles and format of the learning stories. Parents learning alongside others in a Playcentre setting is a powerful form of adult/parent education. Strategies of how new parents were supported to write learning stories and some of the challenges that Playcentres face will also be discussed.

Turkish in-service teachers' preferences about the content of early childhood science education

Individual Presentation 1H

Dr. Hasan DİLEK (Ahi Evran University), Dr. Refika OLGAN (Middle East Technical University)

The aim of the study was two-fold. First, in order to reveal in-service teachers' preferences about the content of early childhood science education, they were asked to rank a list of science topics to be taught in the early years. Secondly, they were also asked to state reasons for their preferences. The data were collected from 121 Turkish early childhood teachers working at public early childhood settings by using "Teachers' preferences about the content of early childhood science education" scale developed by the researchers. The results revealed that although most of the participants believed that science teaching in the early years is important, more than half of them also stated that they do not have enough knowledge about the science topics to be covered in the early years. According to the participants, living things and environment (41%), organisms (26%), and weather (25%) were the first three topics that should be covered in the early years. When reasons were asked about their rankings, they stated that the first three topics are age appropriate therefore; young children can easily understand these topics. They also highlighted that these selected topics are more appropriate to be taught to very young children. The least preferred science topics were energy (31%) and tools and their uses (27%). The participants believed that young children cannot understand energy and tools and their uses topics therefore these topics should be taught in the higher grades.

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Preschool Education as Seen by Preschoolers

Individual Presentation 1H

Ms. Betül Kubra Sahin (Gaziosmanpasa University), Ms. Hilal Gusta Sahin (Necmettin Erbakan University), Dr. Ramazan Sak (Yüzüncü Yıl University), Dr. İkbâl Tuba Sahin Sak (Yüzüncü Yıl University)

Preschool is a crucial first step in a child's education, during which parents, teachers, administrative staff, and society at large play important roles. As such, preschool institutions planning their programs and schedules should consider children's views, characteristics and expectations. These components have been assessed at a theoretical level by some researchers, notably through the ecological model. Studies have also been conducted of the views, expectations and experiences of parents, teachers, staff and communities related to preschool education. However, it should not be ignored that children are at the center of this process – especially in countries such as Turkey, where the preschool curriculum is formally child-centered and the practices of teachers are expected to conform to this approach. Moreover, the Turkish preschool program specifically emphasizes that preschool teachers should give children opportunities to plan, conduct and review classroom activities, and to query, investigate, discuss and create. If such child-centered practices are to be conducted effectively, then the views, expectations and experiences of young children should be much better known and understood. Therefore, this study collects and analyzes 35 young Turkish children's views about the preschool education process. This is a qualitative research which aims to determine participants' perceptions, views and experiences directly. More specifically, a phenomenological approach was selected because it was aimed to determine how preschool children understood their experiences related to preschool education. The focus was on similarities between children rather than their individual experiences. Data was collected through an interview protocol developed by the researchers, and analyzed via the word-list technique. The findings of the study will be discussed at the 69th OMEP World Assembly and International Conference.

Outdoor Activities in Preschool Education: Preschool Teachers' Beliefs and Practices

Individual Presentation 1H

Ms. Hilal Gusta Sahin (Necmettin Erbakan University), Ms. Betül Kubra Sahin (Gaziosmanpaşa University), Dr. İkbâl Tuba Sahin Sak (Yüziüncü Yıl University), Dr. Ramazan Sak (Yüziüncü Yıl University)

Outdoor activities have long-lasting positive influences on children's development and learning. Children who have opportunities to engage in multiple such activities exhibit advantages in a range of developmental skills, including physical abilities, creativity, imagination and social relationships. Prior research emphasizes that activities in outdoor areas give children a sense of challenge and adventure, as well as opportunities to think and explore. In keeping with such findings, the preschool education curriculum in Turkey encourages outdoor as well as indoor activities. However, the type, frequency and quality of outdoor activities are influenced by teachers' beliefs. It is therefore important to understand preschool teachers' relevant beliefs in relation to their actual practices, if the quality of such activities is to be enhanced. Accordingly, this study collects and analyzes 20 Turkish preschool teachers' beliefs and practices related to outdoor activities. The participants were interviewed using a semi-structured interview protocol developed by researchers, and the resulting data analyzed via the word-list technique. The findings of the study will be discussed at the 69th OMEP World Assembly and International Conference.

A New Vision of Cultivating Children's Aesthetical Emotion

Poster Presentation 22nd to 24th of June

Ms. Fang Yang (China Welfare Institute Kindergarten)

Present education advocates to cultivate “aesthetic” characters. The most important feature is pursuing harmony among society, nature and oneself, as well as seeking the unity of “cognitive-emotion-will-action”. Cultivating children's aesthetical emotion can lay foundation for developing “aesthetic” characters. Aesthetical emotion is the positive experience and spiritual satisfaction produced by the features of the object while the subject appreciating it. Children's picture books have two types of features related to aesthetical emotion. The first type is called humanistic aesthetical emotion, such as love and sympathy. The second type is formational aesthetical emotion, such as rich color, vivid figures, and beautiful lines. As a result, using children's picture books to cultivate children's aesthetical emotion is an effective approach.

There are four fields where we can accomplish our goal:

*** Rich experience of aesthetical emotion**

1. Choose different style of children's picture books.
2. Let children appreciate fairy tales, fables, and myths.
3. Guide children to experience emotions included in the colors, figures and language of the book.
4. Lead them to feel the emotional expressiveness of different artistic types.

*** Practice of emotional resonance**

1. Narrate stories infectiously.
2. Enable children to generate emotional resonance through synaesthesia with the help of music and fine arts.
3. Activate children's multiple senses, such as vision and hearing, through reading.

*** Training of emotional recognition**

1. Enrich children's common words for emotions.
2. Learn how to apply those words to describe different emotions..
3. Guide children to use gestures to show different emotions.
4. Play games of matching.
5. Instruct children to distinguish and adjust their emotions, and gradually learn to control passive sentiments.

*** Transference.**

1. Lead children to express their emotions.
2. Guide children to learn to feel, comprehend, and distinguish others' emotions.
3. Learn to be not self-centered, and empathize others' feelings.

A Study on Content Analysis of Text Level of Creative Tales for Young Children in 「Teacher's guidebook for 3-5 Nuri system」

Poster Presentation 22nd to 24th of June

Dr. Min young Jang (Ewha Womens University), Prof. Eunhye Park (Ewha Womens University)

The purpose of this study was to analyze the text level of creative tales for young children in 「Teacher's guidebook for 3-5 Nuri system」 in accordance with children's age, theme and genre of creative tale.

The subject of this study were 216 creative tale texts in the 「Teacher's guidebook for 3-5 Nuri system」. To examine the text level of creative tales, qualitative factors of text were analyzed. The 'qualitative measures rubric for literature text complexity'(The Common Core State Standards for English Language Arts: CCSS, 2010) was used for analyzing the text level of creative tales.

The results were as follows: first, regarding the text level of creative tales in the teacher's guidebook for 3-5 Nuri System, the text levels of the majority of creative tales for three-, four-, and five-year-old children were not appropriate for their age. Second, regarding the text level of creative tales according to the theme, in seven out of 11 themes, a high proportion of text were not appropriate for the target age. Third, regarding the text level of creative tales according to the genre, seven out of nine genres showed a higher proportion of creative tales that are not appropriate for the target age.

This study used the text complexity model proposed by the CCSS(2010) for understanding the text level of creative tales according to the qualitative factors and the text levels appropriate for children of different ages. Especially, in terms of components of text, the study reviewed previous research on linguistic ability and text during infancy to identify characteristics that are appropriate for different ages. Also, based on the theoretical review, the study analyzed the text level of creative tales in the teacher's guidebook for 3-5 Nuri System and provided comprehensive and multifaceted understanding of creative tale text appropriate for children.

A Study on Pre-service Preschool Teacher's Beliefs in their Difficulties and Implementations of Parental Involvement

Poster Presentation 22nd to 24th of June

Ms. Wing Sze Yim (Hong Kong Baptist University), Ms. Wong Wun Chong (Hong Kong Baptist University), Ms. Ka Yee Leung (Hong Kong Baptist University), Ms. Yee Lam Erica Kwok (Hong Kong Baptist University), Ms. Chan Ka Yung (Hong Kong Baptist University), Ms. Hoi Yan Cheng (Hong Kong Baptist University), Dr. Tsz Ying Poon (Hong Kong Baptist University)

While parental influences on children's healthy growth are undeniable, the study of parental involvement (PI) in recent years has become a main concern in the preschool settings. Previous studies have shown gaps between beliefs and perceived practices of teachers, and misconceptions were assumed. Thus, the current research aims to find out the relationship between the personal characteristics; teaching experiences and their willingness in holding parental involved activities (PIAs). This study examined on their beliefs and perceived practices of parental involvement of pre-service preschool teachers. Meanwhile, a mixed method of data collection was employed, first, there were 72 sets of questionnaire collected with different personal demographics information and characteristics (seniority, colleges, experience and personality) and their beliefs (importance, difficulty and benefits of PIAs). Results indicated that the degree of enjoyment in holding PIAs was positively related to the degree of willingness for pre-service teachers in holding PIAs. Moreover, the level of seniority and the amount of experiences of pre-service teachers are positively related to the level of willingness in holding PIAs. Furthermore, there were four teachers participated in the semi-structured interview and showed that positive personalities including openness to new ideas and enthusiasm are positively related to their willingness in holding PIAs. Although, the current study has its limitations both in sampling method and lack of a vigorous statistical analysis of data, these findings suggest that opportunities of experiencing PIAs, along with the growth of seniority, promotes the willingness in holding PIAs.

Keywords: Parental involvement, Implementations of parental involved activities, Pre-service teachers' beliefs, Pre-service teachers' characteristics

A Study on Teaching Model of Creative Imagination for Young Children: Based on the Oriental Mythology

Poster Presentation 22nd to 24th of June

Prof. Hyekyung Jung (Kangnam University), Prof. Anna Cho (Kangnam University)

The purpose of this study was to develop a teaching model to improve the creativity, empathy and cooperation skills of young children by increasing the imagination based on Oriental mythology and to help them understand people in around world as well. There is a need for creative talents that can think in various perspectives and solve problems in modern society. Since the abundant imagination of young children becomes the foundation of creative thinking, the researchers developed a teaching model for imagination and human comprehension education based on the Oriental mythology which is the crystallization of imagination.

Most of young children are accustomed to the culturally educational environment using Western contents such as Brother Grimm's fairy tale or Aesop's fable. It is, therefore, necessary to give young children the opportunity to experience the "unfamiliar imagination" that has escaped from the world. In this regard, Oriental mythology, which arranged for meeting with strange characters reproduced through literary imagination, can be an alternative to experience oriental imagination and cultural diversity for young children familiar with Disney cartoon and animation.

In order to develop this model, the oldest and representative Oriental mythology in China, Shanhai, which means 'mountain and sea', was used as basic data of class activities. The mountains are filled with strange and wonderful people who cannot face reality. For the purpose of the study, it was developed a 12 - week classroom activity model for 5 - year - old young children using the mythology. The program was designed to play extended activities for young children after each story-telling. In conclusion, expanding and transforming educational texts to oriental mythology is not only influential on imagination stimulation of young children but also meaningful in terms of cultural balance and rediscovery of Orient.

Private Education for Young Children in South Korea and How to Improve It: Two- and Five-Year-Old Children

Poster Presentation 22nd to 24th of June

Dr. Eunyong Kim (Korea Institute), Dr. Hyomi Choi (KICCE(Korea Institute of Child Care and Education)), Ms. Jieun Choi (KICCE(Korea Institute of Child Care and Education))

South Korean parents have faith that the success of their children, or at least its likelihood, is guaranteed by one thing—entrance into a good university. With this aim, they enroll their children in various private educational institutions. The objective of this research is to propose policy support measures that will point in the direction of improving private education so as to support the healthy growth and development of young children.

A survey was conducted to determine the general status and perception of private education. The study analyzed the responses of a total of 2,276 persons—537 parents with two-year-old children, 434 teachers teaching two-year-old children, 704 parents with five-year-old children, and 601 teachers teaching five-year-old children. The study found that the hours devoted to private education were considerably high in the daily schedule of two-year-old and five-year-old children. Although differences exist depending on the types of private institutes, children attending full-time private institutes were spending considerably high number of hours being taught. Among the subjects of the survey, 35.5% of two-year-old children and 83.6% of five-year-old children were found to receive private education. It was also found that two-year-old children are taking 1.7 types of private education, 2.6 times per week and 47.6 minutes per session whereas five-year-old children are taking 2.2 types of private education, 5.2 times per week and 50.1 minutes per session.

Based on the result, the study proposes ways to improve private education. These ways include securing the rights of healthy growth and development of young children, the creation of an environment for parents to safely rear their children without any burden, the creation of social atmosphere that encourages cooperation over competition and that acknowledges diversity.

Keywords: Private education of young children, extracurricular activity, after-school specialization program, daily schedule of young children

A Study on the Effects of Motor Intervention on the Motor Development of Low Birth Weight Premature Infants

Poster Presentation 22nd to 24th of June

Mr. Yan Juntao (Beijing Sport University), Mr. Zhang Shouwen (Capital Normal University), Mr. Wu Shengkou (Renmin University of China)

On the basis of the characteristics of infant motor development, sports training, and theories concerning the development of children's movement, experts design a set of intervention program, including touching and massage, gymnastics, sports and active sports training for the early childhood development of infants by 0-3 years old. Subjects of the experimental group receive a 60-minute intensive training three times a week in the hospital. In addition, their parents are given manuals and appropriate training tools for home training. Meanwhile, no particular action development intervention is conducted on the infants of the control group. 2-2.4 years after the intervention, the Peabody Motor Development Scale (PDMS-2) is used to evaluate the two groups of children. The result indicates that it suggests that the adoption of intervention program in premature infant effectively prevents them from a gross or fine motor development deviation. The PDMS-2 scores of the 8 subjects on average in the experimental group are GMQ (92.94 ± 13.75), FMQ (93.68 ± 12.93), and TMQ (91.29 ± 14.51) while those of the control group are GMQ (80.54 ± 12.59), FMQ (79.84 ± 13.90) and TMQ (75.90 ± 17.14). The result from the paired sample t-test manifests that there exists significant difference between the two groups ($P < 0.05$). Those low birth weight premature infants receiving the early motor development intervention program significantly differ from those in the control group after 2 to 2.4 years in terms of the number of the cases with a gross or fine motor development deviation and general exercise level. The result of the paired sample t-test, which results from the comparison between the experimental group and the control group shows that the intervention program is of great help to improve the motor development of low birth weight premature infants.

A Study on the Teacher's Emotional Exhaustion, Organizational Commitment and Director's Emotional Leadership in the Childcare Center

Poster Presentation 22nd to 24th of June

Prof. You me Han (Hoseo University), Prof. Seoyeong Lee (Hankyong National University), Ms. Kyungdon Lee (Dongguk University), Ms. Woo Soo Choi (Korea National University of Education), Ms. Hyeyoung Ji (Kyung Hee University)

The purpose of this study is to investigate the general trends of childcare teacher's emotional exhaustion and organizational commitment according to the type of childcare center. This study also aims to find out the effect of the teachers' emotional exhaustion and director's emotional leadership on their organizational commitment. One hundred ninety-two teachers in early childhood centers from Suwon city in South Korea participated in the survey. Data collected with quota sampling were analyzed through One-way ANOVA, Duncan test and multiple regression analysis using SPSS program.

The main results were as follows: First, in general, childcare teacher's emotional exhaustion were medium level. Corporation/workplace childcare center showed the highest score on teacher's emotional exhaustion followed by public childcare center, family childcare center and private childcare center. Statistical significance was found between corporation/workplace childcare center and private childcare center.

Second, childcare teachers' emotional exhaustion was, in general, slightly higher than medium and were not significantly different according to the type of childcare center.

Third, the result of Pearson correlation analysis showed that there were positive association among the childcare teachers' emotional exhaustion, their organizational commitment and the director's emotional leadership.

Fourth, results from multiple regression analysis indicated childcare teachers' emotional exhaustion were the most powerful predictor of organizational commitment ($F=.546, p<.05$). When their director's emotional leadership were added, the explanation power increased into 9% from 3.3% ($F=9.348, p<.001$).

Implication for improvement of quality of childcare by diminishing the childcare teachers' emotional exhaustion and stimulating their organizational commitment were discussed.

key words: Childcare Teacher, Emotional Exhaustion, Director's Emotional Leadership, Organizational Commitment

Action Research on Teacher's Support Strategies for 2 to 3 Years Old Children's Autonomous Games

Poster Presentation 22nd to 24th of June

Mrs. Lili Cheng (China Welfare Institute Nursery), Mrs. Mingni Jiang (China Welfare Institute Nursery)

Autonomous Games refers to the actives and active process of children's free choice, autonomy and spontaneous communication in the certain play environment, according to their own interest needs, to achieve the happiness and satisfaction. The process which also makes children's interests to be satisfied, gives a full play of creativity and helps continuously improvement of their personalities. Teachers play an important supporting role in children's autonomous games. This article concerns how teachers provide effectively supports to the autonomous games of 2 to 3 years old children.

Action research method has been applied in the research, the researchers found the phenomenon that children were not interested in the new games which be provided in the building corner. According to collected related information by observation, the researchers analyzed the reasons, gave some solutions and improved the action. With the continuous observation for the children's reflect, the researchers optimized the practice continuously.

In the study, the researchers conclude the teacher's support strategies for 2 to 3 years old children's Autonomous Games as follows:

1. The games need to grasp the age characteristics of children of 2 to 3 years old. 2 to 3 years old children's games interests and behaviors originates from their life experience, the teachers need stand in the children's perspective to think game creating.
2. Explore the variety play ways of materials. When teachers found an interesting play way of children, it is an good entry point to explore the other different play ways for maintain the children's interest in the games.
3. At last, to adjust the game base on the children's development continuously. Teachers support is a process of sustainable development, it needs the teachers optimized the practice continuously based on the children's reflection.

An Analysis of the Structural Relationship among Factors Related to Preservice Teachers' Dispositions

Poster Presentation 22nd to 24th of June

Prof. Kyong hee Chon (Kangnam University), Prof. Anna Cho (Kangnam University), Prof. Hyekyung Jung (Kangnam University)

This study aimed to investigate the structural relationship among factors related to preservice teachers' dispositions. In particular, the study was intended 1) to compare factor structures of preservice teachers' character traits between two groups, and 2) to examine the mediating effect of preservice teachers' aptitude and character traits on their academic achievement.

For these purposes, data for preservice teachers' responses to the self-monitoring instrument of their aptitude and character traits were collected and combined with the academic achievement records, which were measured by a grade-point average (GPA). The data were analyzed using factor analysis with covariates model and the multiple indicators and multiple causes (MIMIC) model. In addition, the single-level simple mediation analysis model was employed to explore the mediating effect of the preservice teachers' character traits on their academic achievement.

The results of this study indicated that leadership and communication skills have the strongest factor loadings, implying that these two traits were the most effective predictors in accounting for preservice teachers' aptitude and character. However, the factor structures of the character traits were not found to be different between the regular admission group and the admission officer group. Based on the results, it can be inferred that the preservice teachers' affective characteristics when they entered the college did not significantly affect the college GPA while the students' cognitive characteristics such as high school GPA and college scholastic ability test scores had more significant effect on the college GPA.

Called the “Village of Foster Children” Before World War II in Japan

Poster Presentation 22nd to 24th of June

Ms. Narumi Matsumoto (Tokyo Kasei University)

This study analyzed the factors that successfully activated the child-raising by foster parents, with focusing on Eda village in Kanagawa prefecture where fostering children not for the purpose of the securement of heirs nor labor forces was frequently observed. Then, clues to the promotion of and assistance to foster care system will be pursued with the idea of learning from foster care examples that can be regarded as successful at the time when the foster care system had not yet been organized. Records relating to the procedures and conditions of foster care, considerations, the actual situations of foster care from the records on Eda village with the intensive reading of materials regarding the foster care cases of Fukuden-Kai Infant home from Meiji Era to before World War II. Interviews were conducted with Mr. and Mrs. N who were foster parents and had contact with people concerning the foster care cases of Yokoyama Hospital in Eda village. This research revealed the following factors 1) there was a key person involved who was capable of earning the trust of society 2) there was a place where people could come to get advice on concerns over their foster children, including illness, foster parents were able to raise their foster children without any concern 3) the foster parents were approved in a process free of any special scrutiny 4) the foster parents were able to create emotional bonds with their foster children. 5) They are proud that they bring up a child as a foster parent

Key words: foster children, foster parents, before World War II, Japan

Capacities of early education teachers and future professionals in early education for work with Roma children

Poster Presentation 22nd to 24th of June

Ms. Milana Rajić (Department of psychology, Faculty of philosophy, Novi Sad), Prof. Ivana Mihić (Faculty of Humanities and Social Sciences in Novi Sad)

Children from Roma families, included in early education, are often exposed to discrimination and stereotyping by educators, peers and their parents. They also often face a language barrier, whereas the educators themselves often report on the lack of skills necessary for work with them. All the above mentioned potentially amount to more difficult socialization and the lower care quality of Roma children in preschool. The aim of the research was to describe capacities of early education teachers and future professionals in early education. The sample comprised 24 educators from preschool facilities in Vojvodina, as well as 18 students of the Higher Professional School for the Education of Teachers in Novi Sad. The questionnaire contained vignettes with descriptions of two children – both from the low income family with unemployed, low educated parents, but one of them described as Roma child. The respondents were asked to assess their own motivation, self-competence to work with both of them, as well as conditions in preschool facility and expected problems in establishing contacts with peers and social interaction, relying on educator's support and care, ability to participate in education activities led by teacher, emotional response and regulation, cognitive and speech development. In the teacher sample, the results showed a significantly lower assessments of motivation, sense of self-competence and conditions in preschool facility for work with a Roma child, and significantly higher assessments of problems which a Roma child may face in the aspects of establishing contacts with peers and social interaction, emotional response and regulation, cognitive and speech development. In the student subsample, there was no differences in the assessment of the measured variables pertaining to mentioned children, apart from the anticipated problems in speech development (assessed higher in case of a Roma child). Practical and theoretical implications of the findings will be discussed.

Children - Guardians of Slavonian Tradition

Poster Presentation 22nd to 24th of June

Ms. Marica Balat (Kindergarten Osijek), Ms. Slavica Jović (Kindergarten Osijek)

In the curriculum of our kindergarten we give special attention to nurturing folk customs and traditions of the region of Slavonia (Croatia). During this project, which has continuously been conducted for 20 years, we have tried to point out the importance of reviving and nurturing traditions and folk customs as bases of education for sustainable development. By researching and studying the traditional culture of our region, we as preschool teachers have enriched and expanded our knowledge and became heirs of oral culture narratives of our existence. With songs, poems, games, ethno-workshops and social gatherings, we try to bring the children closer to the traditional richness of our region and thus influence the development of the regional identity of the child. We are a kindergarten advocating the protection and preservation of the environment and reviving traditional culture gave us insight into life as it once was - life in harmony with nature - and we discovered the connection between these two topics, intertwined them and integrated them into all developmental areas of educational work with children. Children express the richness of their experiences and their views of tradition in their free play as well as in their artistic and creative activities. Through all those activities, we have achieved a closer connection between families and the kindergarten and a spontaneous and quality transfer of knowledge and skills in

interaction between children and adults.

Keywords: customs, tradition, regional identity, education for sustainable

development, kindergarten, family, interaction between children and adults

Christian Education and Nursery School and Kindergarten Teacher Training Based on a Survey Over Three Consecutive Years

Poster Presentation 22nd to 24th of June

Prof. Tetsuya Watanabe (Nijima Gakuen Junior College)

-Abstract-

From 2004 to 2017 about 600 nursery school and kindergarten teachers have graduated from Nijima Gakuen Junior College, a two-year college in Japan. The course is the only nursery school and kindergarten teacher training course in Gunma prefecture that is based on Christian values. The purpose of this paper is to think about the future direction of the college's Department of Community Childhood Studies and appropriate curriculum development.

For three consecutive years from 2015 to 2017, a survey was conducted about the importance of Christian values and their importance in the community. The survey was done each January, the end of the academic year. The questionnaire targeted 161 sophomore students. 44 students participated in 2015, 56 students in 2016, and 61 students in 2017. The questionnaire consisted of six multiple-choice questions with answers based on a one-to-six scale, and one open-ended question to which students responded freely.

An analysis of the surveys reveals that, in general, the average in 2017 was lower than in 2015 and 2016. The main reason for the decline could be due to high enrollment, which was over the department's capacity. Because of the over-enrollment, faculty members could not cherish each individual student, and it might have impacted the decline.

-Key Words-

Expertise in Early Childhood Education and Care • Mind education • Cherish each individual • Attitude toward lifelong learning

Comparison of child abuse status and policy in Korea and Japan

Poster Presentation 22nd to 24th of June

Ms. Mihee Oh (U1 university), Ms. Suksil Han (U1 university), Ms. Juhee Park (Andong National University)

The purposes of this study were to compare the actual situations, legal system's development process and research trends of child abuse in Korea and Japan, and to provide future policy proposals to Korea.

This study was based on qualitative analysis on literature. We searched for the terms including 'abuse at home', 'abuse by biological parents' and 'child abuse prevention act'. 716 graduate/doctoral studies and articles were found from National Assembly Library of Korea, and 1,241 studies were extracted from National Diet Library (473 studies) in Korea and Rainbow Children Center (768 studies) in Japan. These were analyzed with six analytical criteria developed by Seo Woo-gyung (2001).

The results of this study were as follows:

The number of child abuse at home has been rising in both countries last ten years (2004-2014). Especially, assailants of child abuse were mainly their biological parents in South Korea (77.2%) and Japan (86.9%), rather than stepparents, foster parents, grand parents, or uncles. Also, the number of abuse by biological father (45.2%) was higher than biological mother in Korea, whereas the abuse by biological mother (52.4%) was higher than their biological father.

Second, the Child Abuse Protection Act was first enacted in 1961 in Korea, 1933 in Japan. Although the Act has been revised constantly, the frequency of child abuse at home has not been reduced.

Third, the studies that have been conducted since 1990s, have not interested in the need for strong legal action against abusive parents. The reason why the legal system approach has not been active in both countries is that it gives priority to the bypass method to overcome through parent education.

This study could be used as basic material to reduce child abuse at home and to find realistic alternatives.

Croatian Culture and Children's Art

Poster Presentation 22nd to 24th of June

Dr. Antonija Balić Šimrak (University of Zagreb, Faculty of Teacher Education), Mrs. Snježana Cukrov (Dječji vrtić "Iskrica"), Mrs. Renata Grdić (Dječji vrtić "Iskrica"), Mrs. Slavica Laco (Dječji vrtić "Iskrica"), Mrs. Jasna Lisac (Dječji vrtić "Iskrica"), Mrs. Dubravka Pandl (Dječji vrtić "Iskrica"), Mrs. Vesna Stojanovic Hauzer (Dječji vrtić "Iskrica")

Encouraging and developing the feel for various art tools and materials, developing the skills of mastering various art techniques, encouraging freedom of expression in the children, spontaneous creation using new techniques, using imagination, developing original expression and unbound creation of novelty and the abstract are also some of the project goals.

We seek answers to the questions raised while exploring Croatian cultural traditions through art. We will discuss the artistic expression as a challenge in the education process, a research project of Croatian cultural tradition through art and discuss kindergarten as an art gallery with teachers as self-reviewers.

The project creators will present the plan of development in today's multicultural world and explain how we contribute to them by preserving our national values.

We will get to know mastering the art of lace making, the sounds of traditional Croatian instruments, play with and discover the making of toys from Hrvatsko Zagorje, and show the children our carnival customs. By weaving, shaping and glazing pottery, children will become familiar with it.

Sustainability is the basis of our national cultural tradition and we will discuss it while using preserved objects as well as the Glagolitic alphabet which was Croatia's first.

The book called Croatian Culture and Children's Art was the result of this project. The children are its participants in the current and new generations, all of whom we want to collaborate with. We want to find new ideas together and encourage them to express themselves through creation and novelty.

Keywords: tradition, Artistic expression, lace, traditional instruments, Toys from the Hrvatsko Zagorje, history of the carnival, pottery, weaving, sustainable living, Glagolitic alphabet

Developing Family Moral Processing to improve Child Rearing, Thailand

Poster Presentation 22nd to 24th of June

Dr. Piyatida Khajornchaikul (Mahidol University)

The purpose of this research was to study the ability to influence moral processing within families in order to improve their management of their children, Thailand.

A three week activity was constructed concerning the moral processes in empathy, honesty, discipline, tolerance and the sufficiency economy as well as helping families share and learn skills. The various activities were designed and organized to be implemented systematically using four stages. Initial stage, using activities to build relationships between learners and review lessons learned about child care and child rearing. Experience stage, using case studies and discussion. Presentation stage, presenting opinions and experiences to enhance learning and to develop such until it is a new knowledge base. Conclusion stage, using reinforcement, positive thinking and suggestions about child care and child rearing by the researcher.

Sixty families, who had children 5- 6 years of age studying in kindergarten in Thailand, were allocated half to the experimental group and half to the control group. The research instruments consisted of the lesson plans and ability assessment forms constructed by the researcher. The data were gathered and analyzed by independent t –test.

The results showed that the experimental group had higher scores on empathy, honesty, discipline, tolerance and the sufficiency economy than the control group at a significant difference of 0.5 after the experiment

Conclusion: The four stage teaching method is effective in improving families 's moral processing for child management.

Key words: Moral, Development, Early Childhood, Families

Developing Joint Culturally Relevant Curricula for School Children, Methodology and Lessons Learned: The Cases of Castro-Chiloé and San Bernardo-Santiago, Chile

Poster Presentation 22nd to 24th of June

Mrs. Ximena Rebolledo (Universidad Central de Chile), Mrs. Loredana Ayala (Universidad Central de Chile)

Developing joint culturally relevant curricula is one of the great challenges in early childhood education today. This new approach focuses on offering effective community participation so area representatives may make decisions as to what aspects of their culture must be incorporated into the educational curricula.

The phases of this process focus on community meetings by the local educational community who validate each proposal, as well as by the children, families and the community at large, followed by a period of observation of said proposals.

For this project, we worked with people representing the local community, educational agents and families, who identified, selected and agreed on which values and traditions should be instilled into the students by the schools in the area.

To achieve this, it was necessary to provide training, analyze data and to accompany the educators at different stages offering support and systematizing the progress and difficulties inherent to the implementation of the project.

This presentation will show the cases of the cities of Castro (located in the Chiloé region of southern Chile) and of San Bernardo (a suburb of Santiago, the country's capital) and the activities that were implemented as well as the lessons learned during the development of the project.

“Developing Social Responsibility in Very Young Children through Inspirational Peaceful Education”

Poster Presentation 22nd to 24th of June

Ms. Barbara Meinel Jacobs (Albanian International School)

I have discovered through teaching very young children using various methods to teach social responsibility/educational values using primarily a mixture of peace education combined with Socrates (is a student-centered approach to education), Reggio-Emilia (educational importance of community and free inquiry) and the Montessori Method (child-centred educational *approach* is based on self-directed activity, hands-on learning, collaborative play and scientific observations of children) have opened a window of expression for the very young children to develop at their own paces allows them to gain the character and values to help them throughout their lives to be peaceful, productive, and innovative citizens of the world.

The children in my current situation are all learning English as a second or third language. If we are open to other methods of education we are able to create a mixture of methods to reach the ability of every child. Changing directions to discover a new thread of thought opens a new opportunity and natural curiosity in young children, which then instills the love for education and discovery throughout their life.

Combining other theories of early childhood and education has opened an abundant avenue to address the learning & social abilities for the children in my care. My colleagues and I have also worked in Bosnia after the wars of 1990's to help children suffering from war trauma. We taught peaceful reconciliation through art, dance, music, with a large amount of love to help the children adjust. We also worked with their parents and the community to overcome the stress of that time period.

The children I have been mentoring and observing over the years have developed an appreciation and love for discovery and education.

Development of “ECEC Teacher’s Identity” among Japanese College Students

Poster Presentation 22nd to 24th of June

Mr. Hirotsugu Tazume (Kyoto University of Education), Ms. Yuko Koizumi (Kamakura Women’s University), Ms. Tomomi Naito (Tokyo City University)

In Japan, to discuss the development of Early Childhood Education and Care (ECEC) teacher’s career, several researchers often focus on college students of an ECEC teacher training course, which is the first stage of long-term career education. In our research, we conducted a survey by circulating a questionnaire among Japanese students of a college of the ECEC teacher training course. We studied a student’s growth psychologically called “ECEC teacher’s identity” (Koizumi & Tazume, 2005). This paper summarizes and reports the results of our researches.

Following the theory of identity in adolescents (e.g., Erikson, 1959; Okubo, 2000), we defined the achievement of ECEC teacher’s identity operationally. These are acquisition of model of ECEC teacher and development of competence of ECEC teacher’s skill.

The positive features of ECEC teacher’s identity attract students; they feel a stronger desire to further develop their childcare skills, participate in the same with a clear professional image, and evaluate their own practice efforts significantly (Tazume & Koizumi, 2006)..

Achievement of ECEC teacher’s identity through on-site ECEC trainings: acknowledging the leadership of their mentors and high challenge-oriented vocational motives may lead to acquisition of models of ECEC teachers. On the contrary, a feeling that their mentor is stern and highly anxious of their scant common social knowledge leads to waning competence as an ECEC teacher. The students of identity achievement had positive impression of their mentors, and the anxiety of their lack of common social skills was low (Tazume, 2012; Tazume & Koizumi, 2012).

Furthermore, we analyzed the relation between ECEC teacher’s identity, some psychological indexes (e.g., efficacy and mentalization), and vocational motives (Tazume & Hirose, 2016; Tazume, Hirose, & Masuda, 2016).

Development of Horticulture Program for the Improvement of the Happiness and Environmental Sensitivity of Preschoolers

Poster Presentation 22nd to 24th of June

Mrs. Eunju Lee (Kangnam University(Student)), Prof. Hee Sook Park (Kangnam University)

The purpose of this study was to develop a horticulture program to improve the happiness and environmental sensitivity of preschoolers by selecting both indoor and outdoor activities. This study selected 18 five-year-old children in a day care center. For the development of the program, a draft was drawn up after literature review, and a survey was conducted on the director, teachers and parents to find out their awareness and needs. And then the program was finalized by having a discussion with experts in the validity test stage and by conducting a pilot survey. The structure of the hands-on early childhood program was as follows: First, the object of the program was to get interested in nature, to explore and appreciate beauty, to express their ideas using natural things and ultimately to increase their own happiness and environmental sensitivity. Second, the program consisted of the Nuri curriculum segment was composed of five areas: physical activity/health, communication, social relationship, artistic experience, natural inquiry. And six hands-on horticulture activities were selected: cultivating, solid plastic art, cooking using plants, inquiry and expression through the sensory organ, arts and crafts, group activities. As to happiness, seven areas were selected: flow, health, peer relationship, teacher relationship, cognition and achievement, parent relationship, life satisfaction. And three environmental sensitivity areas were selected: sensitivity, aesthetic sense and emotional stability, sympathy and compassion. Third, regarding teaching-learning methods, there were five stages: getting interested, exploring, experiencing, appreciating and sharing experiences. Fourth, as to program evaluation, pre-evaluation and post-evaluation were made to measure happiness and environmental sensitivity, and qualitative evaluation was made as to the Nuri curriculum and the object of the hands-on horticulture activities. This study is of significance in that it developed the horticulture program using hands-on nature activities for age 5 to increase the happiness and environmental sensitivity.

Development of three to five Years old Children' Language Skills during spontaneous narrative Situations

Poster Presentation 22nd to 24th of June

Dr. Nancy Allen (Université du Québec en Outaouais)

This theoretical proposal examines the development of three- to five-year old children from multi-ethnic origins children' language skills in spontaneous narrative situations within unilingual francophone childcare centres. Current knowledge argues that the attendance of quality Early Childhood Education and Care (ECEC) allows these children to reach similar levels of language development as their peers (Schachter et al., 2016; Zimmerman et al., 2009), which can facilitate their transition to school.

Developing strong oral skills through participation in ECEC in a multi-ethnic context is seen as a predictor of a successful entry into the formal school learning (reading, writing (Schachter et al., 2016). Therefore, in this presentation, we will describe the theoretical components of spontaneous narrative necessary for the harmonious development of communication skills through pairing of children who speak French as a mother tongue with those who are learning French as an additional language.

We argue that the context of peer relationships and social interactions are ideal for young children's additional language acquisition because they implicitly learn how to manage various levels of the communication (verbal, non-verbal, and paralinguistic components are all included in spontaneous narratives). The concept of spontaneous narratives is used in reference to the organization of children's spontaneous utterances about a concrete situation (Clandinin & al., 2007; McCabe, Bliss, Barra & Bennett, 2007), in this case, in context of free play (Christie & Roskos, 2009; Marinova, 2014). This type of situation allows adults to understand children's knowledge organization and representations of the world. It also allows a better understanding of children's cognitive and language development in a natural language acquisition context which this presentation will explore.

Difficulties of Kindergarten Educators to Develop Logical Mathematical Thinking at Transition Levels

Poster Presentation 22nd to 24th of June

Dr. Claudia Ormeño Hofer (University Santo Tomas), Dr. Sandra Rodríguez Osiac (University Santo Tomas)

The purpose of the present research study was to describe the nursery educators' difficulties concerning the development of logico-mathematical thinking, analyzing the strategies employed to stimulate such development in children between 3 and 6 years of age. The sample was made up by 30 educators working in private, public and subsidized schools. Similar results were observed across these three contexts, and the findings showed great deficiencies in knowledge regarding strategies to employ, ways of organizing the physical space and the type of skill to stimulate.

Concerning the skills to stimulate, it was observed that educators focus exclusively on the ability to classify, leaving out infra-logic skills (time, space, laterality, bodily outline) and the skills of seriation, patterning and correspondence.

Within the findings, it was detected that educators most frequently use strategies related to the manipulation of concrete material, paying attention to quantity, quality and aesthetics, and are concerned about activities being carried out in a playful environment.

On the other hand, great difficulty was detected in addressing the stimulation of development of logico-mathematical thinking, based on the inappropriate use of the mediation strategy, which may explain why children in the early stages do not acquire the necessary logical skills to cope with primary education in the future.

Finally, it is important to point out that educators demonstrated great appreciation towards the development of logico-mathematical thinking, considering it fundamental. Nevertheless, they acknowledged insufficient academic education in the area and resistance to "teach what they don't like".

Keywords: logical mathematical thinking, strategies, educational space, mediation

Diversity Enriches Us

Poster Presentation 22nd to 24th of June

Mrs. Jasna Lisac (Kindergarten "Iskrica"), Ms. Tamara Tutić (Kindergarten "Iskrica"), Ms. Renata Grdić (Kindergarten "Iskrica"), Ms. Željka Horvatić (Kindergarten "Iskrica")

The child as a social entity largely determines its own development in the process of social construction of children and adults. The project "Diversity Enriches Us" puts emphasis on the encouragement of several key competences for lifelong learning: social and civic competence, initiative and entrepreneurship and cultural awareness and expression. The concept of development of the modern world and society as a whole brings out the need for the child's communication with its environment through interest. Lifelong learning, getting acquainted with various groups, institutions with various fields of action, participation at various events in our environment as well as dissemination of international projects, empower children's social competences and develop solidarity and cooperation. Learning by doing and expanding their knowledge enabled the children to respect the diversity of cultures and nations, teaching them to live with each other and their differences. Openness to the local community is one of the most important segments, allowing children and adults involved in the project to expand their knowledge. Parents and educators build their cooperation daily, which is crucial for social and emotional growth and development of preschool children. Partnership and cooperation enable inclusion of children and adults as equal partners and the child as an individual is guided along the path of becoming an active participant in the society, growing up and living by taking into account differences it faces throughout life. If only a few children keep environmental awareness in their life and build their social skills with respect for differences in all segments, then a lot has been done. The goal pursued is investing in the future. By establishing the basis for the future, a supportive environment is being created for experiential and cooperative learning through all sensory modalities.

Keywords: child, lifelong learning, cooperation, competence, diversity, parent, educator, local community

Décrire et valoriser l'apprentissage actif chez les jeunes enfants au moyen de vignettes

Poster Presentation 22nd to 24th of June

Prof. Hélène Larouche (Université de Sherbrooke), Prof. Diane Biron (Université de Sherbrooke.ca), Ms. Julie Vaillancourt (Université de Sherbrooke.ca), Ms. Marie-Jo Bolduc (Université de Sherbrooke)

Nous présentons une recherche-formation portant sur le processus d'apprentissage des jeunes enfants de maternelle dans des situations spontanées où le jeu est privilégié. La collecte de données s'est réalisée, en partenariat avec la commission scolaire de la Région de Sherbrooke, à partir d'un dispositif original et innovant : l'élaboration de vignettes d'apprentissage actif (VAA). Les VAA, inspirées des travaux de Margaret Carr (2001, 2012), sont « situées » en ce sens qu'elles illustrent à l'aide de photos et d'une courte description interprétative l'enfant en action dans une situation précise en interaction avec son environnement. Il est souvent plus facile d'évaluer le résultat d'une démarche d'apprentissage par le produit réalisé ou la connaissance développée plutôt que de se pencher sur les stratégies et les habiletés déployées par l'enfant. Les VAA nous montrent comment l'enfant est « en train d'apprendre à apprendre ». Dans une approche favorisant l'apprentissage actif, le rôle exercé par l'enseignante est essentiel. C'est pourquoi, la perspective compréhensive et interprétative endossée par notre équipe de recherche repose sur le sens que les enseignantes donnent à leur agir. Les résultats de la recherche permettent ainsi de dégager des constats sur la conception de l'apprentissage du point de vue des enseignantes, entre autres, sur le rôle qu'elles exercent pour favoriser l'apprentissage de leurs élèves. Les VAA « donnent à voir » comment elles soutiennent et stimulent les initiatives que les enfants prennent, leur engagement dans des projets personnels, leur façon de résoudre des problèmes, d'utiliser le matériel ou différentes ressources, le goût qu'ils ont de partager, de communiquer leur projet, de se responsabiliser, etc. L'analyse met en lumière les « dispositions » des jeunes enfants pour apprendre.

Effect of Activities Through Analogical Reasoning on Creativity of Young Children: Focused on Aged 5-Year Olds

Poster Presentation 22nd to 24th of June

Prof. Anna Cho (Kangnam University), Prof. Kyu-woon Song (Seoul Theological University)

The purpose of the study was to identify changes of young children's creativity through analogical reasoning activities. Problem solving ability is based on analogical reasoning which can deduce unknown part through experience in real life. In other words, analogical reasoning refers to applying new situations to similar knowledge that has previously been experienced. It is possible for young children to use analogy, which is related to creativity, through applying teaching techniques with minimizing the demands of the task and maximizing the responsiveness of young children. Therefore, this study aimed to provide an effective teaching method to promote young children's creativity in classroom.

The researcher assessed 'Korean Comprehensive Creativity Test for Young Children (K-CCTYC)' (Jeon, 2009) with 40 children aged 5-year-olds in a private kindergarten located in Kyongki-Do, South Korea. For the purpose of collecting data, the researcher conducted humorous analogical activities based on four categories such as image, object-object, human-object, transform for 4 weeks (total 8 times). The activities took about 30 minutes each time. For the analysis, the paired t-test on the difference between the ex-ante score and the ex-post score was conducted from the use of SPSS 19.0.

The results of the study were as following: First, after the experiment, there was a significant difference on the fluency, sub element of creativity. Second, there was a significant difference on the originality between pre-test score and post-test score. Third, there was a significant difference on the flexibility of young children. However, there was not a significant difference on the imagination of young children. In sum, this study demonstrates that the activities through analogical reasoning are confirmed to be effective to the improvement of five-year-old children's creativity mostly. It is expected to apply this practice as a teaching method for improving young children's creativity in the field of early childhood education.

Effect of Teacher's Occupational Stress on Their Role Performance in Early Childhood Education Institutes

Poster Presentation 22nd to 24th of June

Mrs. Mira Byeon (Kangnam University/Dongtan Nature Kindergarten), Prof. Anna Cho (Kangnam University)

The purpose of the study was to investigate the effect of occupational stress on teachers' role performance in early childhood education institutes. Teachers spend most of their daily work with children in educational institutions. Therefore, teacher is one of the important components affecting young children's development among various human resources. Especially, occupational stress of teachers experienced in early childhood education institutions is the cause of not only physical condition but also mental health of young children as well as teachers, which is an important factor in determining quality of education. In other words, teachers are the main drivers of reform and change in education, and they have a great influence on the whole development of young children. Therefore, this study seeks to understand the degree of occupational stress experienced by teachers and to provide basic data for minimizing their stress.

To achieve the purpose, the researcher conducted a questionnaire survey with 226 teachers in kindergartens and child care centers located in Kyonggi-Do, South Korea. Teachers rated 38 items on 'Teacher Occupational Stress Factor Questionnaire' and 47 items on 'Teacher Role Performance.' For data processing, SPSS 19.0 program was applied to conduct frequency, ANOVA test, and Correlation and Multiple regression analysis.

The results were as follows: First, there were significant differences on teachers' occupational stress by demographic characteristics such as teaching career and type of institutes. Second, there were significant differences on teachers' perceptions of role performance by demographic characteristics such as teachers' age, teaching career, type of institutes, and working hours per day. Third, there were negative correlations between teachers' occupational stress and their perceptions of role performance. It showed that teacher's occupational stress affect negatively on the sub-factors of their role performance in education institutes. This study will improve teachers' occupational desires and create a happy early childhood environment.

Empirical Research of Social Development of Chinese Children

Poster Presentation 22nd to 24th of June

Dr. Haimin Liu (Northeast Normal University of China)

Social development is an important aspect of children's physical and mental development, it is the significance basis to children for their learning, growth and being socialize. Social development refers to the interaction between the individual and the social system and the understanding, adoption process and its results of social issues during this process., including social cognition, social emotional, social behavior and social relations. In this research we investigated the development situation of 8263 school-age children in city or in rural of 12 provinces of China. The results showed :(1) Social cognition: social cognitive development level of Chinese school-aged children is increased significantly with age, girls do better than boys, there is no significant difference between children in city and in rural areas, un-left-behind children develop faster than left-behind children not only in the speed of social social cognitive development, but also in the level. (2)Social emotional: the developmental level of emotion understanding, emotion regulation and emotional expression is increased significantly with age of Chinese children, children in senior grades could understand emotions in others more accurate, also they do well in emotion regulation and emotion expression; In primary school, gender has no significant difference in social emotions development between children, there is also no significant difference in social emotions development between urban children and rural children, but the level of emotion understanding of left-behind children is significantly lower than others, more left-behind children take the negative strategy to regular their negative emotions.(3)Social behavior: the development of social behavior of Chinese school-aged children is in a relatively stable stage, children in different gander and different types are all behavior helpful and cooperative; but compare with others children, left-behind children show more aggression.(4)Moreover, the development of social understanding, social emotional, social behavior of Chinese school-aged children have significantly predicted effect to their peer relation.

Enhancing Career Happiness of Preschool and Daycare Teachers

Poster Presentation 22nd to 24th of June

Dr. Eun Jin Kang (KICCE(Korea Institute of Child Care and Education)), Prof. Jung Sook Kim (Bucheon University)

The purpose of the study is to suggest policy plans that can increase the level of career happiness. To perform these tasks, the study first conducted a preliminary investigation with 300 preschool and daycare teachers. Preschool teachers and daycare teachers from toddler and kindergarten class reported relatively high scores in their relationship with their colleagues and young children. Daycare teachers from toddler class reported the highest average scores in the following 4 domains (Working environment, Relationship, Career Awareness, Feeling). In general the average score of each question in 'Working environment domain' was lower than the total average score in 'Relationship domain'. The average score for the questions from 'Career Awareness domain' which asked about the teachers' opinions on their job was 3.8 and was quite high. When looking at 'teacher's feelings' about their jobs for the past 2 weeks, we found that the average score of positive feelings was 3.5 and the average score of negative feelings was 2.7.

Some ways are suggested to enhance career happiness of preschool and daycare teachers. Firstly, it is significant to figure out the ways to develop leadership programs for colleagues and the director and special consulting or therapy programs for teachers. Secondly, it is significant to redetermine teacher's working hours, and to define the physical space standards not only for young children but also for teachers. Thirdly, it is necessary to offer teachers with different work experiences more opportunities to develop emotional competence, and to allow a sufficient break for teachers to regulate their negative emotions. Lastly, it is necessary to implement and expand a system of sabbatical leave for teachers.

Entering preschool children into the world of games from the perspective of collective education

Poster Presentation 22nd to 24th of June

Prof. Elzbieta Jaszczyszyn (University of Bialystok)

Games and play have become in the XXI century a very interesting research problem of an interdisciplinary character. Choosing any aspect of the modern world (either an occurrence or a human action) we can make analysis through different types of scientific discourse. This, what economists, biologists, sociologists or mathematicians call the theory of games, psychologists refer to as the theory of social interdependence and educators call it the theory of teaching and learning.

Although, in recent years the use of games and play has increased for solving of various problems as well as their use, for instance, for stimulation of children's creativity, solving interpersonal problems, developing social skills, diagnosing needs and interests, etc., still the children and the teachers do not often take advantage of the games. The answer was sought in this study to the question, if the teachers working in kindergartens use play and games in their educational work. If so, which games do they use. The adult should know many different children's games so that he/she could choose the right one for a given moment and useful for the child.

The gaming situation is undoubtedly a research issue of multi-dimension character. This creates specific context of individual's functioning and social groups. Therefore, it is important to present situations in which teachers use games in the education process – children's learning at preschool age.

Key words: play, game, preschool children's games, using games in teaching-learning.

Environmental education in kindergarten - child as a researcher and Observer

Poster Presentation 22nd to 24th of June

Dr. Alicja Komorowska-Zielony (Gdańsk University)

A preschool child manifests a natural need to explore, to discover, search, and at the same time, it is sensitive to the surrounding environment. Direct contact with the surrounding nature elicits astonishment, often delight in children and raises a lot of questions. Natural sites are inspiring incentives for specific action, transformation. In addition, the study of nature provides the child with many opportunities to enrich its knowledge, promotes emotional growth, influences the development of personality, shapes the child's needs and interests. Adopting such a point of view by the teacher should be associated with specific activities, with the creation of as many opportunities to explore the world as possible, with making hypotheses and verifying them, and above all, it should mean giving up describing the world in favor of studying it. This is the only way that a child will be able to satisfy the natural cognitive curiosity and develop their own ideas about the natural world while building the attitude of a researcher at the same time.

Conducting experiments in the field of animate and inanimate nature, observation of animals and plants are some of the educational solutions to explore the diverse world full of mysteries and "things" to discover.

The researcher's activity may take the form of self-discovery, during which the child has the freedom of action, determining the working time while learning by trial and error method at the same time. The teacher is also important since he/she assumes the role of an initiator of the situation, provokes asking questions, provides methods and research aids.

Therefore, the important questions are the following: How is kindergarten education organised? Does self-examination of the world and gaining experience remain only declarative or is it an intentional action, organized in direct contact with the environment?

Keywords: environmental education, research activity, experimentation

Examining Construct Invariance of the Cross Cultural Assessment Data Using Generalizability Theory

Poster Presentation 22nd to 24th of June

Prof. Kyong hee Chon (Kangnam University)

When provided with the reliability or generalizability information for assessment results, the results are assumed to be equally reliable for all subgroups of the population. However, this assumption may not hold when systematic differences exist among groups of examinees. The purpose of this study is to examine group differences in the reliability of international assessment results using generalizability analyses. Specifically, the central research question guided this study was whether we can safely assume that the test results are reliable equally across diverse student groups?

The data were responses from a total of 1,626 students of four countries on TIMSS 2011 8th grade mathematics achievement and attitudes scales. The sample consists of Korea (N = 371) and United States (N = 656) and the data were the sample of students who took the first booklet of the test. This study considered four separate generalizability analyses: (1) a univariate $p \times i$ analysis that ignored both the content and cognitive domain facets, (2) a multivariate analysis that took cognitive domains into consideration as a fixed facet but ignored the content facet, (3) a univariate $p \times (i:h)$ analysis that took into account the content facet but ignored the cognitive facet, and (4) a multivariate analysis that took into account both content and cognitive domain facets.

Results for all designs consistently suggest a decrease of about .05 in both generalizability and dependability indices for the United States group. Thus, our study conveys the important practical message that the assessment results are not equally reliable for all subpopulations. The results from this study will help test administrators and practitioners appropriately evaluate international students' assessment results with respect to fairness and validity.

Experimental Research of Promoting the Gross Motor Skill of 4-5 Year Young Child by The Chinese Traditional Physical Games

Poster Presentation 22nd to 24th of June

Mr. Zhang Shouwen (Capital), Mr. Yan Juntao (Beijing Sport University), Mr. Wu Shengkou (Renmin University of China), Ms. Liu Dan (Beijing Normal University)

Abstract

The Chinese traditional physical games are the wisdom crystallization of working people which is from the folk of China, and have the unique ethnic characteristics. With its rich types, diversity action type, flexible format, and the materials which are close to the life, the traditional Chinese physical games are more popular among children of China, Japan and Korea. At present, Chinese researches focus more on the impact of physical health with physical games, and less on the children motor skill from the perspective of the development of the games.

In this study, we randomly selected 131 children aged 4-5 years old in a public kindergarten of Beijing, China, and divided them into the experimental group and the control group. In the experimental group, the Chinese traditional physical games were intervened for one year, while the control group kept the original physical game of the kindergarten. Before and after the intervention, we use the TGMD-2 to test the change of children's gross motor skill.

The result of the experiment showed that the total score of the gross motor skill of the children aged 4-5 years old in the experimental group was 69.00 ± 6.47 , which was 9.14 points higher than that of the control group (59.86 ± 7.02), the mobility score and the operation score were both significantly higher than those of the control group ($P < 0.01$). There was no significant difference in the developmental level of the gross motor skill between the experimental group and the control group before the intervention, which indicated that the Chinese traditional physical games the young children participated in the experimental group could more effectively promote the children's gross motor skill.

Keywords

The Chinese traditional physical games Gross motor skill Experimental Study

Growing up with the flowers in kindergarten ——Study of practice research for kindergarten-based ecological education

Poster Presentation 22nd to 24th of June

Prof. Wu Jing (Xi'an Jiaotong University Kindergarten), Prof. Chen Zhihui (Xi'an Jiaotong University Kindergarten), Mrs. Li Yu (Xi'an Jiaotong University Kindergarten)

Exploiting and utilizing resources of ecological education actively and effectively in kindergarten, family, and community, focusing on requirements and developments of children, carrying out various education activities, and constructing kindergarten-based curriculum, are important measures for improving the quality of kindergarten education. This paper presents a kindergarten-based ecological education system from an ecological education perspective. The main content of this system contains theme activities and the kernel of this system includes life curriculum, social curriculum, Chinese traditional culture curriculum, and some characteristic curriculum. The power combined with family, kindergarten, and community education has received good social effects, which is developed by completing the system of teacher training and by improving teacher's capability of understanding and using ecological education based on the mechanism of teacher's professional development. The concept of ecological education promotes the kindergarten management in education practices, which also enhances team cohesion and improves the cooperation quality of family, kindergarten, and community education by combining the rigid system with humanistic care.

Healthy and Happy Working Mom/Dad Support Programs Development and the Test of Its Effect

Poster Presentation 22nd to 24th of June

Mrs. Mi-Gyeong Jun (Employer Supported Childcare Assistant Center)

Since double-income families became common in Korea society, it has been required to develop effective parental education program which reflects different features of double-income families. This research aims at developing a manual for a parental education programs which can be used for workplace nursery facilities. The process of developing parental education programs proceeded as follow: setting the purpose and direction of parental education programs, forming a team of research, conducting literature review, developing programs, applying examples and analyzing effectiveness of programs. The program contents includes frameworks, activity manuals, detailed programs for parents who are going through pre-parental period, prenatal period, infancy, childhood. Each program offers parents' roles and parenting knowledge. Activity manuals offer detailed information about each activity and CD(lecture material, educational news letter). These parental education programs also had been examined for three months as test operation in order to verify the effectiveness of programs(parents efficacy, communication between parents and children, parents' self-esteem). This research team had conducted pre-test, post-test with 365 double-income couples. After test operation, the team verified programs effectiveness statistically and the results were statistically significant.

The expected effect of this parental education programs are as follow:

First, this parental education programs help parents regain confidence of educating children and keep a balance between their work and family.

Second, this parental education programs also improves parents efficacy, quality of communication between parents and children.

Third, workplace nursery facilities can support working parents with this parental education programs.

Therefore, this research expects that this parental education programs will be used in workplace nursery facilities to support double-income parents.

□ Keywords

double-income family, parents education program, employer supported childcare center, confidence, parents efficacy, quality of communication

High/Scope Approach and the Project Approach in Hong Kong : Exploring Kindergarten Teacher's Perceptions

Poster Presentation 22nd to 24th of June

Ms. Lok Yiu Chung (Hong Kong Baptist University), Dr. Tsz Ying Poon (Hong Kong Baptist University)

The preschool curriculum reform has been placed since 2006, and the new guide to the curriculum has just announced. Thus, it is crucial to incur the appropriate teaching methods while implementing the new curriculum. Since teacher's perception is an important factor that affects the implementations of different practices and what kind of approach they used make a difference. Therefore, the current research study aims to find out teacher's perceptions of the High/Scope Approach, an approach that has its focus on play corner, and Project Approach, an approach which focused on questioning and problem solving. Misconceptions or gaps between perceptions on practices and actual practices will also be explored. A mixed method survey design was employed for the current investigation. There were 100 in-service teachers filled a questionnaire and ten teachers participated in interviews about the benefit and difficulties of applying on the both approaches. First, it was interesting enough to find that the perceived effectiveness of High/Scope Approach was significantly correlated to the perceived effectiveness of Project Approach. Furthermore, the suitability of both approaches was significantly correlated with the effectiveness for children to learn new knowledge. Finally, teachers provided their views and opinions on High/Scope Approach and Project Approach in the separating senses, which showed their misconception that also witnessed on the correlations of both effectiveness from the questionnaire. While this study has its limitations on sampling method and yet both qualitative and quantitative data could not be integrated. This study recommends the importance of parents-schools collaborations, and good relationship with teachers in order to provide the best leaning and teaching environment for children. Meanwhile, teachers should also equip themselves their adequate knowledge and skills to choose a suitable approach for children to learn best under the rigorous reforming of the curriculum in Hong Kong.

Keywords: High/Scope Approach; Project Approach

How do childcare staffs think about open teacher qualification system in Korea?

Poster Presentation 22nd to 24th of June

Dr. Mee Hwa Lee (KICCE(Korea Institute of Child Care and Education)), Dr. Eun Jin Kang (KICCE(Korea Institute of Child Care and Education))

Childcare teacher qualification is acquired after seventeen subjects (51 credits) are taken in South of Korea. Then childcare teacher qualification can be easily gained through earning credits by on-line class in some private educational institutes and university, and even one-year education center. These 'open teacher qualification system' of Korea have been pointed out that childcare teacher quality gradually became to decline.

The purpose of this study was to examine how the childcare teachers and directors evaluated this teacher qualification system through various channels. For this study, 408 teachers who gain teacher qualification outside regular college, and 159 directors who hired them were surveyed.

Results were as following: Firstly, teachers obtaining qualification through various channels mainly worked for private childcare center(54.4%) and home-based childcare center(31.4%). And 75 percentages of teachers took care of infant (0 to 2-year-old). Secondly, these type of teachers were satisfied with teacher training curriculum what they took, against directors' (who hired them) dissatisfaction about their competency as child care teacher. However, both teachers and directors suggested that contemporary childcare teacher qualification system have to be strengthened. They agreed that six weeks or more practicum, necessity of off-line class, and introduction of national examination for child care teachers' professionalism were needed.

“I Like B” – Reading and Writing Instructions in Preschool?

Poster Presentation 22nd to 24th of June

Mrs. Kerstin Botö (University of Gothenburg, Department of Education, Communication and Learning), Dr. Annika Lantz-Andersson (University of Gothenburg, Department of Education, Communication and Learning), Dr. Cecilia Wallerstedt (University of Gothenburg, Department of Education, Communication and Learning)

The aim of this study is to explore how three-to-five-year-old preschool children and their teacher interact in reading and writing activities. The activities take as their starting point an educational television program *Life in Letter-land* [Swedish: *Livet i Bokstavslandet*]. A program that parallels its predecessor *Sesame Street*, with similar purpose to develop children's literacy learning in a playful way. Theoretically the study is informed by sociocultural perspectives where interaction is considered central for children's learning, and participation in cultural activities are understood as emerging by guidance from the more knowledgeable participants. The present study builds on data in the form of video documentation and concepts such as *guided participation*, *intersubjectivity* and *structuring resources* have directed the analysis of the video recorded sequences. In the findings two activities are presented, of which the first developed into a playful group activity, where the teacher guided the children's interaction and temporarily sufficient intersubjectivity was established. The second activity evolved into an individual problem-solving situation, where the interplay was constrained by insufficient intersubjectivity in the communication. Our findings show dilemmas associated with literacy activities in preschool related to the paradigm of solving individual tasks that conflict with the group-based collaborative characteristics of the preschool discourse. Despite the fact that both the analysed activities are based on the playful framing of the television program, they turn out in quite different ways. If meaningful literacy activities for children are established is dependent on the teacher's awareness of the importance of creating intersubjectivity that includes exploration elements, humour and openness to unexpected directions. Therefore, in our conclusion we point to the importance of considering the specific nature of preschool when designing and implementing school inspired reading and writing activities.

Key words: Reading- and writing instructions in preschool, educational television program, guided participation, intersubjectivity, structuring resources

Integration of Kindergarten Courses of Physical and Artistic Education—Based on HK and Taiwan Practices

Poster Presentation 22nd to 24th of June

Ms. Xiaoyuan Wu (Nanjing Normal University)

Abstract: Compared with the traditional departmental teaching, the methodology of preschool course integration is relatively new in mainland China. The present paper explores the characteristics and methods of integrating kindergarten courses, and suggests effective ways of improving and promoting preschool course integration.

The paper first defines the concept of preschool course integration as the integration of different disciplines to assure a more fruitful experience in early childhood. Then, it introduces various mature and successful practices of integration of courses of physical and artistic education in Hong Kong and Taiwan respectively, showing how children get inspired through such practices. Further on, it demonstrates the features and advantages of course integration of physical and artistic education for preschool children, highlighted in education through enjoyment and all-round growth, which will contribute to lay the foundation of their life study and future development. It also points out the challenges due to course integration for would-be preschool teachers, necessitating new perception of preschool education and more professional training. Finally, it puts forward suggestions for improving kindergarten course integration in mainland China, including the role change of preschool teachers from a traditional judge of authority to the active organizer and participant of integrated activities inside and outside kindergartens, the active introduction and assimilation of advanced preschool teaching methods from abroad, and the dynamic balance between integrated education and departmental teaching.

Key words: artistic education;course integration;kindergarten;physical education;preschool

Blood donation: From childhood I “build” the love for life

Poster Presentation 22nd to 24th of June

Ms. Maria Valma (Aristotle Univeristy of Thessaloniki), Ms. GEORGIA PAGANIA (University of Patras)

Our project took place in a kindergarden class of a primary school in Patras and the cause was an accident in one of the students in school. The program lasted 2 months, February and March.

The aims of the project were: 1)to learn the students the human body, 2) to realize the importance of voluntary blood donation, 3) to overcome their fears and prejudice and 4) to become themselves “transmitters” of the donation and to become blood donors in the future.

The students learned the human body and its functions. Then they learned about accidents and they categorized them. They learned also about blood, about the blood types and they were informed about the blood donation groups that they exist in their town. There was a visit from a local blood donation organization and the children read fairytales according to the subject.

They were informed about the special conditions of the blood donation and how they could inform their families about it. They conducted a list about what a good blood donator consists of and they wrote a song and slogans about it. They took part in a role play about blood donation and they spoke about emotions. As a conclusion, we made a poster about the subject with an acrostic in it.

In the end of the program there was a survey in order to check whether the students liked the program and what they learned from it.

Interpretation of Blessing Customs for Infants and Young Children among the People of Nu Nationality from the Perspective of Educational Anthropology

Poster Presentation 22nd to 24th of June

Prof. Shanze Li (Faculty of Education, Southwest University, Chongqing, China), Dr. Yajuan Sun (Dali University)

Abstract : As a kind of basic activity in human society, education activity does not only lies in the institutional school education, the growth and socialization of children as individuals and lives can't do without the influence of the customs for child rearing.

In this paper, it makes an analysis on the outlook on life and child care among the people of Nu nationality as well as the connotations of the practical activities for childcare and education and reveals the symbiosis and holiness of the outlook on life among the people of Nu nationality as well as the concepts and goals of activities for infants and young children caring and education under the dominance of the principle of mutual infiltration, with the field study on the customs for blessing among the people of Nu nationality and the interpretation from the perspective of educational anthropology.

It is of great significance for the exploration on the original form of the activities for infants and young children caring and education in human society and the construction of modern theory of early childhood education by interpreting the blessing customs for infants and young children among the people of Nu nationality from the perspective of educational anthropology.

Key words: the Nu nationality; blessing customs; infants and young children caring and education; interpretation from the perspective of educational anthropology

Investigating how literacy practices in kindergarten are influenced by parents' and primary school teachers' expectations

Poster Presentation 22nd to 24th of June

Dr. Nektarios Stellakis (University of Patras)

This work describes a survey conducted in the area of Patras in Greece. The purpose was a) to investigate kindergarten teachers' attitudes about early literacy and the knowledge and skills they consider as important for pre-school aged children, and b) to examine in depth if and how literacy practices in kindergarten are influenced by parents' and first grade teachers' expectations. A semi-structured interview was conducted and applied to 20 kindergarten teachers working in various public kindergartens. The interview consisted of questions about three factors: a) knowledge of early literacy perspective, b) literacy practices in kindergarten class, and c) parents' and primary school teachers' expectations. The results, although not analyzed fully yet, indicate that kindergarten teachers' attitudes on literacy differ significantly from the provision of the official curriculum, which is based on emergent literacy perspective. Due to lack of an in depth in-service further education for kindergarten teachers, they, influenced by parents' and primary school teachers' expectations, are forming a hidden curriculum, which is based on phonics, which implies that mere acquaintance with phoneme – grapheme correspondence is enough for the foundational level of education.

“Kacchin-Kun”: Teaching Material for ESD Made by the Bottom of PET Plastic Bottle

Poster Presentation 22nd to 24th of June

Mrs. Mie Oba (Faculty of Education, Fukuyama City University)

“Kacchin-Kun”, made by the bottom of PET plastic bottle, is a good playing tool like a castanet for young children and sustainable development of all generations.

Inspired by a traditional dance (“Niagariodori”) of Fukuyama near Hiroshima, instead of original bamboo castanets, I tried to make a useful teaching materials for children and teachers by respecting the traditional culture and to reduce and recycle waste for worry over the throwaway behavior of young generation. Finally the bottom of plastic bottle called “Kacchin-Kun” is found to beat with a joyful sound in 2005.

Putting a rubber not to fall it out of children’s hands, with colorful vinyl tape that protects the cut of bottom, children can make it themselves with help of parents and teachers. This is lightweight and safe instrument to make their sound.

Students, future teachers of early childhood education and care, of Fukuyama City University learn how to make and use it, and study its relation to children’s development. They collect plastic bottles for off-campus practices and parent-child activities. There are also courses to practice ESD in early childhood teacher education with “Kacchin-Kun” as a training resource.

Children love to make it. To make it more, they collect plastic bottles and reuse them. This is a change of behavior to think about the sustainable life.

Now, many citizens send a lot of plastic bottles to university for children and students. There is a sure cycle of plastic bottles for “Kacchin-Kun” in Fukuyama; collaborating with Municipal offices, social centers and families. “Kacchin-Kun” is good for the children’s development and health, it’s a rhythmic and good exercise, children of Fukuyama practice often it. The color, sound, touch, movement with this “Kacchin-Kun”, give children many positive stimulus. Now many people dance “Niagariodori” with this new castanet in the summer festival in Fukuyama.

Kindergarten music education status of the research activities

Poster Presentation 22nd to 24th of June

Ms. Jie Xu (China Welfare Institute Kindergarten)

This study analyzes two methods of music education for kindergarten students in Shanghai: the historically-dominant method of drilling students through listening and repetition, and the modern method of including individualized art activities that foster personal appreciation and critical thinking about the art of music. For decades, the former approach's simplicity made it easy to teach any given song, and was the method of choice for teachers throughout Shanghai. However, the cut-and-paste style of teaching is inherently unfair to students as it emphasizes short-term quantified progress, neglects fact that students learn at different rates, and ignores the students' individual thoughts and opinions about the music being taught. Rather than art, the philosophy that academic success can be defined through a series of pre-determined and arbitrary checkpoints teaches children that the most successful understanding of the world is one defined by thoughtless conformity free of beauty and curiosity. Individuals respond differently to the same song depending on memories and personal taste. Moreover, students learn at different rates, with different methods working best for each child. However, in the past decade, a two-stage approach has emerged that synergizes art and teaching, with the class gradually evolving from a music class into a holistic art class, where students are encouraged to define their understanding of the song in their own terms. By the time the students move on to practicing and correcting their performance, they have an individualized appreciation of the meaning of the piece of music beyond just another task to be tested on and mastered. Both formal research and personal experience applying it in a classroom setting indicate that the students not only enjoy the process of learning music and art more, but apply their enhanced critical thinking skills to other activities, better preparing them for school and becoming productive members of society.

L'apprentissage actif chez les jeunes enfants: habiter l'espace et le temps, une étude ethnographique

Poster Presentation 22nd to 24th of June

Ms. Julie Vaillancourt (Université de Sherbrooke.ca)

Nous présenterons une étude portant sur l'aménagement de classe qui favorise le développement global et l'apprentissage actif des enfants de maternelle. Le terme « aménagement » prend ici un sens large qui englobe la structuration de l'espace et du temps (Weikart *et al.*, 2007). Aux fondements de la perspective constructiviste, on retrouve l'apprentissage actif comme étant un processus dynamique basé sur l'interaction enfant/environnement. À cet égard, il y a lieu de se questionner sur la façon dont les enfants jouent considérant les aspects de l'aménagement qui ont un impact sur l'apprentissage actif, que ce soit dans le choix du matériel, sa disponibilité, la disposition des aires de jeu, le temps disponible pour permettre aux enfants de jouer et d'interagir, etc. Afin d'apporter un peu d'éclairage sur cette question, une collecte de données a été réalisée par l'entremise d'un journal ethnographique et par la rédaction de vignettes descriptives et interprétatives. Celles-ci permettent non seulement d'illustrer des situations de jeu contextualisées, mais également de dégager les conditions qui visent à optimiser l'apprentissage actif en faisant une large place à l'enfant « agissant » afin de lui permettre d'habiter l'espace et le temps. « La responsabilité des éducateurs est qu'ils soient non seulement au courant du principe général de la mise en forme de l'expérience réelle par des conditions environnantes, mais qu'ils reconnaissent aussi les milieux propices pour vivre des expériences qui mènent à la croissance. Par-dessus tout, ils doivent savoir comment utiliser les environnements physiques et sociaux qui existent de manière à en extraire tout ce qu'ils ont pour contribuer à l'édification d'expériences. » -John Dewey, *Éducation et expérience*, p. 40.

Learning to Teach Preschool in the Context of Internship: Illustration of Negotiated Perspectives for the Practice

Poster Presentation 22nd to 24th of June

Prof. Marie-Josée Dumoulin (University of Sherbrooke), Ms. Marie-jo Bolduc (University of Sherbrooke)

Since the 1960s, in Quebec, various reforms of teacher training programs have attempted to better contribute to the renewal of teaching practices and to minimize responses to traditional practices. In a doctoral study (Dumoulin, 2009) of interactionist inspiration, we have highlighted how, in the process of professional learning, an “experiential frame” is integrated by the beginning teacher in the context of professional induction. This experiential frame, comparable to what Cohen-Scali (2000) calls a « schéma de soi » (self-schema), refers to a set of principles, values and interests that guides the teacher’s reflections and behaviours in the classroom. The study reveals the strength of this frame, which acts as an “active rule” in daily classroom experience, suggesting that more attention needs to be paid to the phenomenon of « conformism to oneself » rather than to « conformism to traditional practices ».

More recently, we focused on professional learning during an internship, a teaching placement that takes place over a period of 72 consecutive days (Dumoulin, 2013-2017). During that internship, the student teacher already relies on an experiential frame to guide his pedagogical choices among the pupils, frame developed on the period of schooling. In the context of professional induction, the influence of this framework is in a relative autonomy, but in the context of the internship, the experiential frame of an associate teacher influences classroom dynamics.

The detailed analysis of the data offers a different view on the reflection student teachers have on their experience in class where the experiential framework is negotiated under two opposing perspectives: an identity perspective, with an image of credibility that must be preserved in the face of parents, and a pragmatic perspective, in relation to the principles of active learning among pupils. The results show that the supervisor is not a neutral interlocutor.

Let Observation Boosting the Life Vitality of Children's Play

Poster Presentation 22nd to 24th of June

Ms. Yunzhu He (MIANYANG HUAYUAN EXPERIMENTAL KINDERGARTEN)

Play is acclaimed to be the most important study form for the children. The kindergarten should keep the animation of the play to bring children the healthy development. Based on the observations, play can effectively protect the children's vitality, improve the children's sociability, enhance the connections between the teachers and children, as well as promote the teachers' research and practical capability. At end, the deep development of children's potential can be achieved by stimulating the plays' vitality from multiple aspects.

Keywords: observation; life vitality; sociability; association; kindergarten-based research

Mealtime in preschool

Poster Presentation 22nd to 24th of June

Ms. Lena Ryberg (University of Gothenburg, Department of Education, Communication and Learning)

According to the Swedish National Agency for Education, 2014, the number of children enrolled in preschool has increased during the last ten years. In Sweden, the majority of children, approximately 84 per cent, are enrolled in preschool, which constitutes the first step of the educational system and embraces children from one to five years of age. In previous research preschool teacher have described the meal as an activity where children are given the opportunity to communicate and interact with adults and other children. Despite this approach, research show that the meal activities often has the character of socialisation and that peace and quiet will play a prominent role.

The aim with this paper is to examine conditions for children to be active participants during meals in preschool. Questions at issue are: what characterizes situations in which children's agency becomes visible, and how is children's agency expressed during meal situations? The study is theoretically based on a sociocultural perspective and childhood sociology, based on theories from Vygotsky (1978) and Corsaro (2002). Methods used are videoobservations in two preschool departments. Analyses are drawn to examine situations where children act as active participants in during meals in preschool. The results indicate that socialisation plays a prominent role during the meals, and being active participants are limited as the children act, communication and interact according to expectations and discursive rules that seem to be framing the meals in the preschool context. The study follows the Swedish research council guidelines and ethical rules in social science research. Special attentiveness is taken as the research is conducted in preschool settings and concerning young children. The children are continuously given opportunities to withdraw from participating if they so wish.

Keywords: children, preschool, meals, agency.

Nature recounts to Children

Poster Presentation 22nd to 24th of June

Ms. Larisa Pejic (Kindergarten Maslačak, OMEP Bosnia and Herzegovina)

500 preschool children age 3 – 6, their parents and community participated in OMEP in Bosnia and Herzegovina ESD project **Nature recounts to Children - Development of Ecological Preschool Soul**. Activities such as *Forest Olympic Games (Show our love for nature and forest)*, *Bike Tournament Capriolo Cup (Celebration of Planet Earth Day)*, *Preschool Olympic games* (development of healthy lifestyles), *Preschool Scout Meetings* (enhancing independence of preschool green eco team), *Preschool Gardening* (organic food production, apple and milk farm visit), *Little school of culinary arts by Master Chef Predrag Tomic* (development of healthy eating habits in childhood), media activities (educational culinary TV shows for preschool children), *Silk painting workshop* (ecological art themes), *Art Colony at river Vrbas Canyon*, *Vivia Water Competition for Mothers* (importance of water for all living organisms on planet Earth / hydro potential of Bosnia and Herzegovina/ water sports in Banja Luka town), were organized in order to increase physical activity and competitive spirit of preschool children, to educate their parents, raising low ecological awareness of society, not only in Banja Luka town but throughout Bosnia and Herzegovina. During healthy environments activities, an increased number of preschool children and members of their families, as curios explorers, turned more to nature (where they actually belong), appreciating more woods, springs, lakes, rivers and seas. Preschool children, parents and preschool institution during implementation of these ecological healthy environment activities, all became an Extraordinary Educational Team.

Key words: Planet Earth, healthy environments, hydro potential, ecological awareness, culinary arts, preschool scout meetings

OECD Policy Levers for Early Childhood Education and Care: Backgrounds, Features and Practical Experiences from Eight Countries

Poster Presentation 22nd to 24th of June

Dr. Li Sha (Capital Normal University), Prof. Liyan Huo (Beijing Normal University), Dr. Shuang Huang (Capital Normal University)

There's a general agreement that quality matters in gaining significant pay-offs in early childhood education and care (ECEC) worldwide. Based on long-term practice and investigations, OECD suggested five key policy levers to be effective in promoting quality in ECEC. It is found that OECD's ECEC strategy and the view of ECEC assessment are important backgrounds. The main features of these policy levers are as follows: effective based on practice and investigations; emphasizing government responsibility in guarantee of ECEC quality; reflecting the concept of lifelong learning. And ECEC practice of policy levers in England, Norway, Sweden, Portugal, Finland, Slovak Republic, Korea and Japan is valuable and can be used for reference.

On the Innovation of Kindergarten Curriculum Content from the Popularization of Preschool Education APP

Poster Presentation 22nd to 24th of June

Mrs. Jiaqian Wu (China Welfare Institute Kindergarten)

Keywords: Preschool APP kindergarten curriculum; Music game program

This is a qualitative research report.

With the popularization and application of Internet product innovation, not only the parents education in the way of the book from the extension to the Internet in the digital era, the kindergarten is surrounded by a large number of mobile terminal equipment, educational resources, portable and easy to use APP. For teachers and young children, the main problem is “what to teach” and “learning”. How will the APP curriculum and kindergarten for docking and complement each other, make not only can effectively promote children’s harmonious development, but also can give children free happy experience, but also adhere to the “true, Xiang Shan, to the curriculum value orientation of beauty”, is our current urgent need to think and solve problems in this paper the music game curriculum as an example, from the angle of choice, game content design and integration activities to analyze the influence of APP on the aspects of preschool education in the kindergarten curriculum reform.

My research process embodies three aspects:

- (1) direct introduction of existing resources in APP and innovation of scene simulation.
- (2) the use and localization of original music in APP.
- (3) the introduction of cultural knowledge on the basis of the original curriculum.

My research results:

The popularity of the Internet and the preschool education APP abundance for kindergarten curriculum content innovation provides a large amount of material, rich in content, diverse forms and the mysterious source, but at the same time the kindergarten curriculum should also play their own characteristics, we need to be clear that any APP can replace and exceed the kindergarten education, more not its par, we only need to exert its advantages and make it better for child care services.

Plan de Actualización Educativa: “El juego como estrategia de recreación y bienestar”.

Poster Presentation 22nd to 24th of June

Prof. Patricia Troncoso Ibacache (Universidad Católica de la Santísima Concepción), Prof. Karina Villarroel (Universidad Nacional Andrés Bello, Sede Concepción), Prof. Cecilia Candia (Fundación INTEGRA, Región del Biobío), Ms. Mónica Sanhueza (Fundación INTEGRA, Región del Biobío)

Fundación INTEGRA, considera la formación continua como un proceso de actualización educativa pertinente a las necesidades y características de los equipos, coherentes con los lineamientos institucionales y que signifiquen un incentivo para el desarrollo personal y profesional de los trabajadores, en pos de favorecer la calidad educativa.

Duración: dos módulos de 4 horas c/u

Destinatarios: Profesionales y asistentes del programa de grupo heterogéneo y/o sala cuna, del Programa de Extensión Horaria, de la Región del Biobío.

- **Objetivo Estratégico:** Lograr aprendizajes oportunos y significativos para la vida de los niños y las niñas, a través del juego y protagonismo infantil.
- **Objetivo de la Capacitación:** Entregar herramientas teórico prácticas a equipos del Programa de Extensión Horaria (Educadoras de Párvulos y Asistentes), para la incorporación de talleres y juegos en sus prácticas, a través de una metodología activo participativa.
- **Objetivos Específicos:**

Comprender los sentidos y características del juego como estrategia de recreación.

Incorporar las herramientas entregadas y los aprendizajes obtenidos, a las prácticas diarias desarrolladas en el Programa de extensión horaria.

- **Módulos /Contenidos:**

a) Estrategias metodológicas asociadas a talleres lúdicos: 1) El Juego 2) Metodología de Talleres 3) Estrategias lúdicas.

b) Experiencias Exitosas: 1) Presentación de experiencias exitosas asociadas al juego como estrategia de recreación y bienestar en el Programa de Extensión Horaria. 2) Facilitadores y obstaculizadores en el diseño e implementación de las experiencias

Metodología de trabajo.

Estrategias participativas, enfocadas a una actualización teórico-práctica, respecto del juego y su implementación para optimizar las prácticas en el Programa de Extensión Horaria. Puesta en común, talleres en pequeños grupos, presentaciones grupales e individuales, exposición de contenidos, representaciones grupales.

Preschool Teacher and Didactic Resources Mathematics – Manipulatives – Graph

Poster Presentation 22nd to 24th of June

Ms. Sladjana Misic (Ju centar za predškolsko vaspitnje i obrazovanje), Ms. Svetlana Cigoja (Ju centar za predškolsko vaspitnje i obrazovanje)

Preschool teacher and didactic resource

Mathematics – Manipulatives – Graph

During long-term work in preschooling the experience showed that obvious resources produced by the preschool teacher have multiple role and significance for progress of preschool child. A number of various materials, working in favor of a preschool child acquiring knowledges and skills, were produced through our work on a number of various themes important for learning basic mathematical concepts and development of children's graph-motoric. From initiating thought processes and divergent thinking to movement of smallest hand parts, from fingers to esthetic experience during execution of set tasks. Manipulatives are easy to use, available, and cheap to produce because we are producing them out of secondary materials. Visualization at preschool age has an important role because connecting picture with instructions provides easier and faster way for a child to achieve the goal and solve the problem.

On a poster presentation we would present the resources intended for work on the above mentioned aspects of development, produced during one working preschool year from September to June, and in order to familiarize our colleagues with methodical procedures for which we think are suitable for simpler and equally "effective" elaboration of methodic units: geometrical shapes, covering numbers 1 to 10, acquiring number concept...

Preschool children create a poster about their Rights

Poster Presentation 22nd to 24th of June

Mrs. Chrysanthi Gouli (Kindergarten teacher), Mrs. Efthimia Manitsa (Kindergarten teacher, President of O.M.E.P's Regional Committee of Athens)

The aim of this approach was to point out how preschool children from different countries could express their own thoughts about their Rights in a kindergarten classroom. It was a creative approach, which was developed through an artistic point of view and had been part of a Project about the Rights of the Child (The Children all over the World, The Children in our Classroom), according to the UNICEF Declaration and Convention (www.unicef.org/crc).

The project was conducted in a public kindergarten in Athens during the school year 2014-2015 with 24 children from Albania, Egypt, Georgia, Greece, Poland and Russia. The children were divided into six, mixed groups of four. There were three steps: At first we focused on the ideas of preschool children about the world through discussion with them in the classroom about the Universal Children's Day (20 November)(*brainstorming*). So they created a multicolored world and the children living in it. During the second step three major aspects were analyzed: Peace, Protection and Love-Affection and were represented in a Dove, a Home/School and a Big Heart respectively. Finally, the artwork produced was photographed in order to create a poster embracing all children.

Through this creative approach we tried to encourage collaboration and friendship. Good friendship, as the studies has shown, has an effect on children's socialization and encourages them to respect others even though they don't speak the same language, in order to understand that all kinds of people are human beings with the same hopes and dreams.

In conclusion it depends on us, teachers, to promote diversity in a kindergarten classroom, thus leading to a better and peaceful world for all children and guide them into a promising and sustainable future in which they will live as active citizens.

Keywords: Rights, Preschool Children, Creativity, Friendship, Diversity

Reform of Employment System for Preschool Teachers in Zhenjiang, China

Poster Presentation 22nd to 24th of June

Ms. Sunzhou Cong (Nanjing Normal University), Ms. Yu Zhou (Nanjing Normal University), Ms. Mujia Zhou (Nanjing Normal University), Ms. Qian Liu (Nanjing Normal University), Ms. Tingting Zhang (Nanjing Normal University)

Keywords: reform, employment system, education policy, preschool teachers, Zhenjiang City, personnel agency

As a national pre-school reform and development experimental zone in China, Zhenjiang City successfully passed the project acceptance and has come out in front in the country. A new personnel management model called “personnel agency” was created and used for the reform of employment system for preschool teachers. The new system is set up for effectively protecting the rights of preschool teachers who are not in bureau of educations’ establishments and provides useful experience for the reform of the employment system of preschool teachers in the most part of China. Project team members have interviewed the head of preschool education in Zhenjiang Board of Education and the professor in education policy with the semi-structural interviews. Meanwhile, a questionnaire investigation is done for the 249 principals of kindergartens from different areas in Zhenjiang under the help of Zhenjiang City Board of Education. We found that Zhenjiang fully supports the reform of preschool education in order to clarify the government’s responsibility from both horizontal and vertical at the same time. It is unrealistic that all preschool teachers are fully paid by government. A key measure is to use the “personnel agency” for Zhenjiang preschool education reform. However, personnel agency still has no access to many private and non-governmental kindergartens in Zhenjiang currently which should be valued more. Most personnel agency bonus funds can’t meet the demand neither. Still, the merits of Zhenjiang’s experience outweigh such flaws. Related principals in other parts of China should consider an own concrete circumstance when they use for reference such as hiring local preschool teachers for the sake of the stability of the teaching force. Furthermore, government departments should cooperate with each other to formulate policies for better reform of the employment system of preschool teachers.

Reform of Teaching: The Foundation for Preparing Excellent Preschool Teachers

Poster Presentation 22nd to 24th of June

Prof. Rongfang Gu (Nanjing Normal University)

The professional development of college and university teachers in preschool education is simply the development of teaching. It is determined by the fundamental function of universities and teachers, which is to cultivate talents. It is also determined by the faith environment and living environment faced by teachers in preschool education. In the field of preschool education, we should implement the concept of teacher education and guide future teachers to participate in and study the reform of elementary education. We should also guide the future teachers to discover and solve practical problems, innovate teaching models thus forming their individual teaching styles and practice wisdom. In the past few decades, high-quality graduates in preschool education have long been cultivated by normal universities and teachers colleges with a long history of providing undergraduate program in preschool education. However, the current demand for preschool teachers is extremely high. In order to maintain the quality of preschool teacher preparation, team building and renewing of college and university teachers in preschool education is an important issue. College and university teachers should have the pursuit of education, which requires changing their identity from man of teaching to teacher researchers, changing their attitude from being passive to being proactive, from being tired of teaching to being joyful of teaching.

Keywords: excellent preschool teachers, higher teacher education, teaching, reform

Relationship between Early Childhood Teachers' Beliefs and Practices to Promote Social Interaction of Young Children in South Korea

Poster Presentation 22nd to 24th of June

Mrs. Hae Kyoung Kim (Seoul Women's University)

The purpose of this study was to examine the relationship among early childhood teachers' teaching experiences, education degree, social practices and beliefs about the importance of social interaction by judging the acceptability and feasibility of strategies for promoting the development of young children's social competence using path analysis. SIPPY questionnaire was administered to 142 early childhood teachers in South Korea and descriptive analysis, correlation and path analysis were used. Results showed, first, teachers in this study relatively hold strong beliefs about the importance of social interaction of young children. Among the three strategies, they believed environment arrangement and natural activity strategies are most acceptable and feasible. Then, they viewed intensive strategies are less acceptable and feasible. Second, there was a statistically significant relationship among teaching experiences, education degree, social practices and beliefs about the importance of social interaction. More they judge strategies as acceptable and feasible, more they use often. Third, regarding the structured relationship among the variables, there was an indirect effect of teaching experiences and education years on acceptability and feasibility of strategies. Also, it was found that feasibility of strategies was medium variable on current use. Implications were discussed for future research.

Reward or Punishment as an Ubringing Metod in the Opinion of Parents of Children at the Preschool Age

Poster Presentation 22nd to 24th of June

Dr. Dorota Bronk (Gdańsk University)

For centuries the process of upbringing has been based on two basic methods which are: reward and punishment. Most often in dealing with children we are guided by intuition, using rewards and punishments used by our parents. They are used mainly to induce changes in child's behaviour. Nowadays, experts on upbringing emphasize that praising and rewarding is much more important than punishing. There are also voices saying that punishment and reward are actually two sides of the same coin, and indeed - from the point of view of psychology punishment and reward work by the same mechanism. At present, some papers can also be read that do not allow the use of corporal punishment eg. beating or slapping.

Nowadays, should rewards and punishments be used by parents in the upbringing of their own children? This question was asked to respondents who are parents of children in preschool age, people between the ages of 20-40 years old. The study was conducted in Poland in the years 2016 and 2017. Place of research is Pomorskie Voivodship.

Key words: reward, punishment

“Seeing the World ...Trough Different Eyes”: An Educational Programme about Diversity for Children in Early Childhood Education

Poster Presentation 22nd to 24th of June

Ms. Anastasia Kountouroudi (Kindergarten teacher, Director of the Center of Preschool Education “Nipiakos Kipos”, Member of the OMEP’s Regional Committee of Thessaloniki, Vice President of the private kindergartens corporation of Thessaloniki – Macedonia and Thrace.), Ms. Ifigenia Kamperidou (Kindergarten teacher at the Center of Preschool Education “Nipiakos Kipos”, Member of the OMEP’s Regional Committee of Thessaloniki), Dr. Vassiliki Pliogou (Dr. in Science Education-Aristotle University of Thessaloniki, Academic coordinator of Dept of Early Childhood Studies and Special Education, Metropolitan College of Thessaloniki, President of OMEP’s Regional Committee of Thessaloniki, Greece)

This programme is based on the Rights, the Justice and the Respect for Diversity. The rationale for this project was “The International Day for Children’s Rights“ and it aimed at informing the children about the similarities and the differences between cultures, inspiring them to accept the diversity respecting the civil rights and developing the skills of collaboration, social sensibility and empathy. Being motivated by the book titled “Elmer, the colorful elephant“, which became a subject for discussion, this programme was carried through three stages and it was implemented to children between three and six years old at school “Nipiakos Kipos” in Thessaloniki. The first stage includes the speculation and the definition of the subject, through discussion, exchange of information and brainstorming. The second stage concerns the implementation of the activities with cognitive subjects: child and language, child and mathematics, child and environment, child and expression, child and creativity, child and computer science. Throughout this stage, the teachers and the children read the picture book “ The story of UNICEF in words “, discussed about the basic human needs and the human rights, while the children were engaged in several game-based activities like “ the blind Indian and his guide “ . In the last part of this stage, children created a poster with the title “WE ARE ALL EQUAL...WE ARE ALL FRIENDS”. The third stage is based on the total evaluation of educational world. They realized that human needs are common for all people in spite of their race or their origin. They enriched their vocabulary with new words like collaboration, solidarity, equality. In addition, many questions were answered by searching information on the internet and being involved in many activities approaching the final goal which was the development of a positive attitude and behavior towards diversity.

Social Networks in Support of the Independence of Care Leavers

Poster Presentation 22nd to 24th of June

Prof. Michiko Iwasaki (Tokyo Kasei University)

In Japan, childcare in society had tended to focus on long-term facility care, but in 2011 the Japanese government changed its policy, at which time it began to promote family-based care and family-like care with an emphasis on foster care and family homes. However, even at present, there are some 30,000 children living in childcare institutions for reasons such as divorce or disappearance of their parents, or who were the victims of abuse by their parents. In light of this fact, the emotional state, opinions, and independence of these individuals after leaving the institution are collectively considered key issues in children's rights.

The objective of this research—through interviews with 17 adult men and women who experienced living in child care institutions as children but who currently live relatively stable lives—is to explore the social networks required to facilitate independence of care leavers and their function.

My analyses show that there are commonalities and differences between the men and women studied. What was common between the men and women in the survey was that—for the purpose of facilitating independence—the relationship with their spouse be sound, and also that they had ongoing relationships with siblings, close family members, nursery teachers, etc. Analyzing by gender, the men rarely had networks of friends, but they tended to derive self-esteem from their workplace, regional communities, and families, which helped them to be independent. In contrast, the women were able to overcome difficulties and dangers through ongoing gatherings of friends and especially of fellow care leavers, and also by way of sustained contact with each other over time.

Superrealism in Children's Picture Books—Based on Anthony Browne's *Gorilla* and Other Works

Poster Presentation 22nd to 24th of June

Ms. Xiaoyuan Wu (Nanjing Normal University)

Abstract: Superrealism was an important artistic movement in the last century. Anthony Browne, English master of children's picture books, is well-known for his superrealistic style. Through analyzing the application of superrealistic elements in his works, especially the famous *Gorilla*, the present paper attempts to demonstrate the utilization and influence of superrealism in Children's picture books and the future development of superrealistic picture books.

After giving a general description of superrealism and Anthony Browne's superrealistic picture books, the paper focuses on a rather thorough analysis of *Gorilla*: its creation of metaphoric characters, such as the strong and gentle Gorilla representing an ideal father; its arrangement of superrealistic details, inspiring sense and sensibility; its contrast between picture and word, blending logic into fantasy; its themes of positive and negative orientation, mainly criticizing the deterioration of parent-child relation and advocating the cathartic imagination of children. The paper then deals with the children's special ability to understand and accept superrealistic picture books and their positive influence on the physical and psychological growth of children. Finally, the paper points out three dimensions of the future development of superrealistic picture books of children: stronger integration of picture and word, actual reality and virtual reality; greater attention to details, helping children obtain more sensual and sensible experiences; deeper probe into reality, preparing children for the real world.

Key words: Anthony Browne; *Gorilla*; picture book; superrealism

The Effects of Teachers' Happiness and Empathy on Teacher-Children Interactions Mediated by Teachers' Attachment

Poster Presentation 22nd to 24th of June

Prof. Hee Sook Park (Kangnam University)

The purpose of this study is to improve the quality of teacher-children interactions by analyzing the effects of teachers' happiness and empathy on teacher-children interactions focusing on the mediating effects of teachers' attachment. Data were collected through self-report type questionnaires from 365 teachers in 23 kindergartens and 21 child care centers. Teachers were asked to measure their happiness using the questionnaire adapted by Lee (2014) from the Happiness Scale (Ryff, 1989), and their empathy using the questionnaire adapted by Park (2015) from the Interpersonal Reactivity Index Scale (Davis, 1980), and toddler-teacher interactions using the questionnaire adapted by Lee (2003) from the Assessment Profile for Early Childhood Program, and their attachment using the questionnaire adapted by Kim (2014) from Experiences in Close Relationships Scale-Revised (Clark & Shaver, 1998). For data analysis, Pearson's Correlation, Multiple Regression Analysis and Hierarchical Regression Analysis were performed using the SPSS-WIN 23.0 Program.

The results from these analyses are as follows. First, there existed correlations among the four variables (teachers' happiness, teachers' empathy, teacher-children interactions, teachers' attachment), either positive or negative. From the sub-factors of four variables which showed meaningful correlations in general, four pairs, that is, between cognitive empathy and avoidance attachment, between verbal interaction and avoidance attachment, between self-acceptance and emotional empathy, and between behavioral interaction and positive interpersonal relationship, showed no correlations. The variable of teachers' attachment showed negative correlations with the other 3 variables. Second, teachers' happiness and empathy showed to have especially meaningful effects on teacher-children interactions when came together, that is, when teachers were both happy and empathetic. Third, teachers' attachment showed to have no mediating effects on these relationships. Based on the above results, it can be suggested that the quality of teacher-children interactions would be significantly improved when training programs which enhance teachers' happiness and empathy are provided institutionally.

Telling Tales: Oral Storytelling and Music for Young Children

Poster Presentation 22nd to 24th of June

Prof. Lenore Wineberg (University of Wisconsin Oshkosh)

This study reports findings of a new approach to teaching oral storytelling and music to promote learning. These findings contribute to practical strategies for integrating oral storytelling and music. This poster will report the participants' personal reflections on these activities.

Seventeen early childhood majors and three cooperating teachers received training in oral storytelling and music. They implemented two lessons on oral storytelling and music in their field experiences over a 10-week period. The results suggest that students agree with researcher Isbell that oral storytelling be given more attention as it is a more personal approach for children. Oral storytelling influences imaginative development, listening skills, and recall.

The Application of Deming Cycle (PDCA) to Enhance the Quality of Childcare Centers in Central Thailand to Reach the National Standard

Poster Presentation 22nd to 24th of June

Dr. Rathdow Phisalaphong (Nakhon Pathom Rajabhat University), Ms. Wariya Sompracha (Nakhon Pathom Rajabhat University), Dr. Jarutus Wongsakhaluang (Banruk Nursery School), Ms. Wilasinee Thongtab (Nakhon Pathom Rajabhat University)

In 2012 the Ministry of Social Development and Human Security of Thailand set up the National Standard for Childcare Centers comprising 14 indicators as a quality control for childcare centers countrywide. This research project applied the Deming Cycle (Plan-Do-Check-Act : PDCA) to assist twelve childcare centers in Central Thailand which had not reached the National Standard to improve their operation. The twelve childcare centers were selected from different backgrounds and affiliations to serve as showcases for other childcare centers in the country. The researchers used the Participatory Action Research (PAR) in the counseling and monitoring, focusing on three aspects, i.e., 1) the administration of childcare centers 2) the administration of learning process to promote child development 3) quality of children.

The result showed that all childcare centers achieved higher scores after the process. Among them, nine centers passed the National Standard at excellent level and one center passed at good level. The methods used to promote the quality enhancement of the childcare centers are 1) organizing learning activities through “Do it Together” approach to enhance understanding and real-situational practices 2) continuous counseling and monitoring of the centers’ application of knowledge gained from the learning activities to allow researchers to help identify and solve problems once occurred, and 3) utilizing online counseling to enhance the continuity and effectiveness of counseling and information exchange between centers and counselors.

The study, therefore, recommended that all three aforementioned methods be utilized in counseling and knowledge provision to childcare centers nationwide to help promote the quality enhancement of Thai childcare centers to reach the National Standard.

The Effect of Environmental Preservation Knowledge and Environmental Sensitivity on Preschoolers' Green Consumer Behavior

Poster Presentation 22nd to 24th of June

Prof. Chae Young Ran Chae (Honam University, South Korea)

□. Purpose

The purpose of this study was to figure out the effects of environmental preservation knowledge and environmental sensitivity on young children's green consumer behavior

The following are the main research questions:

1. What is the relationship between preschoolers' environmental conservation knowledge and environmental sensitivity and green consumer behavior?
2. What is the relative influence of green consumer behavior on children's environmental conservation knowledge and environmental sensitivity?

□. Methods

The subjects in this study were 220 five-year-old children (mean age 68.48) who attend daycare centers and kindergarten. The research data were collected through the 'Environmental Preservation Knowledge', 'Environmental Sensitivity', and 'Environmental Preservation Knowledge'. The data were analyzed by Pearson's correlation, Stepwise Multi-Regression using SPSS..

□. Results

The results of this study indicate that there were significant positive correlations environmental preservation knowledge and environmental sensitivity between green consumer behavior. The environmental preservation knowledge and environmental sensitivity was the predicted variable that has the most significant relative effect on green consumer behavior.

Lastly, the results of this study indicate that the child stress and social ability, and mother's parenting stress were found to be significantly different in accordance with the mother's types of adult attachment. The results found that the children of mothers who showed the secure attachment showed a lower level of stress and a higher level of social ability of young children, and the mothers themselves showed a lower recognition of parenting stress.

As for findings stated above, environmental preservation knowledge and environmental sensitivity had a positive effect on young children's green consumer behavior. This implies that environmental preservation knowledge and environmental sensitivity are important to enhance children's positive green consumer behavior.

The Effects of Poem Reading Activity on Emotional Regulation and Concentration in Five-year-old Children

Poster Presentation 22nd to 24th of June

Mrs. Myoung Hee Lee (Kangnam University), Prof. Hee Sook Park (Kangnam University)

The purpose of this study is to examine the effects of children's poem reading activity on emotional regulation and concentration in five-year-old children. This study formulated following research questions: First, Does children's poem reading activity influence their emotional regulation? Second, Does children's poem reading activity influence their concentration? This study selected 40 five-year-old children attending two day care centers, 20 for an experimental group and another 20 for a control group. The experimental group and the control group were selected from similar-sized day care centers located in the same region. Children's poem reading activity was repetitively done in the experimental group, everyday at the appointed time during their routine. In this study, the following tools were used. First, children's emotional regulation were measured using Lee Gyeong-ra (2007)'s research based on Salovey and Mayer (1990, 1996), Goleman (1995), and Saarni (1990)'s studies. Second, to measure children's concentration, this study employed Corbett (1998)'s Mr. CUCUI which Oh Yeon-ju and Jo Bok-hui (2001) used after modification and complementation in the study on correlation between children's concentration and motor ability. Mr. CUCUI, the concentration test, was conducted in a silent environment outside their classroom where they could pay attention under the teacher's instruction. Both the experimental and control groups received pre- and post-tests commonly to examine their self-regulation, and in the teacher's free choice activity class, it was done by the teacher's observation in natural condition. Data collected were performed using the SPSS-WIN 23.0 Program. The results of this study are as follows.: First, children's poem reading activity influences children's development of emotional regulation significantly. Second, children's poem reading activity influences children's development of concentration significantly. These results imply that repetitive and continuous children's poem reading activity can be an effective teachinglearning method to develop children's emotional regulation and concentration.

The Firefly – Our New Friend

Poster Presentation 22nd to 24th of June

Ms. Ivana Piličić (Kindergarten Ivanić Grad), Ms. Anita Bakarić Jakopčević (Kindergarten Ivanić Grad)

The *Firefly – Our New Friend* project arose from the need to strengthen the emotional and social competencies of four- and five-year-old children attending the Firefly group. The Firefly doll was devised and became an equal member of the formational group – the means for carrying out a symbolic game, but also a true friend to confide in, to seek hope, physical affection, and participated in excursions and celebrated birthdays. As a therapeutic tool, the doll helps children to strengthen the image they have of themselves, to express their emotions, and also the ability to confide in by means of the doll – especially if they are somewhat introverted or experience a particular crisis. Aided by the doll, more open children perfect their communication and social skills, strengthen relationships and their overall character. The Firefly doll has become part of the group's identity with which everyone has been able to identify with, and which has equal rights and duties as do the other children in the group, and where the doll adhered to the group's daily schedule, attended excursions, participated in common activities, listened to stories, and was part of the child's family. The project lasted 2 years and finished in last year's pedagogic year. The Firefly doll continues to be part of the Firefly group, and functions as a motivation and incentive for school preparation activities.

Keywords: social skills, communication, group's bonding, self concept, emotional stability

The Friendship Hug

Poster Presentation 22nd to 24th of June

Ms. Matea Milovac (Kindergarten Osijek), Ms. Mirela Schnitzer (Kindergarten Osijek)

The aim of educating children with developmental difficulties is maximum development in all aspects of children's development and growth and recognizing and accepting their differences, enabling play, growth and development in their natural environments, which is the aim and philosophy of inclusion. For developing self-confidence of a child with developmental difficulties it is very important for the child to be accepted by his/her parents, preschool teachers and peers, enabling him/her to develop his/her potentials. Kindergarten and school can help the child develop positive experiences of his/her family and give him/her further incentive for developing a positive self-image thus providing his/her environment further incentive for accepting differences. Inclusion of children with developmental difficulties in regular groups is important because peers are models of communication, developmentally appropriate behaviour, play, co-living and development of understanding and mutual respect. By observing and listening to the reactions of the environment and newly enrolled children in our kindergarten, we saw a need for developing their awareness and sensitizing the children and their parents. It is well known that early childhood is the most critical and sensitive period of the child's life, therefore it is our duty to give special attention to that period and enable a happier and quality growing up and development.

Keywords: inclusion, integration, sensitizing, activities

The Game and the Tree: Kinetic Treatment and Environmentally Conscious

Poster Presentation 22nd to 24th of June

*Prof. Charilaos Zaragas (university of Ioannina/ Greece), Dr. Vassiliki Pliogou (Metropolitan College of Thessaloniki),
Ms. Anna Angelaki (Primary Education of Ioannina / Greece)*

The purpose of this study was to promote environmental consciousness and motor development of children aged 4-6 years through a program that laid emphasis on kinetic learning and physical activities. Specifically, the group sensor motor games of the program took place both in the rooms of the kindergarten and a playground in a wooded area near the kindergarten. The physical activity program included hoeing, planting of seasonal flowers and seedlings, watering, pruning and general care of these, trips and game (climbing tree trunks, hide and seek, chase, etc.), in the woods. The program was held in the school year of 2015 - 2016 with a frequency of twice a week from 20-30 minutes. Before implementing the program parents and the authorities of the primary education were informed and they had given their consent. This program consisted of 32 infants (19 boys, 13 girls) in Ioannina of a private kindergarten. To estimate the kinetic development they were applied the "MOT tests - test, 4 - 6» of (Zimmer & Volkamer, 1987). The initial and final measurements showed that children improved their motor development. The estimation for the development of environmental awareness was made by the method of Bloom's cognitive taxonomy. With the method of semi-structured interview and showing the children some pictures with plants, animals and various human interaction effects with them, then they requested the children to describe these actions, and to determine whether these actions were acceptable or not for the environment and society. The evaluation of the program showed that children initially knew a few things, but then they got to know even more things about environmental concepts, such as how to plant small trees and flowers, how to treat them by watering and watching the weather, the value of these actions for society etc.

The Impact of Radioactive Contamination and the Effects of Subsequent Decontamination Efforts on Fukushima Kindergartens and Childcare Facilities

Poster Presentation 22nd to 24th of June

Dr. Takashi Saito (Shokei Gakuin University), Dr. Masaki Iwakura (Shokei Gakuin University), Prof. Sam Murchie (Shokei Gakuin University), Dr. Yutaka Yamazaki (Shokei Gakuin University)

On March 11th, 2011, a massive earthquake in northeast Japan caused an accident at the Tokyo Electric Power Company Fukushima Daiichi Nuclear Power Plant (FDNPP) that contaminated the surrounding environment with radioactive pollution. The radioactive pollution hit Fukushima prefecture the hardest. The 12 childcare facilities that we would eventually visit over the next few years after the earthquake had an air dose rate of 8 μ Sv/h - 0.2 μ Sv/h right after the accident.

Immediately after this accident at FDNPP, outdoor activities at surrounding childcare and kindergarten facilities were severely restricted. For example, farming activities were suspended and childcare workers chose to restrict children from drinking tap water.

Following the accident, the Japanese government considered all childcare facilities playgrounds with air dose rate levels above 0.23 μ Sv/h to be eligible for government-funded decontamination efforts.

Public childcare facilities were given assistance on multiple occasions whenever the playground contamination levels were high. However, these facilities received assistance only once. Therefore, the staff at private facilities were left to clean up much of the playground entirely by themselves.

In addition, public funds could only be used for decontamination efforts of playground surface. Efforts to clean the kindergartens vegetable gardens, play equipment, and trees did not receive public funds. Facility staff and/or parents were, again, left with no option but to conduct these cleanup efforts by themselves.

Our research showed that in 2016, 5 years after the earthquake, the air dose rate at the facilities was 0.18 μ Sv/h - 0.05 μ Sv/h.

As the cleanup effort progressed, limited outdoor activities were restarted at several of the childcare facilities. However, the cleanup is far from over and outdoor activities at some facilities are still severely restricted. Outdoor activity is essential to healthy childhood education, and radioactive contamination has been robbing children of this necessity for a long period of time.

The Influence of Teacher-Child Relationship and Sibling Relationship on Children's Social Competence

Poster Presentation 22nd to 24th of June

Ms. Sze Ming Wong (Hong Kong Baptist University), Dr. Tsz Ying Poon (Hong Kong Baptist University)

Compare with a larger sized nuclear family in the 1960s, Hong Kong parents tend to give birth to only one to two children nowadays. Hence, there are a growing number of only child in family. Previous research studies showed that siblings' social interaction positively affects one's social competence, while what are the related factors contribute to the social development of the only child left unknown. Thus, this study aims to find out the influence of sibling relationship, if any, and the influence of teacher-child relationship on children social competence. There were 136 three to six years old children participated in the current study, and both questionnaire survey and observation were conducted. First, six teachers self-reported in the questionnaire and rated the social competence of 136 children. Result showed that there is a significant difference between children with siblings and only children in terms of perspective taking aspect. The big sister also presented significant higher social competence when comparing with younger sister, younger brother, and elder brother. Second, one child with higher level of teacher-child relationship and another one children with lower level of teacher-children relationship were being observed in order to find out their social characteristics. Children have good relationship with teacher and participate in class activity more actively were more capable in solving problem; seldom behave aggressively; and receive positive reinforcement more frequently. Further more, teacher-child relationship showed significant correlation with children's social competence. Although, the current study has its own limitations in both sampling strategies and analyses, it recommends the importance of teacher-child relationship. More effort should be put to build close and warmth relationship with children in order to booster their social competence.

Keywords: Teacher-child relationship; Sibling relationship; Social competence & big sister

The Investigation of the Kindergarten Teachers' Professional Influence

Poster Presentation 22nd to 24th of June

Mrs. Hongfei Shen (China Welfare Institute Kindergarten)

Keywords: professional influence, kindergarten teachers, investigation

objective: all kindergarten teachers

methodology: questionnaire survey, interview

findings: Professional influence is one of the important hot spots of current education research. It is important means to improve the teachers' professional status. Professional influence is to use in the education process of teachers' whole quality, it shows inspiring power to society, impetus to peers and influence to parents by kindergarten teachers. Society, teacher peers and parents have very important function to the formation of teachers' professional influence.

Data analysis: alpha coefficient reaches 0.897 by analysis software SPSS17.0 , It shows this questionnaire has high reliability. Data show that teacher's influence in order for: society, parents and teacher peers. Different teachers' experience in professional influence of parents, teacher peers, social exist significant differences.

conclusions and recommendations: research shows that information network has played a important role of teachers' professional influence to parents, Teachers have greater recognition in the form of a new technology of network information. *Teachers' acceptance is general for our kindergarden peers' professional influence at present owing to using relatively simple and traditional ways.* The new teachers are short of specializing in the impact of effects. *Our kindergarden brand professional impact on society is very effective, So successful experience of can be summarized.*

The Research School on Communication and Relations as Foundations for Early Childhood Education

Poster Presentation 22nd to 24th of June

Prof. Ingrid Pramling Samuelsson (Gothenburg)

The research school on communication and relations as foundations for early childhood education takes its point of departure in the fact that children participating in stimulating early childhood education gain developmentally, including succeeding to a higher degree in school. The nature of teacher-child and child-child communication and the establishing and maintaining of fruitful relationships are fundamental to such gains. The research school will offer doctoral students (to a Licentiate degree) a high-quality education in this field of research. The students will conduct research and do course work at the University halftime and work with children in early childhood settings halftime. Early childhood education in an international perspective denotes institutional settings for children up to the age of 8 (or sometimes 10) years. In the Swedish context, this includes preschool, the preschool class and the first years of primary school. Qualified teachers working in these settings can therefore apply to the research school. The research school aims at developing the students' abilities to (i) conduct theoretically, methodologically and ethically sound research and (ii) carry out developmental work in preschool settings. The research school is given in collaboration between five universities (Gothenburg, Malmö, Karlstad, Kristianstad and Mälardalen). The first three of these universities have previously given three joint research schools since 2008.

The Role of Teachers for Approaching Peer Conflict with Respect for Diversity.

Poster Presentation 22nd to 24th of June

Ms. Sachie Suizu (Ochanomizu University)

This presentation discusses the role of the teacher in supporting peer culture with respect for diversity through a case study about peer conflict in a Japanese preschool. Corsaro (2014) proposed that peer culture is in line with interpretive reproduction, and children attempt to deal with conflicts in their daily lives by creating and participating in various routines of their peer culture. In this process, how do teachers participate and take on roles? To explore this, we observed a 4-year-old class once a week for a year with ethical approval, and focused on the teacher approached and how children engaged in conflict among young children.

Results showed that the teacher approached the conflict by showing empathy for both parties involved, rather than by rendering judgement of good and evil. The reason is the teacher hoped for children to recognize that both parties have their own circumstances, rather than to resolve peer conflict simply. In response to this, the way children engaged in their peer conflicts changed over the year. At the beginning of the year, some of the children judged which party was wrong. In contrast, at the end of the year, such judgements were not observed. Moreover, from the beginning to the end of the year, it had been observed that some children were very caring (e. g., repairing something broken by the other party).

In conclusion, our data suggested that the teacher's approaches were reflected in children's engagements for peer conflicts. Thus, the teacher's stance on conflicts, which meant recognizing the complexity of circumstances rather than judging the binary opposition between good and evil, influenced the children's stances and peer culture positively. In early childhood, sensibility for diversity may be cultivated if children encounter conflicts as opportunities of becoming aware of the complexity of circumstances.

The Usage of Materials in Young Age Children's Art Activities

Poster Presentation 22nd to 24th of June

Mrs. Ting Yan (China Welfare Institute Kindergarten)

Keywords: young age children; art activities; material

The fine arts activity as an activity children express the self cognition and emotion, strong operability, loved by children. Especially for young children, rich, interesting, novel art materials, can greatly improve their interest for art. In this paper, to young children as the research object, according to the specific delivery and application characteristics of the age of the research of art materials. For the 2 - 3 years old children, only to grasp the characteristics of their age, points of interest, personality characteristics to choose art materials, the value of education to give full play to art activities. Throughout the market really suitable for children's art materials, materials, how to excavate and enrich the care of children's art activities, to maximize meet the needs of young children, stimulate their interest in participating in art activities, we need to think about the problem and research. We must consider the new and odd younger children's art materials, this "novel" not only refers to the material itself is novel, fresh, more refers to particularly interesting, form. This can attract children's attention, so that children are interested, thereby actively involved in activities to. Young children's art materials must be moderate, moderate, suitable for the individual differences of children, which is the kind of material, quantity, should press activities children have a definite object in view to supplement. As a teacher to guide appropriate, make the material play a role in children's exploration. In this way, children can choose to use the materials, and can not influence by material itself, I give full play to all kinds of source in the lives of young children in art activities, with a taste of the materials, encourage children to actively explore.

The meaning of “diversity” in preschool education

Poster Presentation 22nd to 24th of June

Ms. Maria Georgilaki (Kindergarten teacher)

The most important thing in a child’s life and the most solid asset for their right psycho-emotional development are the incentives that provide a viable future. Furthermore, the meaning of diversity can be found very often in a child’s everyday life. For this reason, the children of two nurseries and with guidance from their teachers took part in a project based in diversity. The project’s sole purpose was to help children respect and accept diversity in their interpersonal relationships.

The results showed that children of the age of 3,5 could understand diversity and express it through drawings. Thus, in that way their emotional intelligence and empathy are expanding.

Furthermore, a reduce was shown in the children’s racist behaviors and their prejudiced ideas.

Young multilingual children encounter numbers - children and teacher communicate numbers in bilingual preschool

Poster Presentation 22nd to 24th of June

Mrs. Susanne Johansson (Gothenburg University)

Children are surrounded by teachers who use language to explain the meaning of numbers, and thereby involve the children in making sense of mathematical principles. Arithmetical comprehension and proficiency is dependent on children's intuitive notion of numerical meanings, but how arithmetic knowledge is developed and used is determined largely by culture and teaching. This study thereby investigates how young, multilingual children deal with numbers' part-whole relationship in an arithmetic task, by highlighting and discussing multilingual children's use of two languages in math activities. A recent study shows that the teachers tend not to support young multilingual children to use other languages than majority language as a resource in communication. The interest in this study is therefore to investigate the learning opportunities that emerge when two languages are used in a learning situation about numbers. The study is designed within the theoretical frame of the Variation theory of learning, which emphasizes that several aspects of a learning object need to be discerned by the child in order to develop a conceptual understanding of numbers. Data has been collected using video recording of a designed arithmetic task that two children (3.5 years) participate in together with their teacher, at 3-4 occasions. This study contributes to early childhood research by describing young children's use of several languages to learn arithmetic skills. Focusing on the preschool math activities and the communication opportunities provides new perspectives for understanding young multilingual children's learning (conditions) in preschool.

Keywords: Early childhood education · Numbers · Multilingual children · Variation theory.

The presentation is part of the Swedish National Research School on Communication and Relations as Foundations for Early Childhood Education (FoRFa), funded by the Swedish Research Council (grant no. 729-2013-6848).

Sustainable Leadership Development Project - a Case Study

Poster Presentation 22nd to 24th of June

Dr. Ulla Soukainen (The City of Turku), Dr. Elina Fonsén (University of Tampere), Dr. Sanna Parrila (Ediva Oy)

The leaders in Early Childhood Education and Care (ECEC) deal with many changes in Finland. The National Core Curriculum for pre-primary education was renewed in 2014. The new act of early childhood education entered into force on the 1st of August 2015. The content of ECEC is guided by the National Curriculum Guidelines on ECEC. Those guidelines were renewed in 2016 and according to the law every municipality has to make local curricula and plans during the year 2017. The local plans will be executed on the 1st of August 2017. The participation of both children and parents is one of the main focuses in the new curriculum.

ECEC is primarily organized in daycare centers and in family daycare. Depending on the municipality one leader can be in charge of several daycare centers and in some cases of family daycare, too. Being in charge of several daycare units has its challenges.

The context of this study is Sustainable leadership development project which was conducted in two Finnish municipalities in 2015-2016. The aim of the project was to strengthen early childhood leadership in the ever-changing conditions. The recorded data from the focus group discussions was analyzed with discourse analysis, and its aim was to define the principles of sustainable leadership in early childhood education. The research results show that in order to build sustainable leadership, a common understanding of key factors influencing the leadership structure is needed. Shared values, vision and the importance of strategy, communication, development work and pedagogical leadership structure are considered useful in sustainable leadership.

Keywords: early childhood education, sustainable leadership, development project, focus group, discourse analysis

Human Rights and Values: establishment, structuring and implementation of a physical education program for promoting the concepts of “responsibility and respect” in Six-Year Old Children

Poster Presentation 22nd to 24th of June

Prof. Charilaos Zaragas (university of Ioannina/ Greece), Ms. Anna Angelaki (Primary Education of Ioannina / Greece), Dr. Vassiliki Pliogou (Dr. in Science Education-Aristotle University of Thessaloniki, Academic coordinator of Dept of Early Childhood Studies and Special Education, Metropolitan College of Thessaloniki, President of OMEP's Regional Committee of Thessaloniki, Greece)

The purpose of this study was to approach and promote the concepts of responsibility and respect in children of 6 years old through the establishment, structuring and implementation of a program that had an emphasis on physical education. Specifically, the program included the creation of a positive learning environment with provision of support, emotional security, and integration of non-exclusion activities, establishment of rules of behavior, comparison with previous performances of ourselves, personalization of activities depending on the interests of children, feedback of behavior, maintaining of positive expectations, cooperation with all, traditional games and dances from different countries, teaching about conflict resolution. Additionally they were used techniques of cause effect, moral dilemma, personal perspective, and the perspective of the windows of Socrates' dialectical method 'why'. 24 children (13 boys, 11 girls) of a public kindergarten in the city of Ioannina participated. Before implementing the program parents and the authorities of the primary education were informed and they had given their consent. The program was implemented for three months in the spring of 2016 and took place twice a week for about 30 minutes. The method of semi-structured interview was used for the initial and final assessment of the approach of the concepts of respect and responsibility in children. The evaluation of the program showed that children initially knew a few things, but afterwards they knew more about the value of these concepts and actions for the welfare of society at large. Children learned to be more observant as they participated and watched the debates, the activities,. Also, they approached concepts interdisciplinary (language, literature, history, folklore, geography). They developed the visual motor ability of orientation in space, the joint capabilities and it seemed that they liked the program very much.

Mothers' Emotional Socialization Behaviours and Children's Skills to Regulate and Understand Emotions

Poster Presentation 22nd to 24th of June

Prof. Yaşare Aktaş Arnas (Cukurova University), Mrs. Rabia Özen Uyar (Cukurova University), Mrs. Melek Merve Yılmaz Genç (Cukurova University)

Although the relationship between emotional socialization behaviors, which support children's emotional developments, and various variables have been investigated, the effects of mothers' emotional socialization behaviors on children have been emphasized adequately. In this sense, the aim of this study is to determine the predictive effects of mothers' socialization behaviors on their children's skills to regulate and understand emotions. With this aim, children were selected whose mothers come from various socio-economic backgrounds and possess positive emotional socialization behaviors (e.g. expressive encouragement, emotion focused responses, problem focused responses) and whose mothers possess negative emotional socialization behaviors (e.g. punitive reactions, minimization reactions, distress reactions). These children's skills to regulate and understand emotions were then examined. The study is designed in the relational screening model. The sample of the study consists of totally 180 individuals including 90 mothers coming from various socio economic backgrounds and their children (n=90) between the ages of 36-66 months. The data of the study was collected via the "Coping with Children's Negative Emotions Scale" the "Emotion Regulation Checklist" and the "Wally Feelings Test." Multi regression analysis and multi variable variance analysis were both used. The findings of the study are still under documentation. In parallel with these findings, conclusions and implications will be stated.

Key Words: preschool, emotional socialization, emotion regulation, understanding emotions, coping with negative emotions.

Investigation of Young Children's Outdoor Play

Poster Presentation 22nd to 24th of June

Prof. Yaşare Aktaş Arnas (Cukurova University), Ms. Sule Saribas (Ministry of Education)

Outdoor play activities are indispensable opportunities for children's physical, social and cognitive developments as well as development of their creative skills. In addition, they are informal learning methods. The importance of outdoor play experiences has been accepted by everyone. Researchers claim that today's children spend less time playing outdoors than their ancestors because of various reasons. This study aims to investigate pre-school children's play behaviours and to compare their parents' play behaviours to theirs. It is thought that this research will contribute to the related literature in order to understand children's outdoor play behaviours. The participants of this study were 398 parents who had children between the ages of 3 and 6 and attended pre-schools in Adana, a city in southern Turkey. As a data collection tool, following Clements' study (2004), "The Inventory of Parents' and Children's Outdoor Play Experiences", developed by the researchers, was used. The inventory consisted of 3 parts. In the first part, there were questions addressing demographic info about family and child. In the second part, there were questions about parents' play behaviours during their childhood and in the third part, there were questions about play behaviours of children attending pre-school. Totally, there were 28 questions. The inventory was sent to parents of the children through the teacher and then taken back. An additional letter was attached to the inventory. In the letter, parents were instructed to consider their own childhood and their children's present time life experiences. The results of the study pointed out that today's children considerably spent less time playing in the outdoor in comparison to their parents. According to parents, this derived from health conditions, worries about security, environmental impossibilities and use of technological instruments (computer, television, tablet, ...). The results are compatible with the findings in the related literature.

Perceptions of Pre-Service Preschool Teachers' Towards Inclusion

Poster Presentation 22nd to 24th of June

Prof. Ayperi Dikici Sigirtmac (Cukurova University), Mr. Oguz Keles (Cukurova University), Mrs. Melek Merve Yilmaz Genc (Cukurova University)

In this study, the effect of special education and inclusion course on the attitudes of pre-service preschool teachers towards inclusion was investigated. In this regard, a total of 96 pre-service teachers studying at the department of early childhood education in the Faculty of Education of Cukurova University in the 2015-2016 academic year were included. Convergent parallel design, which is one of the mixed methods, was used to design the study. Quantitative aspect of the study was administrated with single group pretest-posttest methods and "Emotions, Attitudes and Anxiety Scales in regard with Inclusive Education" were used to collect the data. According to the quantitative results, no statistical difference was found in terms of emotions and attitudes scales ($p > 0.5$). On the other hand, there was a statistically significant difference in favor of post-test in the anxiety scale ($p < .05$) after special education course. In the qualitative dimension of the study the interview form was used to present views of pre-service teachers in regard with inclusion and the content analysis was used to analyze the data obtained. Accordingly, twelve categories were specified from the data obtained and three main themes were achieved by combining these categories. In this direction, pre-service teachers stated that they were informed about teacher competencies, children with special needs, and inclusive education after receiving special education and inclusion course. Secondly, it was determined that they were concerned about teacher competencies, family support, peer acceptance, needs and management of the child and school administration. In addition, the results obtained from this study give details about pre-service teachers' increase in self-confidence and faith in success. When the results of the study were analyzed in general, it can be concluded that increase in the level of knowledge has also increased the level of anxiety and self confidence of pre-service teachers'.

Examination of Topological Transformation Perception of Preschoolers According to Age Levels

Poster Presentation 22nd to 24th of June

Dr. Sule Erden (Cukurova University), Dr. Ayten Pinar Bal (Cukurova University)

The aim of this research is to examine topological transformation perception of preschoolers according to their age levels. This study was designed according to case study among qualitative research method. In this scope, individual interviews were done with total of 42 children (21 girls, 21 boys) consisting of 15 children at the age of 4, 9 children at the age of 5, 18 children at the age of 6 that are educating in a private kindergarten in central district of Adana province. During interview two types of activities were applied to children in three different age group in order to obtain what their topological perceptions are. Interview period with each child lasted approximately 20 minutes. The first one was “yawning face activity” that aims to reveal “plasticity-wrinkling” property. The second one was “overhead” activity that aims to measure “distance-nearness” perception. During the application of activities as one of the researchers was applying activities to children, the other researcher was taking notes about the answers of children. The data obtained from the interviews done with children were transferred to computer environment as raw data. Later a content analysis was done from these data by forming available theme and code. In order to determine the reliability of analysis the opinions of three specialists were asked. The researchers applied Kappa analysis to identify accordance and found out that accordance level is high. According to the findings obtained from this study, there reached a conclusion that as the age levels of children increases they perceive topological transformations better and they show a development according to age. As a result of this study, it is suggested to do studies relating if topological transformation shows development or not in earlier ages in case of supporting it in pre-school period.

Work Migrant and Refugee Parents Developing Trust to the Norwegian Kindergartens

Poster Presentation 22nd to 24th of June

Dr. Alicja R. Sadownik (Høgskulen på Vestlandet), Dr. Anne Grethe Sønsthagen (Western Norway University of Applied Sciences)

Norway becomes more and more heterogenic society, what strongly affects the educational sector. This paper focuses on the early childhood level for children aged 1-6 (kindergartens), and the process of trust development between the staff and the migrant parents from Poland.

The data material comprises over 10 family interviews with Polish children and parents, 30 interviews with Polish mothers, 10 interviews with Somalian mothers, whose children attend(ed) the Norwegian kindergartens. The research material is analyzed in the theoretical framework of Cultural-Historical Activity Theory with help of a model of developed by Mariane Hedegaard.

Being socialized in another cultural context with other values associated with childhood and care, the Polish parents enter the Norwegian kindergarten with a lot of skepticism connected to the daily institutional practices. The Somalian parents are in the first time introduced to the institutional way of taking care of children. Nevertheless, through daily interactions as well as through children's experiences of it, the trust is developed. The main factors facilitating trust to the Norwegian institutional practices turned out to be: information; professional rather than "national" justification of the institutional practices; child's well-being in the kindergarten, which in case of older children (4-6) entering the Norwegian kindergarten depends on additional language support. Younger children used to "like" their kindergartens very much and describe it as pleasurable, full of play and offering another kinds of fairytales than home.

The conclusions address the trust-building processes in a multi/inter-cultural society and shows the role of trust-agency that the kindergarten can play within it. Moreover, thanks to the cultural-historical theoretical frame, they show the importance of the origin of a migrant group and rather suggest avoiding categories like: "migrants" or "foreigners" that cover the cultures of origin (that strongly influences the way in which the institutions in the destination country are perceived).

Recherches, pratiques et orientations mises en place par le Canada, la France et le Japon ainsi que les recommandations de l'UNESCO.

Symposium 1 "Recherches, pratiques et orientations mises en place par le Canada, la France et le Japon ainsi que les recommandations de l'UNESCO"

Ms. Christiane Bourdages Simpson (President of OMEP-Canada)

Ces présentations, **en français**, par des membres de l'OMEP, permettra aux participants de constater l'ampleur des préoccupations et des travaux menés en lien avec les différentes actions entreprises à travers le Canada, la France et le Japon, pour soutenir les fondations d'un avenir durable en lien avec la petite enfance. La formation des adultes qui accompagnent et soutiennent ces enfants sera aussi abordée.

Vous aurez en main des pistes concrètes issues de recherches, d'études et de pratiques pour développer des stratégies afin de permettre aux jeunes enfants d'accéder à une éducation préscolaire inclusive, de qualité et ce, dans une société équitable pour un avenir prometteur et durable.

En conclusion, les représentantes de l'OMEP à l'UNESCO présenteront une synthèse du rapport d'activités 2016 ainsi que les orientations en termes d'éducation pour parvenir à atteindre l'objectif 4 des Objectifs de développement durable UNESCO-ONU: une éducation de qualité.

A-Éducation et développement durable : Enseignement de qualité et objectif de développement durable

Symposium 1 "Researches, pratiques et orientations mises en place par le Canada, la France et le Japon ainsi que les recommandations de l'UNESCO"

Prof. April Johanne (Université du Québec en Outaouais), Prof. Catherine Lanaris (Université du Québec en Outaouais)

1-CANADA- Quelles sont les conditions qui permettraient de mettre en place une maternelle inclusive dès l'âge de 4 ans et ainsi répondre à la logique d'éducation durable, à la diversité et au vivre ensemble, en continuité avec les orientations 2030 de l'UNESCO ?

Education pour le développement durable: qualité de l'enseignement et objectifs pour le développement durable

Symposium 1 "Researches, pratiques et orientations mises en place par le Canada, la France et le Japon ainsi que les recommandations de l'UNESCO"

Mrs. Lisbeth Gouin (OMEP France)

4-UNESCO- Laparticipation de l'OMEP au comité de liaison des ONG à l'UNESCO : Brève synthèse du rapport d'activités 2016 et des orientations en terme d'éducation pour parvenir de 2015 à 2030 à l'ODD 4.

B-Jouer et Apprendre : l'enfant et son développement

Symposium 1 "Researches, pratiques et orientations mises en place par le Canada, la France et le Japon ainsi que les recommandations de l'UNESCO"

Prof. Jean-Yves Lévesque (Université du Québec à Rimouski)

5-CANADA- En évitant d'entrer dans le courant actuel qui tend à primariser les apprentissages et à «déludifier» les activités des enfants à l'éducation préscolaire, un groupe d'experts d'OMEP-Canada s'est penché sur les conditions favorables qui permettent de porter attention à l'enfant et à son développement.

B-Jouer et Apprendre : l'enfant et son développement

Symposium 1 "Researches, pratiques et orientations mises en place par le Canada, la France et le Japon ainsi que les recommandations de l'UNESCO"

Prof. Laroui Rakia (Université du Québec à Rimouski)

CANADA- «L'entrée dans l'écrit au préscolaire : points de vue et pratiques d'enseignantes québécoises». Cette recherche a été menée auprès d'enseignantes à l'éducation préscolaire 5 ans, dans six régions du Québec. L'objectif principal était de connaître les pratiques utilisées par ces enseignantes quant au développement de connaissances, de stratégies et d'habiletés qui supportent l'émergence de l'écrit au préscolaire.

B-Jouer et Apprendre : l'enfant et son développement

Symposium 1 "Researches, pratiques et orientations mises en place par le Canada, la France et le Japon ainsi que les recommandations de l'UNESCO"

Prof. Diane Biron (Université de Sherbrooke.ca), Prof. Hélène Larouche (Université de Sherbrooke), Ms. Julie Vaillancourt (Université de Sherbrooke.ca)

6-CANADA- «Décrire et valoriser l'apprentissage actif chez les jeunes enfants au moyen de vignettes » Lors d'une recherche-formation portant sur le processus d'apprentissage des jeunes enfants de maternelle dans des situations spontanées où le jeu est privilégié, une collecte de données a été réalisée à l'intérieur d'un dispositif original et innovant : l'élaboration de vignettes d'apprentissage actif (VAA). Les résultats seront présentés sous l'angle de trois compétences fondamentales dans le développement de l'enfant : interagir, communiquer et raisonner.

C-Jouer et apprendre : continuité des apprentissages

Symposium 1 "Researches, pratiques et orientations mises en place par le Canada, la France et le Japon ainsi que les recommandations de l'UNESCO"

Mrs. Mie Oba (Faculty of Education, Fukuyama City University)

11-JAPON- Comment favoriser et soutenir le développement durable en éducation lors de la transition des enfants japonais de l'éducation préscolaire à l'école élémentaire ? Ce projet de collaboration réalisé à Fukuyama (près d'Hiroshima) présente une pratique unique et efficace au Japon. Les résultats seront présentés, en lien avec le développement des enfants, leur réalité et le rôle des professeurs.

C-Jouer et apprendre : continuité des apprentissages

Symposium 1 "Researches, pratiques et orientations mises en place par le Canada, la France et le Japon ainsi que les recommandations de l'UNESCO"

Mrs. Danièle Perruchon (OMEP-France President)

10- FRANCE- Entrer dans le monde numérique dès le plus jeune âge : que faire ? Comment faire ? Comment donner des repères pour en comprendre l'utilité ? Comment former des enfants citoyens du monde et utilisateurs avisés des outils, des services et des ressources numériques ?

Jouer et apprendre : continuité des apprentissages

Symposium 1 "Researches, pratiques et orientations mises en place par le Canada, la France et le Japon ainsi que les recommandations de l'UNESCO"

Mrs. Emmanuelle Soucy (Université du Québec en Outaouais), Dr. Christian Dumais (Université du Québec à Trois-Rivières)

9-CANADA- La fréquentation du service de garde en milieu scolaire par l'enfant de 5 ans, le matin avant l'école, le midi et après l'école, est une pratique très répandue au Québec. Y a-t-il continuité des apprentissages entre la maternelle 5 ans et le service de garde en milieu scolaire ? Les chercheurs présenteront les résultats de leur recherche, certaines pratiques prometteuses ainsi que de nouvelles pistes à explorer.

Développement durable en éducation à la petite enfance, comment optimiser la qualité des services de garde 0-8 ans

Symposium 1 "Researches, pratiques et orientations mises en place par le Canada, la France et le Japon ainsi que les recommandations de l'UNESCO"

Prof. Marie Jolicoeur (cégep de Sainte-Foy, Sainte-Foy college)

Le développement durable en éducation à la petite enfance, comment soutenir et bonifier la qualité des services offerts dans les services de garde dédiés aux enfants de 0 à 8 ans. Des expérimentations concernant l'optimisation de la qualité, tel que cap qualité, des outils et grilles d'évaluation et le programme éducatif provincial seront présentés. Les exigences professionnels au regard de la formation de base ou continue des éducateurs à la petite enfance du québec seront aussi adressées.

Le Cheminement Professionnel du Personnel Éducateur à Travers l'Approfondissement de la Notion de l'Environnement comme Troisième Éducateur dans la Pédagogie Reggio Emilia

Symposium 1 "Researches, pratiques et orientations mises en place par le Canada, la France et le Japon ainsi que les recommandations de l'UNESCO"

Prof. Manon Boily (Université du Québec à Montréal), Dr. Joanne Lehrer (Université du Québec en Outaouais), Mrs. Sylvie Martel (Université du Québec à Montréal)

Cette communication présente le parcours des éducateurs qui se sont questionnés sur l'espace en vue de l'optimiser. Elle souligne la richesse des environnements créés par les éducateurs afin de permettre aux enfants d'être en relation avec leur plein potentiel. En parallèle, elle met en évidence les stratégies mises en place pour soutenir et guider la réflexion des éducateurs en vue d'aménager leur environnement selon les principes de la pédagogie Reggio Emilia.

Workshop on OMEP's Work with Global Action Program

Workshop 1A

Prof. Ingrid Pramling Samuelsson (Gothenburg), Dr. Judith Wagner (Whittier College), Dr. Ingrid Engdahl (Stockholm University, OMEP Sweden), Prof. Glynne Mackey (University of Canterbury), Prof. Eunhye Park (Ewha Womens University), Prof. Rima Salah (Early Childhood Peace Consortium)

Two years ago, OMEP was selected by UNESCO to participate in its world-wide sustainability project. OMEP's role is to focus on sustainability with and for the world's youngest citizens. Leaders in OMEP's Education for Sustainable Development projects (ESD) have developed and piloted the Environment Rating Scale for Sustainability to assist teachers and teacher educators in promoting ESD in early childhood. Now available in many languages, the scale was piloted in nine countries, with results published in Siraj-Blatchford, J., Mogharreban, C., & Park, E. (2016). (Eds.), *International research on Education for Sustainable Development in Early Childhood*. Springer: Switzerland. DOI: <https://doi.org/10.1007/978-3-319-42208-4>. OMEP has also developed a research bank with many examples of ESD in early years (<http://www.eceresourcebank.org>). This workshop will provide participants with hands-on opportunities to work with the scale and learn how to use the research bank. There will also be time for participants to share their ESD ideas with one another. Join us in our effort to promote sustainability in early childhood throughout the world.

Keywords: Early childhood education, ESD, sustainability

The Effect of Perceptual, Emotional, and Cognitive-Based Creative Drama Education on Children's Perspective-Taking Skills

Individual Presentations 1I

Prof. Ayse Belgin AKSOY (Gazi University), Ms. Hurside Kubra Ozkan (Gazi University)

Abstract

Drama activities can be used as a tool for the acquisition of perspective-taking skills which help individuals build positive social relationships with others in the society. As drama activities give a child an opportunity for role playing and taking on different roles, they enable the child to develop a more mature skill, a shift from self-centered ideas towards understanding others' perspectives. The aim of the present study was to investigate the effect of perceptual, emotional, and cognitive-based creative drama education program on perspective-taking skills of preschool children at the age of 5. In this regard, perceptual, emotional, and cognitive-based creative drama education program consisting of 16 sessions was planned and applied to these children. The study was carried out by using a pretest-posttest experimental design. The study group was composed of 28 children attending two different preschools (14 in the experimental group and 14 in the control group). Perceptual, emotional, and cognitive-based creative drama education program was applied to experimental group two times a week for a period of eight weeks. In this study, children's perspective-taking skills were determined by the "Perspective-Taking Test" that was developed by Kurdek and Rodgon (1975) and adapted to Turkish by Şener (1996). The effect of creative drama education program on children's perspectives was interpreted by considering different variables, such as gender, duration of preschool attendance, etc. The present research study revealed that the perceptual, emotional, and cognitive-based creative drama education program had an effect on children's perspective-taking skills.

Key words: creative drama, perspective taking skills, early childhood, preschool education

Determining the Perceptions of Children towards “Being a Child”: Example for Metaphor Analysis

Individual Presentations 1I

Mrs. Mukadder Dilber (Gazi University), Mrs. Kevser Tozduman Yaralı (Kırklareli University), Prof. Abide Güngör Aytar (Gazi University)

The ‘childhood’ concept is perceived differently in every society and this perception can change over time. Although it is difficult to make a universal definition, childhood can be defined as a stage that requires a safe environment for playing games and growing up before adulthood. There are a lot of studies conducted on the perception of childhood. However, there are no studies evaluating the ‘childhood’ concept from children’s point of view. This study aims to investigate the perceptions of children towards “being a child” through metaphors and drawings. In this study, the phenomenology design of qualitative research method was utilized. The convenience sampling method was used to determine the participants for this study who were composed of 47 preschool (5- and 6- year old) children and 50 primary school (8- and 9- year old) children. In order to collect data, a form was used in which the children were asked to complete the following statements; “Being a child is like Because”, similarly the participants were asked to reflect their ideas through drawing. In the analysis and interpretation of the data, the content analysis method was used. The metaphors elicited from children were classified into categories based on their common features. In this respect, “playing games, juniority/eldership and adult manipulation” were most frequent ones among the categories of preschool children’s metaphors towards being a child. On the other hand, “being active, being free, and being beautiful” were most frequent categories of primary school children. It has been identified that children at the preschool period made physical references more frequently in their metaphors about being a child, while primary school children used psychological references more frequently. The results of the study are in parallel with the developmental tasks of the children’s development period.

Keywords: being a child, metaphor, drawing, qualitative research

Evaluation of Early Childhood Education in Turkey

Individual Presentations 1I

Prof. Zeynep Fuyla Temel (Gazi University), Prof. Ayse Belgin AKSOY (Gazi University), Dr. İlkey Ulutaş (Gazi University), Mrs. K. Busra KAYNAK EKICI (Gazi University), Ms. Hurside Kubra Ozkan (Gazi University)

Qualified early childhood education are needed for the holistic development of the children's cognitive, linguistic, motor and social-emotional skills and improve them towards their needs, interests and abilities. Even though the National Early Childhood Education Program in Turkey strengthened in 2013 with the cooperation of professionals from universities and pre-school teachers, qualitative preparation of a program alone may not be sufficient. When the program is not underhanded or comprehended by the teacher, problems may occur during the implementation. With this in mind, the goal of this study is to determine the opinions of the academicians about the implementation of the National Early Childhood Education Program. The study group is comprised of the lecturers working on the Early Childhood Education undergraduate program at universities from different geographical regions of Turkey. The lecturers were reached via e-mail and they filled out the "Form for the Evaluation of the National Early Childhood Education". In order to discuss the difficulties and challenges during the implementation of the program, a face-to-face interview was also conducted with a group of selected lecturers who filled the form. The opinions of the lecturers were categorized in terms of philosophy of preschool education program, teaching strategies, communication, family participation, integration and assessment. Data were analyzed based on title, seniority and program experience of the lecturers. We discuss the findings and also provide suggestions on the challenges and issues that need to be addressed for the provision of effective Early Childhood Education.

Keywords: early childhood education, early childhood program, teacher, assessment.

Emotional Intelligence and attitudes of children toward animals

Individual Presentations 1I

Dr. İlkey Ulutaş (Gazi University), Dr. Serap Demiriz (Gazi University)

Emotion intelligence is a set of components that include recognizing emotional signals in facial expressions, understanding emotions correctly and managing emotions in real or imaginary situations. The individual components of emotion intelligence begin to develop from early childhood and proceed through to life span. Therefore Emotional intelligence has fundamental role not only in the social and emotional adjustment of children but also in the development of compassion to nature and animals. Children have strong interest in animals. When children interact with animals and nature they can experience to use emotions and emotional understanding. Touching or caring an animal improve their sharing, problem solving and empathy skills. Recently children grow up in buildings or artificial environment without any natural sensitivity. Research showed that children who had closer relationships with their animals were higher on the social competency and empathy. Lack of emotional understanding and empathy has been associated with animal abuse. For this reason current study aimed to identify associations between emotional intelligence of children and attitudes to animals. 300 preschool children were participated to the study. Children were assessed using “Sullivan Emotional Intelligence Scale for Children” and “The Children’s Attitudes towards Animals (CATA)”. Data were analysed based on the gender, having a pet and willingness to have a pet. Correlations also operated between emotional intelligence and attitudes towards animals. Results are discussed taking into account different factors that may affect children’s emotional intelligence and attitudes towards animals.

Development of a Metacognitive Thinking Test for Turkish Preschool Children

Individual Presentations 1I

Mrs. Hatice Merve İmir (Yıldırım Beyazıt University), Mrs. K. Busra KAYNAK EKICI (Gazi University), Prof. Zeynep Fulya Temel (Gazi University)

Young children's metacognitive development is greatly important because metacognitive abilities increase children's consciousness toward their own learning processes. In contrast to deficiency-based arguments regarding children's metacognitive abilities, recent studies have shown that children, as young as 3 year-old, are able to develop and show metacognitive awareness. In order to foster and respond to children's emerging metacognitive skills, evaluation of these skills in early ages is essential. Literature shows that young children's metacognition is usually tested and evaluated through interviews, visible thinking practices, narrative techniques based on drawing and writing, inner talking techniques and observations. However, in Turkish literature no specific instrument or technique identified for assessing young children's metacognitive abilities has been encountered. That's why, the aim of this research is to develop a metacognitive thinking ability test for 5-6-year-old preschool children based on early childhood metacognitive tests applied in different parts of world. In our test, children are firstly presented some semantically unrelated pairs of pictures and they are asked to learn these pairs. Then they are firstly expected to recall and tell the piece of information that has just been learnt (the pair of object), and secondly to evaluate the correctness of their recall on five point smiley scale. In other words, during the test children firstly learn the paired associates, then try to recognize each object's pair, and finally estimate whether their answer was correct or not by pointing out a relevant smiley (ranging from happy smiley for "very sure" to sad smiley for "very unsure"). Test has been applied to 150 5-6 years old preschool children living in Ankara, Turkey. Each child has taken the test individually in a separate room. Results and implications will be presented in conference.

Keywords: metacognition, 5-6 year-old children, metacognitive thinking test, early childhood

Determination of The Views of the Principals and Teachers about the Planning, Implementation and Evaluation of the Activities in the Preschool Education Curriculum

Individual Presentations 1I

Mrs. Ece Özbal (Ankara University), Mrs. Burçin Aysu (Ahi Evran University), Prof. figen gürsoy (Ankara University), Prof. neriman aral (Ankara University)

Preschool years is a period when development is very fast and it forms the basis of human life. During this period; the preschool education institutions, whose main objective is education with an expert education staff, with programs targeting at multi-dimensional development of the child to ensure that all of the development stages of the child are realized in a healthy and safe environment, have an important place. One of the key elements for the preschool education institutions in achieving their targets is the implemented education curriculum, teachers implementing that curriculum and the principals working with the teachers. The school principals also have great responsibilities in the effective implementation of the education curriculum by the teachers. The efficiency of the curriculum is determined by the views of the principals and teachers on the planning, implementation and evaluation of the activities in the education program. It is thought that determining the views of the principals and teachers in this regard is crucial for eliminating the problems related to planning, implementation and evaluation and for achieving the aims of preschool education program. In this regard, this study aims at examining the views of principals and teachers about the planning, implementation and evaluation of the activities in the preschool education program. The population of the study comprised of school principals and teachers working at independent preschool education institutions in Kırşehir and who voluntarily participated in the study. In order to obtain information about the school principals and teachers, "Personal Information Form" was used in the study. For the purpose of the determining the views of principals and teachers about the planning, implementation and evaluation of the activities in the preschool education program, semi-structured interview form, which was prepared separately for principals and teachers, was used.

Examination of the Strategies Implemented by Preschool Teachers in Class Management against Undesired Behaviors

Individual Presentations 1I

Mrs. Burçin Aysu (Ahi Evran University), Prof. Neriman Aral (Ankara University), Mrs. Ece Özbal (Ankara University), Prof. Figen Gürsoy (Ankara University)

Preschool education can be defined as the development and education process that covers the period starting by the birth of the child till the beginning of the basic education and has a very important role in the lives of children; when the physical, psycho-motor, social, emotional, mental and language developments are largely completed and the personality is shaped in this direction. In this process, preschool education institutions come after the family which provide an environment where children can create their own environments with their peers and undergo a development in the healthiest and most natural way. And an effective implementation of educational objectives in preschool education institutions can be achieved through an effective classroom management. Positive and negative behaviors of the students are directly related to the behaviors of the teacher. The behavior of all students can change with the establishment of an effective classroom management system by the preschool teacher. In this content, it is considered to be important to determine the classroom management skills of the teachers who work at preschool education institutions. Starting from this point, it was aimed to determine the classroom management skills of the teachers working at preschool education institutions and to examine whether various variables in the classroom management skills of the teachers make any difference or not. The population of the comprised of preschool teachers who were employed as permanent staff at the preschool education institutions in the districts of Ankara, where both private and public nursery schools existed and who were voluntarily participated in the study. For the purpose of obtaining information about the teachers, the “Personal Information Form” developed by the researchers and the “Scale for Determining the Strategies of Preschool Teachers Against Undesired Behaviors in Classroom Management” developed by Keleş (2015) were used in the study.

Preservice Preschool Teachers' Recycling Intentions

Individual Presentations 1I

Dr. Deniz Kahriman (Mersin University), Dr. Savas Pamuk (Akdeniz University)

Preschool teachers play active and significant role in assisting young children to understand issues of sustainable development. Considering their influence on young children, it is important to answer that how they behave for a sustainable future and which factors affect their behaviors. Preservice preschool teachers' intentions to recycling and influential factors in their intentions were analyzed in this study through Theory of Planned Behavior (TPB). The data of the study were collected from 307 preservice preschool teachers from two universities via a survey to measure their attitude, subjective norms, perceived behavioral control, intention and behavior regarding recycling. After analyses, the results indicated that preservice preschool teachers exhibited high scores on the level of attitude, subjective norms and intention compared to perceived behavioral control. On the other hand, perceived behavioral control was shaped by recycling opportunities in their childhood, college campus and city that they live in. And finally, the linear combination of recycling attitudes, subjective norms, and perceived behavioral control were found to be significantly related to their intentions. These predictors were explained 32% of variance in preservice preschool teachers' behavioral intentions on recycling. In this regard, there is evidence that preschool teacher candidates are willing to recycle. This research attempted to fulfill the gap identifying the determinants of preservice preschool teachers' recycling behavior in Turkey. The current research can make a contribution to the improvement of the quality of early childhood education for sustainable development.

Children perspectives on everyday life in ECEC

Workshop 2A

Prof. Unni Lind (Roskilde University Denmark), Dr. Ida Kornerup (UCC university college Copenhagen)

A Danish study (Children's ombudsman 2011) shows that children are rarely involved in decision making in their ECEC (Early Childhood Education and Care) facilities. Children express a need to be more involved and listened to. The first aim is to present and discuss methods of how to voice children's own perspectives on everyday life. The second aim is reflection on the significance of such children's perspectives on pedagogical knowledge and practice. Our research on children as participants in research and in institutional developments addresses overall interests in democratization and humanization, that can be traced back to strategies for Nordic welfare developments and the Conventions on Children's Rights.

We will show how involving and empowering children's participation can be substantiated by methods that enable children to raise their own ideas, wishes and critique related to their everyday life. This is important for the quality of pedagogical work, as it is equal important to discuss the implication and relation between micro, meso and macro level regarding children's life and pedagogical work in daycare. Due to a European focus on effective preschool practice, many preschools and child care settings have been enrolled in educational programmes and projects aiming to develop more effective and high quality practice

We will present two metodologily perspectives giving voice to children. The first presentation will be on quality in ECEC from the children's perspectives. How do staff and politicians make sure that we include children's different voices when taking and measuring quality in ECEC. (Sheridan og Williams (2007). The second presentation is Future creating workshop involving Kindergarten Children. An action research project concerning children's well-being and workslife. It is designed to accommodate children's participation through graphic illustrations of children's critique and utopias. The design stems from (Reason and Bradbury 2001; Bloch 1991; Ahrenkiel et al. 2012)

Modern Growing Up: Changes and New Relations

Student Presentations 1A

Ms. Helena Hrupec (Dječji vrtić Veliki Bukovec)

Growing up in modern world is under the influence of different social, technological, political, economic and cultural changes. Such changes reflect differently on family, especially on children and childhood. Old games and toys are replaced with new ones. Relations between children, and between children and adults are getting a new, changed meaning. Trends of accelerated growing up, and complete disappearance of childhood, as well as childhood commercialization in the form of manipulation of global market and economy related to children and children life, are more present.

In first part of work, important things related with changes which afflicted modern society, family and children are explained and presented theoretically. New views on children and childhood, new relations, technological development and increasingly involvement of media, especially electronic media, are spoken of. In the second part, focus is on survey of modern life of parents and preschool children (N=300). From the results follows that still dominates families with married parents and their children (79.9%), and part of the families (20%) is living in the same household with grandparents. The average maternal age at first child birth is 28, and there is even 55.2% of families with only one child. It is interesting that children spent equal amount of time in outdoor activities and in the use of media. Finally, there is a lot of changes in the modern lives of parents and children. It is assumed that there will be even more changes in the future.

Key words: modern world, acceleration and disappearance of childhood, consumering childhood, media influence

The Media and Forming Cultural Identity in Childhood

Student Presentations 1A

Mr. Mensuda Karović (Faculty of Philosophy in Zagreb)

The goal of this paper is to demonstrate media importance in forming cultural identity during early childhood. Identity forming is a life-long process starting at birth and continuing through certain development stages. Forming takes place through primary and secondary socialization processes aimed at acquiring cultural attitudes, and values. Besides the influence of traditional factors of socialization, the simplest but most dangerous cultural standards acquisition is conducted through media content. Nowadays children lives in the media environment which is more complex than ever. Children have media access even in their bedrooms, free to choose the content without adult. Media content abounds with different characters who are potential role models for children. Looking at the behavior of idols daily children take different roles, often participate in actions by adopting certain behaviors and habits. The behavior modeling is based on identification and imitation. Children simply want to assume the identity of their idol.

The paper used methods of content analysis and research of many scientists on the basis of which they formed conclusions that the role of media in forming cultural identity is increasing while the role of other socialization factors is weakening. Media's goal is profit, and hence, they are losing the main characteristics of educator and cultural transmitter. Through media content, children acquire feeding habits, speech, emotional expression, sexual and gender identity and social skills. Children learn from the media, unconsciously repeating even what they do not understand. Children's environment is the book that enriches their memories without them being aware. The child's environment is necessary to enrich with sincere love and play, items that develop their spirituality – observation, thinking and deliberation. Certainly, in this environment requires media but to the extent that would stimulate activity and creativity rather than extinguish them.

Keywords: Culture, media, cultural identity, childhood, upbringing, values

Attitudes of Preschool Teachers to Patterns of Behavior in Social Conflicts and Their Role in Developing Social Competencies of Children

Student Presentations 1A

Mrs. Amalija Horvat (Sveučilište u Zagrebu, Učiteljski fakultet u Zagrebu)

Bearing in mind the importance of using appropriate and effective forms of conflict resolution of all participants of upbringing - educational process, including the preschool teachers themselves, it is both interesting and important to examine the relationship between the use of forms of conflict resolution and traumatic symptoms. Because children of early and preschool age spend many hours in training - educational groups, preschool teachers, and therefore their attitudes on behavior patterns in conflict, have great importance in the development and shaping of social competence in children. The purpose of this paper is to contribute to the understanding of social competence of the current and also future preschool teachers and their role in development of appropriate strategies in solving social conflicts.

The first part of this paper sums up current theoretical understandings of social conflicts and provides more details on the patterns - winning, avoidance, compromise and cooperation. It also explains the process of the development of social competence in children of early and preschool age and the role of preschool teachers in it. After that, the second part of the article consists of the review of the recent researches on this subject.

Keywords: social conflict, competencies of preschool teachers, social competencies of children, role of preschool teachers

The Impact of Financial and Economic Factors at the Family

Student Presentations 1A

Ms. Željka Bujanić (The University of Zagreb, Faculty of Teacher Education)

As the fundamental community of every society, family is largely influenced by financial and economic politics of the country. It is presumed that economic stability contributes to the development of the family and its functioning, and economic instability has a negative impact on the forming of families, their harmony and emotional stability of each individual. Presumably, there is some interdependence between the economic stability of the parents, the selection of parental style and child satisfaction. The problems of modern families can depend on economic factors associated with the employment of parents. Unwanted unemployment of only one parent is manifested by negative feelings and frustration. More and more parents commute to work to a different city and as a consequence, the structure of the family is being changed, so a family becomes a weekly, monthly or virtual family. Family planning is often associated with employment opportunities, resulting in delayed parenthood – which is one of the problems of modern families. Family is increasingly based on economic ties, not social. These problems are reflected in the modern childhood. Families share responsibility for the education of children with institutions of early and pre-school education which in turn caused “institutional” childhood. Although the modern family usually speaks from the context of the problem that is marked, it is also possible different perspective, which is based on the capabilities that enhance education in the family. The availability of knowledge and information allows parents a new understanding of parenting, which in addition to economic factors can lead to a better environment for the child.

Keywords: economic politics of the country, types of families, child, childhood

Making of Picture Book with Preschool Children

Student Presentations 1A

Mrs. Helena Skendrović (The University of Zagreb, Faculty of Teacher Education)

This project analyses the topic of making a picture book with preschool children, as well as the theory of picture books and the significance they hold for children. The project is divided into four sections.

The first section presents the general features of the picture book and consists of four subparagraphs. Here we find out what kind of a book a picture book is, what a picture book model looks like, what its functions are and what the role of the storyteller is.

The second section consists of three subparagraphs and talks about the impact that picture books have on a child. The first subparagraph gives us insight into the significance of illustrations in picture books and children's books, the second part demonstrates the connection between the image and the text and the difference between a picture book and a written book.

The third subparagraph describes the picture book as a form of communication between the educator and the children. The third section comprises two subparagraphs and reveals the importance of visual arts education in growing up. The first part talks about the characteristics and important features of visual expression in children, while the second part stresses the benefit of visual arts education and describes its functions in the education of children.

The fourth and final section demonstrates how I made a picture book together with preschool children and it consists of three subparagraphs. The first subparagraph talks about the birth of the idea for the picture book and its journey all the way to the start of its materialisation. The second part demonstrates and explains how the children made the elements for the picture book. And at the end there is the final version of the picture book.

Key words: picture book, preschool children, illustration, visual arts education, educator

“Early Intervention for Children with Autistic Spectrum Disorders Through a System of Mobile Services in the Local Community”

Student Presentations 1B

Prof. Ivanka Pejic (Center)

Legislation regulations from the field of preschool education in the Croatia mentions a possibility of organizing a systematic early intervention (EI) program from the sixth month of age, but in practice such an intervention is not carried out systematically but through projects co-financed by the ministry.

The program of EI for children suspected or diagnosed with autism from detecting difficulties up to 4 years of age is carried out since 2008. in the local community.

The program has made it possible for over 300 families with children with autism to engage in program activities and individual patronage work with a child.

While working with children and educating parents we use the knowledge and experience of visual layouts, alternative assisted communication, sensory-integrative pedagogy, dance and movement therapy.

For the siblings of our little users an art workshop is organized, and the parents enhance their parental competences through support groups under the guidance of psychologists.

The social worker informs the parents about the rights arising from the social and health care law.

The association and the center work closely with other local institutions which through their programs provide various forms of support for children and their parents in order to systematically organize an early intervention program in the local community.

The Alliance of Autism Associations in Croatia (SUZAH) and the association chairman advocate to implement the early intervention system on a national level. Mrs. Penko is a member of the Expert Commission of the project „National standards for early detection and diagnosis of autism spectrum disorders“ of the Republic of Croatia.

Organizing the system of early intervention for children and families, and with the possibility of education and qualification for appropriate occupations, the dependence of the child and family on the social and pension rights and the institutions that provide them.

How and How Much Do I Know About Dyslexia? - Self-Evaluation of Students of Teacher Training Studies at Faculty of Education in Osijek

Student Presentations 1B

Mrs. Zrinka Fiser (Faculty of Humanities and Social Sciences, University of Zagreb)

Dyslexia is a specific reading difficulty that affects accurate and fluent reading and writing (BDA, 2009). The main characteristics of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Early signs of dyslexia can be recognized in pre-school age and they include word mispronunciation, limited vocabulary, poor rhyming skills and difficulty in following instructions. The formal diagnosis of dyslexia can be made after the first grade thus making their class teachers crucial for recognizing this difficulty. Early diagnosis and appropriate teaching approaches are key factors for successful integration of students with dyslexia. The quality of class teachers' education in Croatia has been the aim of several research (e.g. Erdeljac i Franc, 2012; Fiser i Dumancic, 2014; Kaldonek-Crnjakovic i Fiser, 2016.; Kuvac i Vancas, 2003; Radetic Paic, 2015). The results have implied that participants' teaching practice is not entirely inclusive and that the curriculum of Faculties of Teacher Education should include modules on special education. The present research confirmed the same shortcomings in the education of pre-service teachers in Osijek who have not yet been part of such study. This research also addressed questions of extracurricular source of information about dyslexia. 65 students of 9th semester of Class Teacher Studies at 'Josip Juraj Strossmayer' University of Osijek and its branch department in Slavonski Brod participated in the study. The analysis of the gathered data revealed that more than half of the participants estimated they would not be adequately qualified to teach students with dyslexia. They also reported that the internet was a leading source of information about dyslexia and that they were willing to undergo further education to learn more about how to teach students with dyslexia.

Key words:

dyslexia, teacher training studies, students' self-evaluation

Early Childhood Teachers Burn-out Syndrome

Student Presentations 1B

Ms. Antonija Halavuk (Sveučilište u Zagrebu, Učiteljski fakultet u Zagrebu)

Institutionalization of early childhood education has increased the importance of quality issues. Education and care in the kindergarten cannot be achieved without social education in the institution. Social dimension of the institution creates the overall atmosphere of the institution. All of these are preschool teachers' responsibilities. The quality of the kindergarten depends on teachers' professional development, competence and behavioural style (positive and negative). Preschool teachers have the obligation of continuous professional development. In order to achieve quality within the institution it is presumed that teachers need to recognize and understand their negative behaviour. Negative behaviour and stress can lead to a burnout syndrome which should be taken very seriously. Burnout syndrome appears in three dimensions in which the preschool teacher feels emotionally exhausted, depersonalized and has a reduced sense of personal accomplishment.

Empirical research was conducted on 456 preschool teachers from all over the country of Croatia. The aim of the research was to determine how age, years of service and level of education affect the occurrence/intensity of burnout syndrome and whether there are indicators of the degree of burnout that may appear with Croatian preschool teachers. In this study we used a scale for measuring burnout (MBI-NL-ES, Schaufeli, Daamen and Van Mierlo, in 1994, developed according to MBI - ES, Maslach and Jackson, 1986). The analyzed results showed that the personal characteristics of the individual (biographical features) and their assessment may cause burnout that can be observed in the three dimensions of burnout: emotional exhaustion, depersonalization and personal accomplishment.

Keywords: educator, burnout syndrome, emotional exhaustion, depersonalization, feeling of personal achievement

Research of an educational practice as a part of a lifelong learning

Student Presentations 1B

Ms. Tena Jelinek (Sveučilište u Zagrebu, Učiteljski fakultet, odsjek u Čakovcu)

Lifelong learning and developing of an individual is a main component of every profession, including the educator's profession. An educator should, being a professional and a responsible person, improve his knowledge by upgrading it with new theories on a daily basis. New childhood paradigms have brought about permanent research and changing of an existing educational practice. A correlation of scientific and personal paradigms has occurred, as well as their change and influence on the individual in order to qualitatively change the educational practice. The attitude toward theory is a presupposition of changing this practice. New competencies should include research of their own educational practice and constructing of their own theories based on real life situations and reflective practice. To achieve good results, pedagogical action research are used, which have a direct impact on changing the practice so far. Initial education of educators makes the basis of a professional growth. Nevertheless, the society in which the educator functions also has an impact, depending whether it is motivating or restraining. A competent professional is ready to research and change his own educational practice which contributes to the quality of educational work. Besides improving his practice by doing research, an educator will also increase the likelihood for meeting the needs of a child. Reflective professionalism has a great importance when creating a curriculum and it also contributes to changing and improving the culture of educational institution.

Key words: personal paradigms, reflective practitioner, action research, professional growth

Turkish Pre-service Early Childhood Teachers' Thoughts Regarding Parent Engagement, Involvement and Education

Student Presentations 1B

Mr. Mustafa Çetin (Middle East Technical University), Dr. H. Özlen Demircan (Middle East Technical University), Ms. Ezgi Şenyurt (Middle East Technical University)

Parents, regarded as a key factor and a forefront factor impacting children's growth, development and education, are the inseparable part of children's education. Hence, the need for making parents a part of children's education has led to rise of such different terms as parent involvement, parent education and parent engagement. Parent involvement is defined as the interaction of parents with school and children's learning, while parent education is seen as a way of involving parents in education and defined as an instruction to have an understanding of how to be parents. However, parent engagement is defined in different ways as engagement of parents in children's learning and experiences or as engagement of parents in children's life to affect their all experiences. In this regard, whilst engagement is defined as "a formal way to meet someone or to do something, especially as part of public duties", involvement is defined as getting involved in a situation or an activity (Macmillan Dictionary, 2009-2012b). Based on aforementioned definitions, it is obvious to say that parent engagement necessitates more self-devotion to activity and process. It can be inferred that it is important to be aware of teachers' thoughts regarding these terms in order to provide children with a greater advantage during their education life. In order to shed light on what early childhood teacher candidates think about the differences among the three; parent involvement, parent engagement and parent education the study aims to understand thoughts of pre-service early childhood teachers on the subjects. Data will be collected from pre-service early childhood teachers through a semi-structured interview. Results are expected to clarify pre-service teachers' thoughts regarding the abovementioned subjects and to guide for future studies.

Keywords: Parent education, parent involvement, parent engagement, early childhood teachers

Reference

Macmillan Dictionary. (2009-2012b). "Engagement". Accessed February 31, 2017.

Hong Kong Pre-service and In-service Preschool Teachers' Perception and Management Strategies of Young Children's Aggressive Behavior

Student Presentations 1B

Ms. Wing Yee Hera So (Hong Kong Baptist University), Dr. Sum Kwing Cheung (Hong Kong Baptist University)

Young children's aggressive behavior, if not handled timely and properly, might have long-lasting negative impact on their social development. This study aims at examining Hong Kong pre-service and in-service preschool teachers' perceived prevalence of different types of aggressive behavior among young children, perceived reasons for the aggressive behavior, and strategies of managing it. A total of 102 Hong Kong pre-service and in-service preschool teachers completed a questionnaire, and individual interviews were further conducted with five of them. Results showed that among the three types of aggression, physical aggression was perceived as the most common, followed by verbal aggression, and then relational aggression. Lack of social skills was viewed as the most common reason for children's aggressive behavior, whereas teacher- and school-related factors (e.g., poor design of learning activities, unfavorable school environment) were seldom regarded as a reason. In response to children's aggressive behavior, all or nearly all participants agreed that teachers should actively and sincerely listen to the aggressive children's explanation for their behavior, and guide them to understand the feelings of others. More variations were observed in their view of empowering children to resolve their conflicts and using negative reinforcement strategies. Nevertheless, it was commonly agreed among the participants that teachers should take every aggression incident among children as serious. Meanwhile, participants with different years of teaching experience tended to use slightly different strategies to handle children's aggressive behavior. Participants were also found to handle the aggressive behavior of younger and older children in different ways. Findings of this study suggest that it is important to provide training to teachers, in particular pre-service and novice teachers, on how to handle individual children's aggressive behavior in accordance with its causes, and take a preventive approach to children's aggressive behavior.

(Keywords: aggressive behavior, perceived prevalence, perceived cause, behavioral management strategies)

Early Intervention for Children with Autistic Spectrum Disorders - example of good practice

Student Presentations 1B

Prof. Ivanka Pejic (Centre for Autism Zagreb, subsidiary Rijeka)

Legislation regulations from the field of preschool education in the Croatia mentions a possibility of organizing a systematic early intervention (EI) program from the sixth month of age, but in practice such an intervention is not carried out systematically but through projects co-financed by the ministry.

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The social worker informs the parents about the rights arising from the social and health care law.

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The Alliance of Autism Associations in Croatia (SUZAH) and the association chairman advocate to implement the early intervention system on a national level. Mrs. Penko is a member of the Expert Commission of the project „National standards for early detection and diagnosis of autism spectrum disorders“ of the Republic of Croatia.

Organizing the system of early intervention for children and families, and with the possibility of education and qualification for appropriate occupations, the dependence of the

Young children's moral reasoning: assessing their responses to story dilemmas

Student Presentations 1C

Ms. Burcu Sari (Uludag University), Dr. Dilek Altun (Ahi Evran University)

Storybook reading is an important incentive for cognitive and language development of young children (Mol & Bus, 2011). Preschool children are involved in storybook reading by listening to the stories and gain information about the structure of the story, characters and themes through the interaction with an adult (Beaty & Pratt, 2003; Morrows, 2009; Thompkins, 2005). Each time children are exposed to a new storybook, they come across new protagonists, plots and themes which might help them to improve their moral reasoning (Stein & Trabasso, 1982; Walker & Lombrozo, in press). The aim of the present study, is to examine preschoolers' moral reasoning through retellings of two storybooks which provide different moral messages for the same situation. The participants were 20 children aged 5 to 6 years old from two different public kindergartens. The data collected through using the storybooks titled "Ant and the Grasshopper" by La Fontaine and "Frederick" by Leo Lionni. First, each book was read twice to whole group of children during the book reading time. The order of the books was randomized for each classroom. After the reading process, story comprehension was assessed by asking children to retell the stories in individual sessions. The children's narratives and oral responses were recorded. The data will be examined under two main dimensions: story elements and children moral reasoning process. The findings will be discussed in relation to the relevant literature.

Key words: Early childhood, Storybooks, Storybook reading, Children literature, Moral reasoning.

A Case Study on Parent-Teacher Interaction in Interactive Homework

Student Presentations 1C

Ms. Ting Liu (Beijing Normal University)

With qualitative research method, this study aims at analyzing parent-teacher interaction in interactive homework at the micro level from the perspective of social interaction and digging out the deep reasons behind such interaction. Based on personal interest and results of preliminary research, the author proposed two research questions: 1) how do parents and kindergarten teachers interact with each other in interactive homework? 2) what are the factors influencing such interaction? This study chose four parents and four kindergarten teachers as the research subjects. The author adopted interview method, object gathering method and participatory observation method to collect data and took category analysis method to analyze data. The conclusions are as follows:

There are two regions in parent-teacher interaction, which include front region and back region. In front region, the “performer” present the idle impression to the “audience”, and express his or her expectations to arouse the anticipated behaviors of “audience”. Back region is the hidden part in direct interaction. The behaviors in back region may be inconsistent from the impression in front region. Under such situation, parents or teachers will maintain their own ideal image by impression management.

The reasons influencing parent-teacher interaction include parents and teachers’ educational concepts, role definition, workload, institutionalization of teacher role and kindergarten leaders’ expectations.

KEY WORDS: interactive homework, parent-teacher interaction, parental involvement, case study

Sibling Parenting in Transition Families in Turkey

Student Presentations 1C

Mr. Mustafa Kale (ÇAĞ UNIVERSITY), Ms. İmray Nur (OSMANİYE KORKUT ATA UNIVERSITY), Prof. Yaşare Aktaş Arnas (Cukurova University)

The role of being a parent is mostly attributed to a mother and a father in terms of responsibilities. However, in different cultures, the responsibility of being a parent can be given to different family members, depending on sociocultural and economic conditions. In developed societies this responsibility is shared between elder parents, professional people and institutions. In less developed or developing societies, this responsibility is attached to elder sisters or brothers. Among elder sisters and brothers, this is mostly expected from sisters.

This study investigates older sibling parenting, appearing in Turkey as a result of immigration from villages to cities. Turkey is both a developing country and a synthesis of west and east owing to its geographical location. Following the economic and technological developments in recent years and internal and external migration factors, important changes have been observed in the family structure in Turkey. This study is important because it reveals how parenting responsibilities and roles are transferred to older siblings in line with the changing society and family structure in Turkey. In this manner, it is proposed that the study will contribute into related literature about family relationships. In this present research, the responsibilities that older siblings carry in daily life (care, observation, academic support etc.), the time that they spend with their younger siblings and their feelings towards these responsibilities are investigated.

Qualitative research methods were used in this research. Children between the age of 7 and 8 who migrated from villages to cities with low socio-economic level participated in the study. The participants were six girls and six boys who had younger siblings. The data collected were analysed through content analysis. It is ongoing now. The results will be discussed in line with the findings in the related literature.

The Effect of Relationships with Teacher and Peers on Pre-school Students' School Adjustment

Student Presentations 1C

Prof. Yaşare Aktaş Arnas (Cukurova University), Ms. İmray Nur (OSMANİYE KORKUT ATA UNIVERSITY), Ms. Burcu Sultan Abbak (Cukurova University)

Children's relationships with their peers and teachers are closely related to their social skills, academic achievements and probable problems which can come out in their later school period. The aim of this study is to investigate effects of relationships with peers and teachers on children's school adjustment skills in the preschool period. The participants of the study were 24 teachers and 222 children in 7 state preschools in Adana, a city in southern Turkey. 49,11% of the children were girls and 50,9% of the children were boys. The mean age of them was 66,3 months. From the relational research methods, predictive relational research design was used in this study. In this study, Child Behaviour Scale developed by Ladd and Proffitt was used to determine the degree of children's relationships with their peers and Student-Teacher Relationship Scale developed by Pianta was used to determine the extent of children's relationships with their teachers. In addition, Teacher Rating Scale of School Adjustment developed by Ladd, Kochenfelder and Coleman was completed by teachers. The results of the study showed positive significant relationships between closeness and prosocial with peers, between cooperative participation and self-directedness in teacher-child relationships. Negative significant relationships were found out between conflict, asocial with peers, excluded by peers, anxious-fearful, hyperactive-distractible and school liking, cooperative participation and self-directedness. Also, positive significant relationship was seen between asocial with peers, anxious-fearful and school avoidance.

Strategies for Promoting Young Children’s Social Competence: A Case Study of a Hong Kong Nursery School

Student Presentations 1C

Ms. Yung Lam (Hong Kong Baptist University), Ms. WONG Yee (Hong Kong Baptist University), Dr. Sum Kwing Cheung (Hong Kong Baptist University)

Early childhood is an important period for social and emotional learning. This study examined the strategies adopted by a Hong Kong nursery school to promote four- to five-year-old children’s social competence and their effectiveness. To gather information about the strategies adopted by the school, a class of the target age group was observed for one full and four half school days. Moreover, individual interviews were conducted with the principal and two class teachers. Related school documents (e.g., the school floor plan, lesson plans) were also reviewed. On other hand, to assess children’s social competence, the prevalence of 30 social behaviors in the target class was evaluated in each class observation session. Results showed that prosocial behaviors were commonly found among the target children, and their social competence improved steadily over the observation period. It was noticed that the school had promoted children’s social competence through its physical environment, the program curriculum, and teacher-children interactions. For example, a common play area was set up for children of different ages to play together. Besides, children were engaged to decorate the school with their artworks. This created opportunities for children to learn to communicate, collaborate and appreciate others. Furthermore, a wide variety of social and emotional learning topics were included in the curriculum, and family-school-community partnership was built to enrich children’s learning experience in these areas. Last but not least, as teachers adopted a child-centered approach to teaching, children learnt from their daily interactions with teachers how to respect others. The above findings suggest that apart from incorporating components of social and emotional learning in the curriculum, teachers should design the school’s physical environment carefully and beware of their daily interactions with children, as they also play crucial roles in promoting children’s social competence. (Keywords: social competence, physical environment, curriculum, teacher-children interactions)

The Cultivation of Children's Inquiry Literacy

Student Presentations 1C

Mrs. Yu Lin (Chengdu No.16 kindergarten), Mrs. Zhu Hong (Chengdu No.16 kindergarten)

Abstract: Learning through exploration is the most important way for children to understand things and adapt to the environment. It is also the main way for children to grow and develop in the future. However, when facing children's all kinds of inquiries, teachers often fail to respond, or respond inappropriately or ineffectively. So, how to enhance the children's inquiry literacy? Firstly, the authors point out that teachers need to understand the core content of inquiry literacy, including inquiry consciousness, inquiry abilities and inquiry spirit. Secondly, teachers should be able to create the environment which causes the child to explore, it should be implied by some question that can stimulate children's curiosity and causing children to produce problems as the core of learning behavior. Lastly, teachers should also provide support for boosting child explore and establish evaluation for promoting children's ability of exploration. Through teacher's support and evaluation, children's inquiry behavior and problem-solving ability can reach a higher level and lay a solid foundation for the children's future growth and development.

Kew Words:Child inquiry literacy cognition current situation Strategy

Hong Kong Pre-service Preschool Teachers' Self-efficacy and Its Relation to Their Practicum and University Experiences

Student Presentations 1C

Ms. Leung Wing Han (Hong Kong Baptist University), Dr. Sum Kwing Cheung (Hong Kong Baptist University)

Teachers' self-efficacy is critical for classroom quality. Pre-service teacher training program sets the stage for developing self-efficacy in performing different classroom roles. Two major components of pre-service teacher training program include practicum and university coursework. This study therefore examined Hong Kong pre-service preschool teachers' different aspects of self-efficacy, and their relations to pre-service teachers' practicum and university experiences. A total of 135 Hong Kong pre-service preschool teachers were surveyed about their self-efficacy (including self-efficacy in instructional strategies, classroom management, and student engagement), practicum experience (including feedback given by practicum supervisors, emotional support received from practicum supervisors, and exposure to good practices during practicum), and university experience (i.e., quality of learning from university courses). Results showed that pre-service teachers in the sample generally reported a moderate level of self-efficacy. Repeated measures analysis revealed that self-efficacy in student engagement was significantly lower than instructional strategies and classroom management, and the year of study had no significant effect on such differences. Linear regression analysis showed that after controlling for the effects of the year of study, self-efficacy in instructional strategies was positively correlated with exposure to good practices during practicum and quality of learning from university courses, whereas self-efficacy in classroom management and student engagement had no significant correlation with any variable of practicum and university experiences. Feedback given by practicum supervisors and emotional support received from practicum supervisors lost their significant correlations with self-efficacy in instructional strategies when the effects of other variables were considered. Based on the above, it is recommended to provide pre-service teachers with more opportunities to observe different good instructional practices during practicum. Meanwhile, practicum supervisors and university lecturers can adopt more effective strategies to promote pre-service teachers' competence in motivating children to learn and managing children's challenging behaviors. (Keywords: self-efficacy, pre-service teachers, practicum experience, university experience)

Do early childhood education experiences really make a difference in children's mathematic achievement in Contemporary China?

Student Presentations 1D

Ms. Zhijun Yang (Beijing Normal University), Prof. Minyi Li (Beijing Normal University), Ms. Yanan Guan (Beijing Normal University)

China has issued a universal preschool policy for all children since 2010, in order to build up better human capital from early on. This paper addressed the debate over the significance of early childhood education experiences for children's language achievement within the context of contemporary China. Longitudinal and nationally representative data from China Family Panel Study (CFPS) were used and we selected a children sample of 7-year-old from 14798 families in 2010 dataset, then tracked their language scores in 2014. The children sample was divided into two groups "children with early childhood education experiences" and "children without early childhood education experiences". After the merger and cleaning of the database, the final determination of the children sample was 301. The findings suggest that: (1) In the logic regression model, compared with children from disadvantaged families, children from advantaged families are more likely to have early childhood education experiences. (2) In the multiple regression model, early childhood education experiences showed a significant positive effect on mathematic scores. (3) Following that, on the interaction of early childhood education experiences and SES as well as gender respectively, it showed a larger compensation effect on disadvantaged families and girls. Further discussions about how to provide target support for all children and better policy in quality early childhood education have been included.

Dimenzije igre u ranom učenju jezika

Student Presentations 1D

Mrs. Daniela Matić (Herzegovina University)

Igre su danas dokazano neodvojiv dio ranog učenja. Cilj ovog rada je raspraviti dimenzije bitne u njihovu kombiniranju u različitim situacijama i korištenje dobivene analize u formiranju ciljeva i kurikuluma u predškolskoj praksi poučavanja engleskoga jezika kao stranoga jezika. Dječja motiviranost, kreativnost i želja stvaraju nova iskustva koja im pomažu razviti njihovu spoznajnu sposobnost i vještine, ojačati njihovo tjelesno i emocionalno zdravlje i potaknuti njihov razvoj općenito. Vođena igra je moćno oružje poučavanja koja djecu poučava suradnji i pomaže u pripremi za školu. Igre mogu biti vođene i slobodne, i obje mogu doprinijeti učenju i pamćenju, ali također i unaprijediti empatiju, samopouzdanje i razvoj samokontrole. Vrijednost igre je ključna u pružanju potpore djeci s posebnim potrebama. Kreiranje primjerenih opservacijskih metoda i strategija intervencija može potaknuti igru.

Ključne riječi: igra, učenje jezika, razvoj, metode, strategije.

Relations of Hong Kong Young Children's Home Reading Resources and Habits to Their Oral Vocabulary Skills and Reading Interest

Student Presentations 1D

Ms. Lok Ching Cheung (Hong Kong Baptist University), Ms. Sin Sin Lee (Hong Kong Baptist University), Dr. Sum Kwing Cheung (Hong Kong Baptist University)

Children's language development, especially vocabulary development, has always been a great concern of parents and the society. This research study aimed at examining the relations of home reading resources and habits to oral vocabulary skills and reading interest among Hong Kong four- to five-year-old children. A total of 60 second-year kindergarteners were individually tested on their oral vocabulary skills. Besides, their parents completed a questionnaire about their children's home reading resources and habits, and four of them further attended a focus group. Class teachers of these children also completed a questionnaire about their reading interest shown in school. Results indicated that the greater the number of books (particularly picture books) children had, the better their oral vocabulary skills. Children's frequency of and time spent on shared reading with parents also had positive correlations with their oral vocabulary skills and reading interest. However, all parents attending the focus group expressed that they were so busy that they did not always have time to read with children. Besides, children who read at table demonstrated better oral vocabulary skills and greater reading interest than those who did not. Compared to children who read out soft and did not read aloud, children who read out loud had better oral vocabulary skills. In view of the important role of home reading resources and habits in children's vocabulary and reading interest development, parents are suggested to create a rich reading environment for children at home, and engage them more in shared reading activities. Teachers, on other hand, can also provide support to parents by guiding them how to make effective use of home reading time. (Keywords: home reading resources, home reading habits, oral vocabulary skills, reading interest)

Number Construction Through Play: A Case Study in a Greek Kindergarten

Student Presentations 1D

Mrs. Sofia Saiti (University of Ioannina, Greece - Vice President of OMEP Greece), Mrs. Effrosyni Katsikonouri (University of Athens, Greece - President of OMEP Greece,)

The present paper refers to a case study that involves 4- to 6-year-old children at a state kindergarten in Athens. The study examines the construction of the concept of the number through play (learning through play), and specifically through the combination of free play initiated by the child (child-initiated activities) and activities selected and organised by the educator (adult-led activities).

The theoretical framework is based on the theory of knowledge construction, according to which Maths learning is interpreted as a process either of individual construction (constructivism) or of socialisation into mathematical concepts and techniques used by the broader society (sociocultural constructivism), and is achieved through problem solving procedures which promote the child's creative abilities.

In order to record the way in which children approached the concept of the number, the observation method was used. A series of suitable activities (experiential learning situations) were also developed, through which children were led to the construction of the number by expanding their initial mathematical knowledge and applying familiar mathematical constructions to new situations. Moreover, some children improvised original board games.

When engaging with mathematical activities during preschool (regarding oral numbering - counting, recognising symbols, recognising - counting and assessing quantities, adding and subtracting from one to ten) is mostly a pleasant experience and children learn Maths through play, laughter and surprise, then their desire to learn is reinforced, while at the same time a stable basis for the development of scientific thinking is also created.

Keywords: *Maths, Play, Number Construction, Preschool Education*

Case Study of Preschool Teacher Assessment Practices of Emerging Literacy Skills in Play

Student Presentations 1D

Ms. Roxane Drainville (Université du Québec en Abitibi-Témiscamingue), Dr. Marinova Krasimira (Université du Québec en Abitibi-Témiscamingue)

Currently, the concern for success in writing and reading leads to an increase of time spent on teacher directed instruction and on testing in kindergarten (Bassok, Latham & Rorem, 2016; Carlsson-Paige, 2015). Although assessment is essential to support children's development (Enz & Morrow, 2009), testing, on the other hand, is intended to make diagnoses and tends to measure static abilities (Bodrova & Leong, 2012). Furthermore, testing creates anxiety (Linder, 2008; Pellegrini, 1998) and, often, test results are not reliable (Enz & Morrow, 2009; Pellegrini, 1998). These statements have led us to search for alternative assessment practices that would be more appropriate to assess emerging literacy skills of kindergarten children. Per Pellegrini (1998) and Hancock (2008), observing children during their play, when they are interacting together, is a fruitful approach to assess emerging literacy skills. In literature, few empirical studies document preschool teacher assessment practices (Bédard, 2010; Pyle & DeLuca, 2013; Zerbato-Poudou, 2007) and none, to the best of our knowledge, focus on assessment practices of emerging literacy integrated into symbolic play in preschool classes. Therefore, we conduct a case study research to describe these assessment practices as currently applied by two preschool teachers chosen by a purposive sampling. Three sources of evidence (Yin, 2009) were used to collect data on these cases: interviews, direct observations, and documentation. The results of this case study will be presented and discussed at this conference.

Effectiveness of Core Stability Training on Balance of Female College Students

Student Presentations 1D

Prof. Ning Yang (Nanjing Normal University), Ms. Yuanyuan Guo (Nanjing Normal University)

Objectives:Physique course is a required course for students of preschool education. Postural control is important for students.The study is to examine the effectiveness of core stability training on balance ability of female college students.

Methods:Fifty-five female college students in Nanjing Normal University, major of preschool education, age from 18-22, were randomly divided into two groups. One group was the control group (n=26), which receive physique training. The other group was the experimental group (n=29), which received physique training and core stabilization training. All subjects received 20 minutes training, 3 sessions per week, for 8 weeks. We measured pre- and post-training static balance ability using Footscan balance7.7 and dynamic balance ability using Star Excursion Balance Test(SEBT).

Results: At posttest, in static balance, in experimental group, ellipse area values on one leg stood with open eyes were significantly decreased ($P<0.05$), pressure center path length on one leg stood with close eyes were significantly decreased ($P<0.05$). In control group, pressure center path length on both legs with open eyes were significantly increased ($P<0.05$), pressure center path length on one leg stood with open eyes were significantly decreased ($P<0.05$).Compared with control group, the rangeability of pressure center path length on both legs with open eyes of experimental group were significantly decreased ($P<0.01$). In dynamic balance,in experimental group, posteromedial ($P<0.05$), medial ($P<0.01$) and anteromedial ($P<0.001$) of the left foot, posteromedial ($P<0.05$) and medial ($P<0.001$) of the right foot had showed significant improvement in the reach distance of SEBT. **Conclusions:**The study demonstrates that core stability training can improve the static and dynamic balance ability of female college students and the ability of postural control. It can be applied to physique course.

The Relation of Phonological Awareness between Cantonese (L1) and English (L2) among Hong Kong Kindergarten Children

Student Presentations 1E

Ms. Yuk Ying Chow (Hong Kong Baptist University), Dr. Wai Kei Fok (Hong Kong Baptist University)

While language facilitates learning, children in Hong Kong are faced with the challenge of having to master at least two languages, and phonological awareness (PA) determines their ability to perceive and manipulate languages (McBride-Chang, Bialystok, Chong & Li, 2004). However, research on PA in logographic languages has received relatively little attention. In order to better understand development in language learning, the present study thus explores the nature of PA between a logographic (Cantonese) and an alphabetic (English) language in a sample of one hundred and one 4 to 6 years old ESL learners. The study investigates the relations between PA of L1 and L2 and examines the underlying factors that influence children's PA by administering phonological tests on participating children, and questionnaires surveys with their parents. Results show that (1) Cantonese PA has a moderate positive correlation with English PA at the syllable level; (2) rime awareness in Cantonese is a relatively good predictor of the performance of English PA at the syllable level; (3) significant association is found between syllable and phoneme onset awareness. The findings suggest that children who have developed the sensitivity towards syllables in Cantonese would have higher sensitivity towards syllables in English. It also underscores that PA on the two languages depend on a common language knowledge base and a cross-linguistic transfer is possible between logographic and alphabetic languages. Meanwhile, results of the questionnaires also suggest that age, parents' educational level, instructional language at school and mother's language are factors which affect children's PA performances. The result denotes the importance of children's PA in L1 as it can help develop phonological coding skills and facilitate the development of L2, and also signifies a need for further exploration on more levels of PA, especially tone awareness level.

The Study of Teachers' Development Portfolio in the Kindergarten

Student Presentations 1E

Ms. Jia Qianqian (Fu Yi Yuan kindergarten in Chaoyang District of Beijing)

In the 1960s, most developed countries in Europe and the United States started about the big discussion “whether teachers’ teaching is a profession”, which made people’s sight finally turn to the teacher. People began to re-examine the teacher’s role and are deeply concerned about teachers’ professional development. Since then, teachers’ professional development formed from concept to action. In the 1980s, as the “teacher professionalism” theory, “teacher professional development” became the focus of contemporary education and the core issue of education reform. In promoting teachers’ professional development, the teachers’ development portfolio functioned as a way to overcome the malpractice of the traditional evaluation and flourished in the primary and middle schools in Europe, the United States and other major countries. In recent years, the teachers’ development portfolio also began to be explored in kindergarten of our country. The establishment of the teachers’ development portfolio is of the great value for promoting teacher’s professional development.

Based on the above analysis, this research mainly probes into the implementation, results and the existing problems of the teachers’ development portfolio in the kindergarten. It also puts forward some thoughts about how to implement the teachers’ development portfolio effectively. Adopting qualitative research method, the research hopes that the study and effective use of the teachers’ development portfolio can be employed as an effective tool to promote teachers’ professional development in the practice.

Key Words:the teachers development portfolio, teachers’ professional development, kindergarten teacher

Young Children's Literacy Habits in Digital World Regarding Digital Equality Perspective

Student Presentations 1E

Dr. Dilek Altun (Ahi Evran University)

Human being have faced with a rapidly changing of information technology. New technological devices render novel and digital social environments, communication ways and literacy types (Selber, 2004; Tyner, 2014). The increasing number of young children have accessed and used technological devices such as computers, cellphones, tablets, etc. Children can play games, read and listen stories, paint pictures, watch cartoons and use educational software interactively through these devices. With advances in technology, children are also exposed to "techno-literacy" environments in their daily lives and they have digital childhood (Carrington & Marsh, 2005; Vandewater et al., 2007). Studies showed that children's digital experiences contributed to their academic and literacy skills (Foy & Mann, 2003; Judge, Puckett, & Bell, 2006; Marsh, 2004; Marsh & Thompson, 2001). Foy and Mann (2003) examined the reading related media (TV show, computer and video games etc.) effects on children's literacy skills. They found that reading media is directly associated with children's phonemic and rhyme awareness. Judge, Puckett and Bell (2006) pointed out digital equity issue. They indicated that the opportunity to access quality digital sources and use these sources effectively are important issues for digital equity.

Turkey is a developing country and the increasing number of individuals has the access of digital sources (Turkish Statistics Institute, 2012). Besides, some children have limitedly access to the digital sources (Altun, 2013). Therefore, the present study aims to investigate young children's literacy habits regarding digital equity issues. For this aim, the researcher interviewed 12 preschoolers and their parents and teachers. Half of the children were from low SES families and half of them were from high SES families. The findings of the study will be discussed in the light of the related literature.

The study was supported by the Ahi Evran University Scientific Research Projects Coordination Unit. Project Number: EGT.E2.17.027

Translanguaging as Resource and Obstacle in a Swedish Multicultural Preschool

Student Presentations 1E

Mrs. Ylva Novosel (Stockholm University)

The Swedish preschool should see to that multilingual children [1]: “receive the opportunity to develop both their Swedish language and their mother tongue” (p. 6), which corresponds with research claiming that children benefits from using their mother tongue in preschool[2]. However, according to recent Swedish research children rarely get that[3]. The purpose of this study is to investigate and analyse multilingual children’s possibilities to translanguage in a preschool practice.

García and Li Wei[4] by using the concept *translanguaging* want to move away from a dual-monolingual view, and acknowledge a person’s full linguistic repertoire of features from different languages, as well as different modalities.

The study adopts a constructionist perspective and takes an ethnographic approach with video observations of children in a preschool. The films have been analysed through discourse analyses, based on Foucault[5]. The results show that children use different languages as resources as they communicate with children and adults. I propose that it is possible to translanguage in social situations, but not in pedagogical situations, where the focus is on teaching the children the “correct” language, in this case Swedish.

Keywords: translanguaging, preschool, discourse, bilingualism

[1] *Curriculum for pre-school: Lpfö 98*. (1998). Stockholm: Ministry of Education and Science in Sweden [Utbildningsdepartementet], Regeringskansliet.

[2] See e.g. Hyltenstam, K., Axelsson, M., & Lindberg, I. (red.) (2012). *Flerspråkighet – en forskningsöversikt*. Stockholm: Vetenskapsrådet.

[3] See e.g. Kultti, A. (2012). *Flerspråkiga barn i förskolan: villkor för deltagande och lärande*. Diss. Göteborg : Göteborgs universitet, 2012. Göteborg.; Skaremyr, E. (2014). *Nyanlända barns deltagande i språkliga händelser i förskolan*. Licentiatavhandling Karlstad : Karlstads universitet, 2014.

[4] García, O. and Li Wei. 2014. *Translanguaging: Language, Bilingualism and Education*. New York: Palgrave Macmillan.

[5] See e.g. Foucault, M. (1980). *Power/knowledge: selected interviews and other writings 1972-1977*. Brighton: Harvester P.

Enseñando Responsabilidad Social a los Niños a Través Experiencias de Servicios

Student Presentations 1E

Dr. Anarella Cellitti (University of Arkansas at Little Rock)

Las experiencias de servicios en los programas de formación de docentes podrían ser un modelo para desarrollar la responsabilidad social en futuros docentes. Además, estas experiencias pueden motivar a estos futuros maestros a implementar experiencias de responsabilidad social en sus aulas, lo que a su vez generará ciudadanos con más responsabilidad social. Esta presentación explica los pasos implementados en una clase de Estudios Sociales que incluyó trabajo comunitario para los candidatos a maestros.

Derecho de la infancia, compromiso del docente.

Student Presentations 1E

Prof. Analía Laje (Autora independiente)

Movilizada por interrogantes que fueron apareciendo en mí durante el proceso de aprendizaje en la Licenciatura en Educación Física de la Universidad de Flores, es que comienzo a reflexionar y transformar mis ideas desde una perspectiva crítica y transformadora. Hace once años que trabajo como profesora de Educación Física en escuelas del Estado de la Ciudad de Buenos Aires experimentando sentimientos de incomodidad constante frente a determinados aspectos culturales curriculares arbitrarios que obstaculizan el desarrollo libre del escolar, así como también el mío profesional. ¿Cuántas veces los profesores enmascaramos tareas, actividades, ejercitaciones en forma de “juegos” para que aprendan “técnicas”, “contenidos” dentro de un ambiente “armonioso” y “motivador” (entre otros propósitos) ...pero, ¿alcanza? ¿es así que respetamos el Derecho al Juego de los/las escolares? o ¿podríamos proponerles un sincero espacio de juego?... ¿No debería ser la escuela la encargada de propiciar los Derechos de los niños que establece la Convención de los Derechos del Niño? ¿Qué lugar le damos a los niños y las niñas en la escuela como para que puedan-logren hacer uso del Derecho al juego?

Por un lado, invito a reflexionar en torno al compromiso, la importancia y la posibilidad que tenemos los que formamos parte de la comunidad educativa, para propiciar el espacio a jugar, a jugar como un Derecho, para encarar una educación de carácter emancipatorio; y por el otro, presento una propuesta, una forma de intervenir y transformar nuestras prácticas pedagógicas en ese mismo sentido.

Voy en busca de mejorar la calidad de vida de los/as escolares a través de una Educación respetuosa de la diversidad cultural y transformadora de la realidad por la que atraviesa el sistema educativo, estableciendo, dentro de las clases, al juego como Derecho.

Derecho al juego - Educación crítica - Educación formal - Propuestas lúdicas.

Educational Experiences of Nomadic Children in Turkey

Student presentation 1F

Mr. Mustafa Kale (ÇAĞ ÜNİVERSİTESİ), Dr. Özkan Özgün (Cukurova University)

The right to education for all groups is a fundamental human right. However, there still exist various hurdles obstructing children's access to education. Coming from a marginalized group, for example, lowers children's chance of enrolling and attending schools. Societal actors and decision makers usually tend to not pay attention to children's voices, especially to ones from marginalized groups. This is also true for Turkey. Although Turkey is a multi-cultural country, so far, little attention has been paid to children's experiences concerning their education in nomadic communities. There is an urgent need to listen to, respect and value children's perspectives concerning their education. This study aims to explore issues related to nomadic children's education through use of a multi-informant design. We have conducted interviews with children and adults of a nomadic group, namely Yoruk Turkmens, and teachers about nomadic children's enrolment, attendance, attainment, experiences, and problems in schools.

We sampled nomadic Yoruk Turkmen children, their parents, and grandparents, as well as teachers working with these children from a southern city in Turkey. The study sample consisted of five children (aged between 6-to-8 years), eight adults from two generations (two mothers, two fathers, two grandmothers, two grandfathers), and five teachers (N=18). Prior to carrying out the study, the participants were informed about the study and their role in it.

Participants' responses were tape recorded and then transcribed. The data gathered in this investigation consist of textual data from participants' responses and researcher's field notes. Currently, qualitative procedures are being used to code and analyze the textual data to perform a cross-case analysis of each case looking for divergent and convergent patterns. Data are being analyzed for the content, patterns, emergent themes, and narrative properties by constant comparative methods. Findings will be presented and discussed based on cultural-historical conceptualization.

A Model Example in Preschool Education: Socratic Method

Student presentation 1F

Mrs. Kübra Kanat (Gazi University, Gazi Faculty of Education, Department of Preschool Education), Prof. Zeynep Fulya Temel (Gazi University)

According to the latest results of PISA which was conducted with the participation of 72 countries, Turkey is ranked as 52nd in Science literacy, 52nd in Mathematics literacy, and 50th in reading literacy. Additionally, based on these results, students cannot perform better than determining simple causal and relational links; incorporating basic transactions, formulas, and familiar rules; and making interpretations without going beyond the visible. Along with many factors that may have resulted in this situation, the quality of learning process is also considered as important. It is thought as essential in solving this problem to explore how the learning process is constructed in preschool education which is the first institution where education life starts. It is necessary to transfer the preschool children's already present potentials such as curiosity, asking questions, and internal motivation into the learning process. In preschool education; brain-based, cooperative, problem-based, and project-based learning models are preferred as well as based on these models such methods and techniques as problem-solving, discussion, question and answer, brainstorm, and dramatization are utilized. Socratic Method is considered as an alternative to these methods. Constructive approach and active learning-based Socratic Method including techniques such as question and answer, brainstorming, and discussion is considered as an effective method for improving the thinking skills of children such as questioning and problem solving skills through directed questions in the process of learning. Therefore in this review article Socratic Method was introduced and the ways of using Socratic Method in education was discussed through a comprehensive review of the related literature. In addition to this, authentic activity examples on how to use this method in preschool education were presented as well. It is considered that Socratic Method can be an effective and good example if used properly in the process of gaining higher-order thinking skills.

Examining the Relationship Between Pre-School Teachers' Communicator Style and Children's Social Skills

Student presentation 1F

Ms. Hatice Paşlı (Gazi University), Prof. Zeynep Fulya Temel (Gazi University)

The purpose of the study is to examine the relationship between pre-school teachers' communicator style and children's social skills. The study was carried out during 2016-2017 academic years with pre-school teachers and normally-developing 48-60 months children attending their classes in Çubuk district of Ankara province. The participants of the research were selected via simple random sampling method from public and private preschools affiliated to the Ministry of Education in Çubuk. In this research, all of the data were gathered from teachers by using "Communicator Style Measure" and "Social Skills Scale". In order to determine teachers' communicator style "Communicator Style Measure" was used and in order to determine levels of social skills of children "Social Skills Scale" was used. Besides, "Personal Information Form" prepared by the researcher was used for determining the demographic characteristics of the research participants. SPSS 22 program will be used for analyzing the acquired data and the data obtained through the data collection tool will be analyzed via qualitative analysis methods. In accordance with the study's purpose, relational screening model will be used as the method of this research. The process of data analysis continues and thus the result of the study will be discussed in the presentation at the conference.

Keywords: Communicator style, social skills, pre-school teachers, children, early childhood education

Analysis on the Differences of Pre-School Education Development in Western China from the Perspective of Balanced Urban and Rural Areas Development —Taking Chongqing City as an Example

Student presentation 1F

Mr. Johnny Han (Faculty of Education, Southwest University, Chongqing, China), Prof. Xiaoping Yang (Faculty of Education, Southwest University)

Chongqing city is selected as a sample area. According to the relevant statistical data in 2009 -2013, it analyzed the differences of pre-school education balanced development in urban and rural areas western China in three aspects of which were the studying opportunity, resource allocation and development of pre-school children. It is found that there are still existing problems such as the unfair studying opportunity, the unequal resource allocation and the inequity development of pre-school children, and it can be attributed to unbalanced economic development in urban and rural areas, unbalanced distribution of education resources and the lack of supervision system of preschool education quality in rural areas. In order to promote balanced development of pre-school education, and narrow the gap between urban and rural areas, it is suggested that we must strengthen government's role to integrate the development between urban and rural areas, to increase financial input for preschool education and give priority to remote poor rural areas in western China, to balance the distribution of high-quality teachers, and to accelerate the mechanism and system construction of pre-school education.

Estrategias para cultivar actitudes positivas ante la diversidad en un ambiente de respeto y equidad

Workshop 3A

Mrs. Elba Domaccin (OMEP ECUADOR), Dr. Cinthya Game (Fundacion Ecuador/Universidad Católica de Guayaquil),

Dr. Lorena Quintana (Universidad Espiritu Santo UEES/OMEP Ecuador)

La Declaración Mundial sobre Educación para Todos, adoptada en Jomtien en 1990 y renovada en Dakar 2000, reconoce el derecho de cada persona a la educación, con el fin de satisfacer las necesidades básicas de aprendizaje a lo largo de la vida. La estructura socioeconómica inequitativa de América Latina, interactúa con la desigualdad en la participación en educación, creando un círculo vicioso de reproducción intergeneracional de la pobreza. Esta inequidad educativa se manifiesta también a nivel preescolar, desfavoreciendo a los pobres. Por esta razón, el respeto a las diferencias, también hacen parte de la educación de la Primera Infancia. Promover la diversidad en la primera infancia no solo es un esfuerzo de la escuela, sino de una sociedad en evolución y para que todos los ciudadanos sean actores y autores de la búsqueda de la equidad y la calidad de la educación de la primera infancia por lo que es importante conocer estrategias que favorezcan el cultivo de actitudes positivas hacia la diversidad cultural. Los datos obtenidos en esta exploración participativa son producto de la observación en actividades lúdicas integradoras como los sociodramas y juegos. Se demostraron estrategias para cultivar actitudes interculturales. Es un diseño no experimental de tipo exploratorio – descriptivo, con enfoque mixto su principal variable la diversidad. La educación intercultural para todos, es una de las políticas sociales en esta última década en el Ecuador, donde hay regiones muy marcadas como son la Costa y la Sierra, cada una con sus costumbres, lenguaje, tradiciones; lo que no hace fácil la inserción en una u otra región. Entonces el educador debe plantear estrategias eficaces que ayuden a respetar la diversidad y sentar bases para un futuro sostenible.

Estrategias, diversidad, derechos, equidad, sostenibilidad.

The First Kindergarten in Rijeka – „Asilo di Carita per l’ Infanzia“ Fiume

Individual Presentations 2A

Prof. Anita Lečei (Dječji vrtić i jaslice "Duga" umag)

In 1836, Nemeskéri Kiss Pál (1793 – 1863) arrives from Hungary as the governor of the city of Fiume (former name of the city of Rijeka). The new governor brought with him his progressive, socially active wife Nemeskéri Kiss Pálné Csapó Ida (1807 – 1856). Ida Csapó has previously publicly expressed her philanthropic ideas, and upon arrival to Rijeka wrote about her experience of the situation in Rijeka in a letter to her parents. Writing to her father, she states her concern about the great poverty, misery, especially because of torturous childhood diseases and high mortality rate among children (Kurucz, 2000).

Residents of the city of Fiume were mostly Italians then, but apart from a few merchants and nobles, they lived in dire poverty. The population barely sought food, and around the Governor’s Palace children were begging daily. At that time the city was devastated by a variety of children’s diseases, e.g. twisted bowel, rickets, and skin infections and eczema. Csapó Ida decided to help those children. She assumed all care about starting the charitable care of poor children. She found the donors and under the name “Asilia di Carita per l’ infanzia” opened a full-day stay for them. She founded a women’s organization that officially opened the first children’s shelter under the protection of the Hungarian crown on the 13th of April 1841. On a rented floor the Benzoni family (near the Church of St. Vitus), 30 children between 2.5 and 6 years were settled. The children at the facility wore dark clothing with stripes, and before they went home, they changed their clothes. They had three meals a day. Reception was open from 6 am to 8 pm. The educational program comprised of a series of daily activities.

Keywords: Csapó Ida, poverty, donators, Benzoni Palace.

Musical experience as a stimulus to the development of musical consciousness of Students at the Faculty of Teacher Education in Zagreb

Individual Presentations 2A

Prof. Tomislav Vrandečić (The University of Zagreb, Faculty of Teacher Education), Prof. Josipa Kraljić (The University of Zagreb, Faculty of Teacher Education)

The importance of music in the educational process of preschool age and its influence on personality development of young people is a common subject in pedagogy and development psychology.

In this paper we want to emphasize the importance of education of students, the future teachers, as a decisive factor in better perception of musical art that will tomorrow be transmitted to new generations.

Exposure to electronic media and omnipresent sound's coulisse have a negative impact on children' musical experience and creativity.

The practice of getting ready-made information through electronic games has been in contrast with the musical thinking that takes time, concentration and intuition.

The songs that are beyond the scope of a child's voice are ultimately harmful for their hearing, vocal cords and do not encourage the development of voice features.

Additional elective courses and organized regular concert's attendance has the purpose to increase student's sensitivity to the quality of artistic musical expression that will be later transferred to the children and bring them a broader insight into the beauty of music-making.

Key words: musical experience, creativity, electronic media, concerts, students

Encouraging Child's Autonomy in Early and Preschool age

Individual Presentations 2A

Ms. Bernarda Palić (University of Zadar)

By birth, children become full members not only of the society they are growing up in but also of the global society – they are the ones who create new visions of future, progress, and society. For a child to strengthen its belief in its own competencies and potentials adults should provide support and feeling of relatedness by supporting its individuality, creating opportunities for constructing child's own value judgments within a prepared environment, and guiding them to be proactive. Timely development of an autonomous child is achieved through meaningful and significant interactions in their immediate environment. By simultaneously encouraging autonomy, participation in the research activities, and creative expression early childhood practitioners create an environment for a child that promotes values of cooperation, understanding, and team work. This paper discusses theoretical overview in defining the notion of autonomy within the context of early childhood and preschool education, and actualizes the self-determination theory emphasizing the implications of pedagogical approaches in the early childhood and preschool institutions with the purpose of support and building a child's holistic personality, both within the everyday practice and in the process of creating a curriculum.

Keywords: autonomy, child, proactivity, early childhood relationships, self-determination theory

Place - based Learning

Individual Presentations 2A

Mrs. Antonija Koprčina - Horvat (Dječji vrtić "Potočić" Jalžabet), Mrs. Kristina Pavličević (Dječji vrtić "Potočić" Jalžabet)

Contemporary world is inundated with globalisation which affects in different ways children, which are surrounded by materialistic and consumerist content.

We have recognised the opposite manifold of consumerism, the importance of the ideas that we advocate for the creation teaching and everyday living condition of children that will enable them to meet needs for achievement. Based on our experience it is particularly important that the child is an active participant in the process of creating. Creation is not possible without the cooperation and communion of the wider local community in which child grows up. According to the Norwegian model, reference institutions which has years of experience, teaching the children in community they developed a project in which children leave the institution to develop social skills, acquire new knowledge and learn about the customs and culture history of the area in which they live. Project was created with the intention that children learn more about the values and to keep their local identity and appreciate effort that was put into work and participation in the celebrations of their local community.

Aim is to strengthen the existing and creating of the new social connections, social sensitivity, active participation in the life of the community, active experiential learning and above all exploring and facing the area in which they grow and live. As the support in conduction of the activities for children, joined all local institutions, family farms and other local organizations. In this way we will show our activities and experiences on the development of children's creativity in institutional and non-institutional environment. This will be followed by the examples from our practice about the involvement of the community and the individual in the process of the experiential and creative teaching of children with aim of developing practical everyday activities.

The Philosophy of Upbringing throughout Historical Periods with Emphasis on the Role of Fathers and Mothers

Individual Presentations 2A

Dr. Tea Pahić (University of Zagreb, Faculty of Teacher Education)

We investigate the philosophical conception of upbringing during different historical periods in the cultures of the Western world considering the role of mothers and fathers in raising children within the family.

The starting point is the classical period and we present the ideas of ancient thinkers who believe that upbringing serves to achieve the social and national objectives whereas the role of the mother is crucial in the early child rearing. The Middle Ages shows the dominant influence of the Church in defining the upbringing value and, again, the importance of mother's and not father's role in the upbringing of children in the family. Throughout the Renaissance and modern age, the great renaissance philosophers bring out some new and advanced insights on upbringing and the functioning of the child together with early modern pioneers of humanistic approach who advocate upbringing and education in accordance with the child's interests and abilities. Whereas in this period woman are considered to be an emotional beings and the man is seen as a rational being, there is still a belief that mothers are more appropriate than fathers in the upbringing and education of young children. Finally, we consider the approach of contemporary philosophy of education through the ideas of humanistic thinkers who see the meaning of upbringing and education in a personal self-realization. Although the increased women emancipation makes one of the features of modern age and albeit we can notice the greater involvement of fathers' in child care at the end of the 20th century, it seems that mothers remain the main bearers of upbringing in the family.

Key words: philosophy of upbringing, upbringing, mothers, fathers

Educators' Sensibility in Music and Visual Arts as a Foundation for Encouraging creative Expression in Children

Individual Presentations 2A

Dr. Blaženka Bačlija Sušić (Faculty of Teacher Education University in Zagreb), Prof. Marijana Županić Benić (Faculty of Teacher Education University in Zagreb)

Active participation in art activities has a positive effect on the development of creativity and sensibility in children, as well as their emotional development, which is usually neglected in contemporary education because of the continuous development and influence of technology on education.

Sensibility for activities in music and visual arts is a requirement for encouraging children to participate in creative activities, so it is important to develop sensibility from an early age.

The development of sensibility in children depends on the educators and their attitudes towards artistic activities. The purpose of this study is to investigate how often educators encourage children to creatively express themselves through music and visual arts based on the educators' sensibility and interest in the arts, which are developed through after-school art education and visiting art-related events, such as art exhibits or musical performances.

The sample consisted of 137 educators attending the graduate studies program of Early Childhood and Preschool Education, who expressed the desire and intent to continue their education and develop their professional competences. An anonymous questionnaire was developed for the purpose of data collection.

The frequency of conducting music and visual arts activities depended on the participants' after-school art education in specific art forms, but not on the duration of their after-school art education. Participants who reported frequently visiting art exhibits and musical events also conducted art activities more often than the participants who rarely attended those types of events.

The results of this study describe how often educators engage children in activities involving music and visual arts. The study also highlights the importance of the educators' sensibility and interest in music and visual arts for facilitating the holistic development of children by encouraging them to participate in artistic activities from an early age.

Keywords: creativity encouragement, educators, music creation, visual art creation

Connecting family, ECEC and CSE during the transition to school through social networking

Individual Presentations 2A

Ms. Ida Somolanji Tokić (Faculty of Education, University of Osijek), Ms. Antonija Vukasinovic (Dječji vrtić Ivana Brlić Mažuranić Slavonski Brod)

During the transition from ECEC to CSE children can thrive from multiple social connections between their environments. Also known as Bronfenbrenners ecological theory, connecting multiple systems provides continuous and effective support for successful transition for all participants. Croatian ECEC national curriculum openly calls for ECEC-CSE partnership during transition, but since educational policy doesn't have formal documents that support transitional process in CSE system, connecting two systems relies on motivation and creativity of individual educator. This paper examines social networking (Facebook in particular) as a virtual platform for promoting partnership between family, ECEC and CSE during transition process. Facebook represents one of the most popular social network and in Croatia it gathers a community of over 1.77 million active users in 2016 (41% of Croatian population). Majority of users are people of 18 to 24 following 25 to 34 years of age, indicating that parents and future parents are active users of social network. Facebook is already being used in educational system through closed groups both in early childhood groups and elementary school classes. Interesting questions are rising from the idea of using Facebook as a medium for transition activities (ethical questions, administrative challenges, motivation, inclusion, on-line communication, quality leisure time education) making it a positive or a negative medium not by itself, but rather by its users. Using social networks in transition activities represents only a fraction of possible connections and does not substitute direct face-to-face communication during the transition process. Nonetheless, social networks are a powerful tool for promoting connectivity and partnership in an education for modern and on-line world making process of learning visible and tangible, education transparent and changing perspectives from one to multiple for all participants. Finally, it enables self-reflection as well as promotes curriculum co-construction.

Keywords: starting school, family, ECEC, CSE, transition activity, partnership, social network

Early Childhood Education policies in four South-American countries

Individual Presentations 2B

*Dr. Beatriz Abuchaim (Fundação Carlos Chagas), Mrs. Karina Stanich (Pontifícia Universidade Católica de São Paulo),
Dr. Eliana Bhering (Fundação Carlos Chagas)*

The aim of this project was to investigate Early Childhood Education policies in four South-American countries. In the past two decades, the region has had significant improvements in the sector, but each nation has created a peculiar legislation and has chosen diverse strategies to implement the law. Previous work showed that, despite the improvements, Latin-American countries have been struggling to solve similar problems: centers' poor infrastructure, teachers' initial training and continuous education, insufficient investment in the sector and low coverage for 0 to 3 year-old children (PARDO, M.; ADLERSTEIN, 2015).

Information on Peru, Argentina, Colombia and Brazil early childhood education public policies was analyzed so as to reveal the following aspects: legislation, attendance and curriculum. Data were collected from official government sources, such as websites, published documents, national literature and national databases.

Results indicate that the four countries have organized systems for Early Childhood Education, based on a set of laws, and a set of national documents, including pedagogical guidelines.

There is a variety of centers types in these countries, that is, some are early childhood education educational institutions, others are home-based and yet, one may find mixed initiatives like family centers. The background of the professionals may also vary, including teachers, social workers and health staff. In Peru and Colombia, the public systems are mainly focused on vulnerable children and they tend to have more family daycares than in Argentina and Brazil. In Brazil, the Early Childhood Education services are part of the educational system, which is under the responsibility of Ministry of Education only. In Argentina, the responsibility to orient Early Childhood services is shared between the Ministry of Education (formal center) and the Ministry of social work (informal centers).

Education as a Peace-Building Tool

Individual Presentations 2B

Dr. Judi Simmons Estes (Park University)

Managing conflict before it erupts into violence is a worthwhile skill for children and adults. Examples of peace education can be found in countries around the world. One example is the Connection Practice which teaches a skill set for building social and emotional intelligence in support of a more connected world. Two sets of skills are taught: 1) non-violent communication which includes a process of making observations, stating feelings, needs, and making requests to get needs met, and 2) Heart Math which teaches coherence; a physiological state in which the nervous, cardiovascular, hormonal, and immune systems are working efficiently and harmoniously. In this session, the Connection Practice will be shared for participants to experience. In addition, participants will be invited to share practices from their own country.

Keywords: emotional intelligence, managing conflicts, non-violent communication, social intelligence

Cultivating a Community of Practice in a Kindergarten Cluster

Individual Presentations 2B

Dr. Jane Kirkby (Monash University), Dr. Anne Keary (Monash University), Ms. Jane Spencer (Community Kinders Plus), Ms. Emma Boag (Community Kinders Plus)

This paper arises from an Australian longitudinal study and reports on the work of an EC leadership team to cultivate a Community of Practice to support professional learning of teachers. Professional development in Early Childhood is increasingly important in order to meet the growing expectations for Early Childhood programs to impact positively on the social and economic futures of counties (Almond & Currie, 2011; Heckman, 2011). We present insights to how the EC leadership team attended to professional relationships to build teacher capacity and to plan for the needs of at-risk pre-school children in a recognised vulnerable community in Melbourne, Australia.

The professional development needs for EC teachers were highlighted in an Allied Health screening program for children in the areas of oral language learning and physical development. Teachers' current breadth of practice and depth of professional knowledge to plan for individual children and cohort needs emerged as a key issue. The leadership team looked for ways in which they might support the professional learning of each of the teachers. Data related to this work were collected from Allied Health professionals, teachers and the leadership team using interviews, focus groups and researcher field notes. Data were analysed using Wenger's Communities of Practice lens (Wenger, 2002; Wenger, McDermott & Snyder, 2002).

In an under reported field (Edwards & Nuttall, 2009), this work offers an example of how EC management can deliberately seed and cultivate a Community of Practice that aligns with the organisation's strategic plan (Wenger, McDermott & Snyder, 2002). Professional relationships are inherent in this work.

STEM Teaching Intentions of Turkish Early Childhood Teachers

Individual Presentations 2B

Mr. Mustafa Çetin (Middle East Technical University), Dr. H. Özlen Demircan (Middle East Technical University), Ms. Ezgi Şenyurt (Middle East Technical University), Mrs. Aysun Ata Aktürk (Kastamonu University)

The contemporary world has given rise to make critical alterations in educational systems of numerous countries and necessitated educational reforms due to inevitable competition in the innovation era. Concordantly, raising generations with innovative mentalities has become a critical need for the future's wealth countries such as U.S., and STEM education which refers to the integration of science, technology, engineering and mathematics disciplines has seen as an educational approach to prepare children for the near future's global economy. To reach those aims, early childhood years which form a basis for STEM education are of importance. This is why STEM education grounded in children's innate curiosity to learn is considered as an integrated approach to encourage children's creativity, critical thinking, cooperation, and scientific inquiry. At this point, how teachers use STEM teaching techniques was substantial for an effective STEM practice. Individuals' actions are determined by their intentions to perform those behaviors along with subjective norms which refer social constraints, attitudes towards behavior which refer evaluation made by an individual regarding an event, and perceived behavioral control which refers the extent of ease or difficulty of doing an action. Hence, one can infer that STEM teaching practices of early childhood teachers can be more prominent through an in-depth look at those three factors influencing a certain behavior. Therefore, this study aims to investigate the primary determinants underlying STEM teaching behavioral intentions of in-service early childhood teachers working in Ankara, Turkey. Data of the study will be obtained through a demographic information protocol and a semi-structured interview. Based on the findings, this study is expected to provide an insight regarding factors lying behind STEM teaching intentions of early childhood teachers in the scope of the sample studied with.

Keywords: STEM education, early childhood education, in-service teachers, teacher intention

Preschool Teachers' and Teachers' Expectations and Roles in Children's Transition from Preschool to School

Individual Presentations 2B

Ms. Katarina Bogatić (University of Osijek, Faculty of Humanities and Social Sciences), Ms. Senka Gazibara (University of Osijek, Faculty of Humanities and Social Sciences), Ms. Sanja Simel Pranjic (University of Osijek, Faculty of Humanities and Social Sciences)

Children's transition from preschool to school is a process of great change in children's lives and numerous authors emphasize the importance of this transition being as painless and successful as possible. Transition from preschool to school is one of the child's first experiences within the educational system which brings forth their realization that transitions will be a part of their everyday lives. The educational process at all levels, including transitions between those levels, requires children's active participation. Preschool teachers and teachers have a pivotal role in supporting children's active participation. Their mutual cooperation, interconnectedness and steps towards partnership are emphasized in literature as important for the quality of experiences of transition from the preschool to school context from the perspective of all involved stakeholders. Working in different settings, preschool teachers and teachers have different expectations from the educational process as well as views of their own roles in those contexts. Therefore, the aim of our research was to gain insight into preschool teachers' and teachers' perspectives about their own roles and expectations from the educational process in children's transition from preschool to school. Within the quantitative and qualitative approach to research, we conducted a survey and focus groups with preschool teachers and teachers. Results indicate that preschool teachers' and teachers' views of their roles and expectations differ and that there is a need for rethinking the possibilities of their mutual complementation and coordination, for the well-being of children as well as for the well-being of other involved stakeholders.

Keywords: transition, preschool, school, educational process, children, preschool teachers, teachers

Positive Leadership Development in Relation to Quality ECE

Individual Presentations 2B

Mrs. Megan Edwards (Ruahine Kindergarten Association), Mrs. Gaylyn Campbell (Ruahine Kindergarten Association)

Through our roles as the Operations Manager and Senior Teacher of the Ruahine Kindergarten Association, New Zealand, we have been researching the development of New Zealand early childhood leaders, and what leadership qualities are valued by early childhood leaders. This has further indicated correlations between the leadership capabilities of the Head Teacher/Manager, and quality ECE (as defined by our indicators) experienced by children at a centre. These explorations have informed the implementation of a development programme for new and aspiring leaders and prompted us to probe further into this area. Research has found there is an underlying assumption that leadership skills are just acquired rather than through training or nurturing. The implication is that ECE leaders come to their position with variable leadership development experience and skill sets. This is of concern given the well-established and evidenced link between effective leadership and quality provision. Reliance solely on variable leadership development experience and skillsets, in the absence of established leadership training or professional development that supports effective leadership, leads to variable quality of education and care that young children in ECE receive and experience. Our research focuses on a relational approach to our leadership programme for new leaders to ensure not only sustainable leadership across our Kindergarten Association, but sustained quality for children during the transition from the previous leader to the new.

Keywords: Leadership, Early Childhood, Leadership Development, Sustainable Leadership, ECE, Quality

Awareness of and prevention measures for child abuse in South Korea: Focusing on young children

Individual Presentations 2B

Dr. Eunyong Kim (KICCE(Korea Institute of Child Care and Education)), Dr. Wonsoon Park (KICCE(Korea Institute of Child Care and Education)), Dr. Jaehee Lee (KICCE(Korea Institute of Child Care and Education)), Ms. Hyemin Lee (KICCE(Korea Institute of Child Care and Education))

This study intends to find ways to prevent child abuse by raising teacher's awareness in child care centers and kindergartens and that of parents who raise young children. The study analyzed the responses of total of 2,386 persons: 1,139 parents and 1,247 teachers in childcare centers and kindergartens.

Unless they directly witness abusive actions, parents and teachers have a difficult time recognizing child abuse solely through symptoms. Parents and teachers often choose not to take action because they "did not view the symptom seriously." Teachers seem to have relatively longer training hours for child abuse-related sessions. For the most common reason child abuse occurs in child care centers and kindergartens, teachers selected "job stress caused by poor working conditions." As the number one method of preventing child abuse, teachers selected "manpower expansion" while parents selected "strengthening teacher training course." For why child abuse occurs at home, both parents and teachers agreed on "parenting stress."

Based on research results, this study proposes that our number one priority is to prevent child abuse rather than deal with it afterward. Second, a plausible child abuse policy should be oriented toward healthy growth and development of young children. To come up with a policy, we suggest two ways. First, for systematic and administrative support, we suggest a review of systems regarding child abuse, cooperation and system sharing between departments and executing institutions, medical system and big data utilization, elastic intervention of child abuse, utilization of family visit programs, foundation of objective standard for child abuse and education. Second, we suggest targeted, separate support for parents and teachers.

Keywords: child abuse in childcare center and kindergarten, child abuse at home, teachers' and parents' awareness of young child abuse

Addressing a New Issue about Early Childhood Education in China via Parent Education

Individual Presentations 2C

Ms. Yunfan Jiang (The EYAS Education Group), Ms. Yajuan Xu (The EYAS Education Group), Ms. Lingyan Tan (The EYAS Education Group)

With the economic development and rapid internationalization in China, there are tremendous changes in parenting beliefs and practices of many Chinese young parents, particularly in recent 10 years. They believe that there is much to learn from Western developed countries in regard to early childhood education, which is significantly different from that of Chinese traditional education. However, most of them lack correct knowledge about Western parenting skills. Their understanding is primarily based on information from the Internet and popular books or magazines, which is often fragmented, unreliable, and even contradictory. It confuses the parents and even misleads them about appropriate practices, which in turn causes challenges for many Chinese early childhood education institutions. In order to address this emerging phenomenon, the author and her team launched a program called PESP (Parent Education and Support Program) in EyasKids Learning Academy in Wuhan, China. The program offers parents systematic training in a variety of forms for improving their parenting skills and personalizes the guidance via continuous monitoring and assessment of each child's development in important domains and one-on-one consultation to address children's behavioral problems. The parents in the program have made significant improvements in their knowledge of child development, effective parenting practices, nurturing parent-child relationships, and early detection of developmental delays.

Key Words: parenting beliefs, early childhood education, parent education, child development assessment, parent-child relationships

“I Don’t Want Special Treatment for my Child as an Orphan”: The Role of the School on Dealing with Loss and Mourning of Children

Individual Presentations 2C

Dr. Vassiliki Pliogou (Dr. in Science Education-Aristotle University of Thessaloniki, Academic coordinator of Dept of Early Childhood Studies and Special Education, Metropolitan College of Thessaloniki, President of OMEP’s Regional Committee of Thessaloniki, Greece), Prof. Charilaos Zaragas (University of Ioannina)

The family and school are primary child socialization institutions. They constitute social places where children learn to communicate, develop relationships and cultivate skills being useful in the course of their lives. The concepts of “loss”, “death” and “mourning” are demanding and sensitive issues, that is why their approach is becoming one of the most important skills in life. Loss is part of life and a child experiences it from an early age, when, for example, he/she loses his/her favorite toy or a puppy or when a relative of the person is seriously ill and even when he/she daily lives with one of the two parents as a result of business responsibilities, divorce or death. Therefore, it is important that parents and teachers gradually contribute to the development of this skill of preschoolers as it will allow them to recognize, process and express their emotions through realizing the loss and seeking for supportive network. This paper is a literature review of researches in which we attempt to outline psycho-social consequences of loss and mourning to the children according to their age, to give insights into the teachers’ role in such a difficult issue in children’s lives, to strengthen cooperation between family and school, and to present basic guidelines as for the way we address children who experience a loss. Finally, we present sample educational material that could be used in the classroom to help students to understand and develop relevant skills to contribute to shaping a positive attitude to the involvement of teachers in children’s mourning and promote the implementation of death-focused preventive educational programme.

“Historical Relationship of Lewis Carroll and Walt Disney: Sustainability for the Future of Childhood”

Individual Presentations 2C

Prof. Judith Lynne McConnell-Farmer (Washburn University)

The lives and works of Lewis Carroll (1832-1898; real name Charles L. Dodgson) and Walt Disney (1901-1966) convey powerful experiences of how children were viewed in the cultures and times in which each man lived. Also described during the presentation are the ways in which their legacies transcend their own lifetimes and are still a strong presence in the lives of children and families in countries around the world. The shared beliefs of the two men include the valuing of children as members of a family and a community, the power of storytelling at its strongest, the importance of graphic expression (John Tenniel’s illustrations for “Alice’s Adventures in Wonderland” (1865) and “Through the Looking Glass” (1871) & Disney’s invention and use of the plane camera), and the care with which Disney provided his animators with art instructions and real-life models and the practice of using storyboards in developing films.

Brief descriptions of the childhoods of Carroll, and Disney, are given, as well as the education and employment of each man. Similarities and differences are provided, for example, Carroll was educated and taught at Christ Church College, Oxford University, while Disney did not finish high school. Both were involved with photography:

The presentation will show how influential and thus sustainable are the works of Lewis Carroll and Walt Disney. Many people from many countries continue to collect Lewis Carroll and Walt Disney memorabilia, testifying that the interest in the lives and works of these two men, one in the 19th century and one in the 20th century, are a sustainable witness to those whose professional and personal lives involve children and families, no matter what country they live in, no matter what language they speak.

Quality Early Childhood Education as Violence Prevention

Individual Presentations 2C

Mrs. Meghan Lopez (Whole Child International)

Despite celebrating the 25th anniversary of the Peace Accords, El Salvador is living through the most violent period of its 196 year history as currently one of the most dangerous countries outside of an active war zone. Much of the unrest is due to gang violence, as well as ongoing poverty, inequalities and lack of employment all of which have contributed to high levels of internal and external migration.

The current population has all lived through upheaval: various Military Dictatorships (1931–1979), 12 year Civil War that saw over 75,000 killed and nearly half the country's displaced due to the violence and poverty (1980–1992), Hurricane Mitch with a 200 death count and greater than 30,000 homeless (1998), two major earthquakes that destroyed approximately 20% of the housing nationwide (January and February 2001) followed by a severe drought the same year which destroyed 80% of the crops which spurred internal migration, and the current period of violence which puts estimates of those killed at greater than the numbers from the civil war (1996 – ongoing).

El Salvador is extreme but not unique in Latin America in the rise of violence that it has experienced. Especially in urban areas, violence has become increasingly common. Evidence from Latin America has shown the problem to be much more complex than simply the experience of poverty, rather indicating that where inequality and exclusion, associated with unequal distribution of economic, political, and social resources in urban contexts, intersect with poverty to precipitate violence.

In this presentation the experience of a systematic approach to early childhood intervention involving stakeholders from high level government decision makers, technical and academic experts, site supervisors, direct caregivers and families in context of high levels of violence will be discussed.

Dilemmas and Disagreements in Education for Sustainability in Early Childhood Education – Swedish Early Childhood Teacher Student's Workplace Based Experience

Individual Presentations 2C

Dr. Eva Årlemalm-Hagsér (Mälardalen University)

Workplace based learning and experience are an important part of the early childhood teacher education in Sweden. The aim of this qualitative study is to critically analyse how early childhood teacher students describe education for sustainability in encounter within their workplace based experience. The theoretical framework of this qualitative study is guided by a critical theory approach. The empirical data comprises 76 blogs written by early childhood teacher students as a course report about education for sustainability in early childhood education. The analysis is based on a critical content analysis approach. The analysis of the empirical data is currently on-going and the results from the study will be reported at the seminar.

Guidelines for Action Plan in ECCD Albania

Individual Presentations 2C

Mrs. Ema Kasapi (Save the Children in Albania), Mr. Cristian Fabbi (Progettinanza Bassa Reggiana)

Preschool education in Albania is not compulsory, and refers to children

aged 3-6. However, the Government's vision is to mandate the last year of kindergarten by 2018.

The preschool curricula (3-6 years old) is not based on any curriculum framework developed specifically for the age group or as part of the pre-university one. It is oriented by the approved standards of Content and Achievement.

The assessment on inclusion practices of preschool in Albania conducted by Save the Children, provides an overview of what hampers inclusion of preschool children:

- the high ratio of children and teachers
- lack of knowledge and skills among managers and staff to provide an holistic approach towards development and learning
- limitation is infrastructure (including space and support materials/ equipment)

All these aspects are to be taken into account for the development of this Guidelines document. Rather than problematic, they should be taken as a starting point for the development, trying to understand in which direction make the ECDC evolve.

Save the Children in Albania goal is to develop the work shaped by the Albanian Learning Achievement Standards and to define Guidelines that will include all the areas of development of children at this age. Define the education approach, in order to:

- create an ECDC centered on children's rights;
- allow children to have the best preschool experience possible;
- create an inclusive environment;
- support and facilitate teachers action and reflection;
- make the parents become aware of children's potential;
- be able to evaluate, modify and correct the preschool action.

We propose to develop democracy in preschools, and consider preschools as a context of democracy.

Keywords: polarity, curiosity, creativity, relations

Playing and Learning in the Museums: A Scientific Educational Approach of the Cultural History of Thessaloniki

Individual Presentations 2D

Ms. Grammatia Siskou (Aristotle Univeristy of Thessaloniki)

This project is based on the current trends which dominate the field of education in museums and on their respective stakes. The recognized contribution of educational projects in museums, as well as the advantages of informal learning that they possess, demonstrate their usefulness across the spectrum of human life. Utilizing another type of informal learning - the children's informational books, we designed a cultural guide for children which relies on the respective bibliographical and online survey about the education in museum and museum-educating programs in Greece and abroad. This guide includes the most important cultural routes in the city and at the same time, in the history of Thessaloniki. As pinpoints on these routes were set the following sites: The Archaeological Museum of Thessaloniki, the Galerian Complex, the Ancient Roman Forum, the Museum of Byzantine Culture, the Byzantine Walls in the Old Town, the Jewish Museum, the Folklore-Ethnological Museum of Macedonia and Thrace and finally, the War Museum of Thessaloniki. Since the utilization of family leisure in museums is very constructive for a variety of reasons, we tried blending formal and informal education, designing activities aimed at parents or other adults with children, but also teachers.

Keywords: education in museums, cultural guide, culture, play.

Greek Teachers' Perceptions of Their Role as a Key Factor in Preschoolers' Engagement

Individual Presentations 2D

Prof. Maria Sakellariou (University of Ioannina, School of Educational Sciences, Department of Early Childhood Education,)

Mrs. Efthimia Tsiara (university of Ioannina/ Greece)

This paper explores teachers' perceptions of their role on student engagement. According to Skinner & Pitzer (2012) Williford, et. al, 2013 & Hamre et al. (in press) three features of teacher-child interactions promote children's engagement. In particular, when teachers provide emotionally and instructively supportive interactions to students within a properly structured classroom, children are more engaged (Aydogan, Farran & Sagsoz, 2015; Curby et. al, 2014; Sakellariou, 2012; 2005; Pakarinen, 2011). Nevertheless, what happens when some students show high levels of disengagement, despite teachers' support? Can this disaffection affect teachers' feelings and consequently undermine their relations with the disengaged students?

While there is a growing international research interest in engagement variables and teachers' role there is a gap in qualitative and quantitative investigation into teachers' perspectives and emotions. Through one to one, semi-structured interviews, we investigate 50 Greek teachers' perceptions and emotions of their role as a key factor on preschoolers' engagement. We also examine whether teachers' emotions affect and are affected by students' engagement levels. The interviews are developed based on Creswell's (2008) interview model, with a mixture of open-ended and close-ended questions.

Based on qualitative and quantitative data analysis, we infer that Greek kindergarten teachers are conscious of their responsibility on motivating each student. They identify that it's difficult to activate disengaged students, but when they foster authentic and caring relations with their student and provide structure and autonomy support with a variety of constructivistic teaching strategies, they manage to increase student's engagement level. Greek teachers also admit that classroom engagement affect their emotional state. More specifically, when their students are engaged, they are overwhelmed by enthusiasm or experience frustration due to their disaffection. Most teachers also identify that students' disaffection challenges them, but doesn't undermine their emotional and instructional support and relations for those who are disengaged.

Enhancing preschool children's learning in Vietnam: the interplay of school-based teacher professional development and child monitoring

Individual Presentations 2D

Mr. Filip Lenaerts (VVOB Vietnam), Dr. Sarah Braeye (VVOB Vietnam), Ms. Ly Tran Thi Kim (VVOB Vietnam)

Each child has the right to develop to its unique potential. Children age 3 to 6 develop through deep level learning when they have high levels of well-being and involvement. Teachers play a key role in providing environments, materials, activities and interactions that support such deep level learning. In Vietnamese preschools, many teachers lack skills to observe how children are doing and to provide challenging, more child-centered activities. More school-based teacher professional development activities, focusing on practice and reflection, can help teachers in a shift towards more experiential, child-centered preschool education.

From December 2015 to May 2016, child monitoring skills were introduced to 32 preschool teachers in disadvantaged districts in Vietnam. The professional development trajectory made use of more school-embedded methods. The objective was to increase teachers' skills to observe children's levels of involvement and well-being, reflect on children's barriers to learning and participation and take actions to address those barriers. Following a school-based capacity development trajectory, building on teachers' experiences in the classroom, teachers acquired practical skills to identify children facing barriers and to take actions to increase their well-being and involvement. With these new skills, teachers managed to increase the proportion of children with high levels of involvement and well-being increased from less than 25 percent to over 65 percent. Teachers sustained the child monitoring practice with support of their school leaders and district education officer.

Children's well-being and involvement significantly improved as a result of teachers' new skills, acquired through school-embedded reflection on authentic experiences in their classrooms. The school-based approach facilitated changes in teachers' practice, professional behavior and beliefs about education, more than a traditional top-down mechanism of professional development. The support of the school leaders, district and provincial education officer responsible for teacher professional development is also crucial to generate change in teachers' practice.

Early Childhood Education in Iran: Past Efforts, Current Initiatives, Future Plans

Individual Presentations 2D

Dr. Ebrahim Talaei (Tarbiat Modares University), Mr. Zeinolabedin Safdari (Tarbiat Modares University)

Early Childhood Education (ECE) in Iran, in a formal format, dates back to the early years of the twentieth century when the first kindergartens were established in Tabriz and Tehran in 1910. It then developed in other big cities in the country and now even in villages; there are centres where children attend for part of the day. Currently there are about 7 million children in the country aged 0-6, of which around 50% attend a type of centre such as kindergarten (for ages 1-4), pre-schools (for ages 5 and 6) and play houses (hourly and full time centres run by the community centres for children aged 2-6). Preschool participation increases from 20% when they are toddlers to 80% when they get to ages 5 and 6.

Iran has made a big jump in children's health development and care in the past 50 years in terms of decreasing baby's mortality, vaccination and eradication of children main diseases.

There have been a few plans for mid and long term periods to increase children's centre participation for ages 3 to 6, by providing government subsidies for those who cannot afford it (i.e. free pre-school education) particularly for children coming from low SES, immigrants, or bilinguals. Furthermore, there have developed some better parenting programs for children who do not attend centres or spend many hours in the home. In the talk, some of these plans will be elaborated. Finally challenges will be discussed such as the economy of ECE i.e. the financial resources needed for ECE considering government tightening budget, the national curriculum for ECE, uniformity versus uniqueness of ECE, universality versus diversity of children's development in different areas of the country.

The relationship between parenting locus of control and parents' self differentiation, marital quality

Individual Presentations 2D

Mrs. 赵华民 (Department of Educational Science, Henan University, Kaifeng 475001)

Abstract: Objective: The purpose of this paper is understanding the relationship between Parenting Locus of Control and parents' self differentiation, marital quality, and providing the references for improving their children's educational model. Methods: 277 parents who have school-age children was investigated by Parenting Locus of Control Scale, *The Differentiation of Self Inventory* and Olson Enrich Marital Inventory in Kaifeng. Results: the score of Parenting Locus of Control has significant difference among different level of parents' self differentiation ($F_{(3,273)} = 13.762, P < 0.01$). the score of Parenting Locus of Control has significant difference among different level of marital quality ($F_{(3,273)}=16.950, P < 0.01$). Structural equation modeling analysis shows that marital quality has part Mediating effect between Parenting locus of control and parents' self differentiation. The amount of mediating effect is 44.76%. Conclusion: improving the parents' self differentiation and marital quality is conducive to build internal control type in Parenting Locus of Control.

Keywords: parents' self differentiation; marital quality; children's education; Parenting Locus of Control

Kindergarten Teacher Empowerment in China: Backgrounds, Actions, and Barriers

Individual Presentations 2D

Ms. Chuchu Zheng (East China Normal University), Prof. Yong Jiang (East China Normal University)

This study investigates the current kindergarten teacher empowerment situation in China by using the revised classical scale "School Participants Empowerment Scale (SPES)" developed by Rinehart and Short in 1992. 975 kindergarten teachers from 18 provinces in total joined in the research.

Study shows that (1) The average empowerment score of kindergarten teachers is 3.87, which means kindergarten teachers in China feel that they have already had some control and power over their daily work. Most of the teachers believe that they are doing a meaningful work and are helping children learn (self-efficiency score=4.13), but they still lack enough autonomy and freedom, especially in deciding curriculum context, teaching methods and daily schedules (decision making score=3.58, autonomy=3.75); (2) Kindergarten teacher empowerment degree is significantly associated with kindergarten locations, sizes, quality as well as teachers' positions, working years, education experience and salary conditions.

Due to the second-wave basic education revolution in China, kindergarten teachers are sharing much more power than before, however, there are still some issues that needed to be seriously considered when we advance the process of teacher empowerment: (1) How can we create a good institutional guarantee for teacher empowerment? How do we realize the power equalization, shared decision making in such a big country? (2) Who will the supervisors and take the obligation of management? What will the relationship between government administrator, kindergarten principal and kindergarten teachers be under the deep-rooted grade system and centralism tradition of China? (3) How to avoid the risk of decentralization and ensure the most vulnerable kindergarten can also get scientific guidance and own enough autonomy at the same time? (4) How to inspire kindergarten teachers' professional consciousness and improve their professional knowledge and skills? How to help teachers truly become intellectual authority and finally become full partner of kindergarten?

Practicing Politics in Preschool: Disrupting State Policy through Ethical Early Years Practice in the West of Ireland

Individual Presentations 2E

Dr. Sheila Garrity (National University of Ireland Galway), Dr. Lisa Moran (National University of Ireland Galway), Dr. Carmel Devaney (National University of Ireland Galway), Prof. Caroline McGregor (National University of Ireland Galway)

Since the economic downturn of the mid 2000s the Republic of Ireland has followed an ‘austerity’ agenda, evidenced through reductions in public service provision, increased levels of child and familial poverty, housing instability and increased outward migration. Though the economic downturn has negatively impacted on many lives, particular sections of society have consistently experienced marginalization and poverty, even through ‘better’ economic periods. This presentation will share findings of a recent empirical ethnographic study exploring the experiences of inclusion and belonging among asylum seeking families and children in accessing a local community childcare service based in the West of Ireland, countering broader experiences of marginalization and institutionalization within Ireland’s *Direct Provision* system.

Reflecting Dahlberg and Moss (2005), the concept of the preschool as loci of ethical practice resonates with key findings of the study, including a particular practice ethos best described as a family support orientation. Set within a uniquely diverse community, in the heart of the rural countryside, the ethnic make-up of families availing of the local preschool include ‘settled’ Irish, Traveller Irish, economic migrants and families seeking asylum. The diverse needs of the client group placed an obligation on all involved in the service to develop a responsive approach to practice.

Practitioners and management seek opportunities to engage with families in meaningful ways, alongside providing caring, early learning experiences for the child, who is at the centre of their relationships. Parental voices expose the important role of childcare practitioners, often becoming trusted advisors and guides for families new to Ireland. The ethics of an encounter (Levinas) characterized by listening to the other, respecting difference and ‘radical dialogue and negotiation’ (Dahlberg and Moss, 2005) will inform the analysis of practitioner voices and crucially the voice of parents/service users, collected through the qualitative research design.

Ensuring dialogue between children and materials for children to become protagonists in creating a sustainable future: Responding Reggio Emilia approach

Individual Presentations 2E

Dr. Mari Mori (Tsurukawa College/ OMEP Japan), Dr. Ikuko Gyobu (Ochanomizu University), Dr. Tomohiro Uemura (Tama Art University), Ms. Akiko Gunji (Gunma University), Dr. Yutaka Sayeki (Tokyo University/Emeritus Professor)

The study explores the meanings of ensuring and promoting dialogue between children and materials in the atelier at a day nursery center in Shizuoka, Japan. In times of global uncertainty, not only for the economic and political world, but also the field of educational practice including early childhood education and care are under pressure for producing panacea/one-right-answer. This situation may enforce teachers for carrying out pre-packaged curriculum and materials. In other words, this types of practice may deprive the children's ability to wonder and investigate as well as their rights as citizens. We need to guarantee space, time, and materials for the children to play roles as co-constructors of knowledge and researchers as human capital of the world. Loris Malaguzzi (2015) stresses the importance of believing children's infinite wealth and potential, and practicing critical reflection of teachers. Moreover, Malaguzzi (2001) states that dialogue, exchange, comparing ideas and listening are the essentials on authentic practice. In this study, the authors collaborated with Ejiri-Hoikuen Day-Nursery in Shizuoka, Japan to investigate how a male-teacher Ryo who engaged in wood-working with four 5 year-old-boys in an atelier. Ryo created supportive and warm environment for each child to choose space, time, and materials for creating figures like insects and birds. He never forced the children what or how to do. Though, during the in-depth interview with Ryo, the authors found that he carefully observed each child's process of wood-work. Every child took an initiative for exploring and studying various kinds of materials with secure minds and body. The authors discovered and ensured that guaranteeing and listening to children's dialogue with materials and their surrounding the world as the way for developing the foundation for a sustainable future.

The feasibility of happiness through ‘having an own child’? New reproductive practices and their impact on parent- and childhood.

Individual Presentations 2E

Ms. Christina Pernsteiner (University of Graz/Institute of Education)

For many humans, their idea of happiness is living in a long-term relationship and raising a family (Lenz 2010). Since the 1960s, reproductive medicine has provided new opportunities to realize this desire. Hereby new constellations of biological and social parent- and childhood are created. Currently, there is little research within early childhood education on these changes, e.g. about the selection of biological material and inequalities due to the expensive costs of reproductive technologies. A critical review from this discipline is important, since it has a strong tradition of protecting and strengthening the rights of children.

Research design

The main question of the study was which forms of parenthood and childhood can be found through new reproductive medicine. It includes a literature review and a critical discourse analysis of company websites who offer semen/egg donation and surrogacy. The study is embedded into biopolitical approaches of Michel Foucault and Susanne Lettow and the research of Karin Lesnik-Ober.

Results

Companies strongly promote the idea of personal happiness through parenthood and ‘own’ children. They also foster the image of being able to create a perfectly healthy child and the vision of controlling the future through choosing the ‘right’ biological material. The study aims to critically review these promises and to strengthen the position of children, especially beyond the reduction to happiness for their parents.

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Children's Voice and School Improvement: The Role of Technology in the Inclusive School of the Future

Individual Presentations 2E

Ms. Theodora Kouvara (Department of Education Sciences - Special Education, University of Nicosia), Mr. Christoforos Karachristos (Hellenic Open University, Educational Content, Methodology & Technology Laboratory, 278 Patron-Claus Str., GR-263 35 Patras, Greece), Dr. Elias Stavropoulos (Hellenic Open University, Educational Content, Methodology & Technology Laboratory, 278 Patron-Claus Str., GR-263 35 Patras, Greece), Prof. Vassilios Verykios (Hellenic Open University, School of Science and Technology, 18 Parodos Aristotelous Str., GR-263 35 Patras, Greece.)

The purpose of the study is to indicate the importance of inclusive education. The term "Inclusive education" means that different and diverse students are learning side by side in the same classroom. This study focuses on the need that the student's voice should be heard and considered during educational planning. By doing this, the study intends to detect which students are marginalized, socially and academically, and use this method towards the improvement of the school unit. As a result of this study, technology is recognized as the basic tool for more pluralistic learning. The research was conducted in two kindergarten schools, a private and a public one. In the first, twenty-two students and two teachers (kindergarten teacher and headmistress) were interviewed, while in the second, we used the method of non-participant observation on five children attending the integration class, during a month. Interviews were conducted in the public school too, only to two teachers (qualified pedagogue and headmistress). Firstly, through interviews and the method of non-participant observation, marginalized students are identified due to the difficulties they face, both within the classroom and outside. Next, we have managed to strengthen the children's confidence and help create a more empathetic school environment, via focusing on the uniqueness of each child in particular, as a part of a system (inclusion philosophy). These are implemented, through a school Project in which students narrate their personal stories using digital storytelling software (we utilized excerpts of the interviews, while after the production of the stories, the educators presented them to students who shared their feelings with us). Our aim was, also to encourage the creation of stories, for all educational stages, for the production of which, the Scratch digital storytelling software was used.

Keywords: children's voice, inclusive education, improvement of the school unit, digital storytelling.

Principals, Teachers and Power in Early Childhood Education Settings: A Foucauldian Analysis

Individual Presentations 2E

Dr. Meral Beşken Ergişi (Karadeniz Technical University), Dr. Yasin Ozturk (Karadeniz Technical University), Ms. Zeliha Özer (Karadeniz Technical University), Mr. Ahmet Macun (Karadeniz Technical University)

The relationship between teachers and principals is a continuous and sometimes controversial one. Depending on nature of their relationship it can be rewarding or a struggle for both sides.

In this relationship, having had a higher position, principals have and use power in their communication with teachers. They use power over teachers for various purposes such as rewarding, threatening, controlling and guiding them. Therefore, they use it both for desired and undesired purposes.

On the other hand, due to teachers' lower position, researchers do not usually focus on the use of power by teachers. Instead, researchers focus on empowerment of teachers in their relationship with principals (Keedy & Finch, 1994; Gonzales & Short, 1996). However, do teachers have and use any power in this relationship?

Why and how principals and teachers (if) use such power can be analyzed through Foucault's discourse theory. Foucault's discourse claim that power exists everywhere in the society and institutions (Lazarou, 2013). According to Pitsoe and Letseka (2012), discourse as a social construct transmits and produces power and also it is created and perpetuated by those who have the power and means of communication. Therefore, as important members of the school setting in early childhood education, we focus on teachers and administrators who create and perpetuate discourse.

In this context, this paper will confer on following points from the cultural context in Turkey: Expectations of teachers and principals from each other in a power relationship, the challenges in their interaction, and how this relationship affect their job satisfaction and their practices in the profession.

In this qualitative research, semi-structured individual interviews are used to collect data. Participants are five principals and five teachers who are currently working in early childhood education settings in Trabzon, Turkey. Content analysis will be used in the analysis.

Keywords:Foucault,teachers,principals,early childhood education,power

Awareness of Early Childhood Period Workshop in Turkey: Current Status, Conclusions and Recommendations

Individual Presentations 2E

Dr. Serap Erdogan (Anadolu University- Omep Turkey), Dr. Nalan Kuru Turaşlı (Uludag University/Omep Turkey), Ms. Gozde Tomris (Anadolu University/OMEP Turkey), Ms. Nurbanu Parpucu (Anadolu University/OMEP Turkey), Ms. Büşra Ülkü Ülkü (Omep Turkey)

The aim of this study is to examine the opinions, suggestions and findings obtained from “Awareness of Early Childhood Period Workshop” organized by Association for the Development of Early Childhood Education in Turkey which is the representative of OMEP in Turkey. It is aimed to contribute to the field by sharing current problems and solutions concerning early childhood education in Turkey with other institutions and organizations working on early childhood education in different countries. The workshop, held on 18-19-20 November 2016 in Eskişehir under the leadership of OMEP Turkey. It was organized in cooperation with the Ministry of National Education General Directorate of Primary Education. Nearly a hundred of people from different professional fields who work for children like academicians, teachers and representatives of non-governmental organizations participated to the workshop.

The previous aim of the workshop was to define fundamental agenda concerning “Early Childhood Period” in Turkey, put forward basic problems and to find solutions to these on the basis of scientific ground. In this context, prior to the workshop, opinions of members of the association and the participants of the workshop were taken about the agenda. Five most requested topics were identified namely “Early Childhood and Education”, “Early Childhood and Migration”, “Early Childhood and Abuse”, “Early Childhood and Values” and “Early Childhood and Family in Social Context”. These topics were debated in the working groups. Findings obtained from the working groups at the end of the workshop showed that there are limitations in Turkey in terms of reaching facilities in early childhood education so poor/immigrant children have become even more limited in this respect. Various solutions and models have proposed for each topic in order to put them into practice for high benefit of children.

Family Involvement Activities of Preschool Teachers in Terms of Taking Early Intervention Course

Individual Presentations 2E

Ms. Nurbanu Parpucu (Anadolu University), Prof. Berrin Akman (Hacettepe University)

The aim of the study is to define family involvement activities of preschool teachers in terms of taking course related to early intervention programs at the level of bachelor. In this study, qualitative research method was used in order to examine teachers' opinions about the subject in depth. In the data collection process, semi-structured interview technique was used and the study group involved eight preschool teachers who took a course related to early intervention programs and eight preschool teachers who did not take this class. Criterion sampling was used to assign teachers who were interviewed. Semi-structured questions formed by the researchers were asked to the teachers and the data obtained were analyzed using descriptive analysis methods. Based on the analysis of the obtained data, three themes were defined. These were communication with families, family involvement activities, family needs and family education. The findings were directly supported by quotations with the themes to ensure the reliability of the study. The findings of the study showed that teachers who took a course related to early intervention program used different family communication ways and methods, gave more detailed information to families about planning, practicing and assessment process of family involvement activities than the teachers who did not take a course. It was also seen that preschool teachers who took early intervention course had more family education activities than those who did not, and they paid more attention to the planning, implementation and evaluation processes of it.

Developing an Organized Program for Pre-school Children in Nature

Individual Presentations 2F

Mrs. Edita Rogulj (University of Zagreb, Faculty of Teacher Education)

Organized stay and natural environments provides a process of experiential learning for children of all ages. Children and the natural environment allows the development of self-confidence, communication and social skills, and they are encouraged to research activities. By observing nature children develop awareness of the natural processes and acquires knowledge for sustainable development that helps to raise awareness and build environmental awareness as an important element of a healthy adulthood. Staying in nature children provides wealth of research topics, such as weather conditions, wildlife, natural cycle and research of natural materials and landscapes. The research nature encourages children to different forms of creative expression such as the physical, verbal, music and art creativity. Final product of research is not a priority but, the process itself that is happening in the interaction between nature and children is important. This defines the need of an interdisciplinary approach to programming aimed at the return of children to nature. In this way allows children to experience new experiences that will implement in your daily life. Therefore there is a need to find links between nature and modern life in the digital environment. Organized and planned approach to the issue of facilitating better integrate children into the nature and extend of his cognitive world in a broader context, which goes beyond the framework of its microsystems.

Keywords: children, nature, digital media, program / curriculum

Developing ECEC through participatory curriculum process

Individual Presentations 2F

Dr. Arja-Sisko Holappa (Finnish National Agency for Education), Ms. Kirsi Tarkka (Finnish National Agency for Education)

Finland has widely known for its high quality education system. A country without child testing and evaluation of single schools in an exception compared to many other European countries. Finnish steering system for education relies on development through curriculum processes both nationally and locally. New National Core Curriculum (NCC) for early childhood education and care was completed last year. NCC regulates the daily activities in different forms of early childhood education. NCC was prepared in wide cooperation with specialists and early childhood personnel. The NCC script was also open for public critique and suggestion. Participatory manner continues in local processes in preparing the local curricula. This kind participatory and open preparation process has proven to be effective tool for developing education and implementing national policies. Curriculum processes offer a lot of information for ECEC personnel and arenas for professional discussions. Processes have inspired education personnel to develop their pedagogies and activities locally and in wider networks. Even though curriculum processes are arduous task for education personnel, the curriculum system is widely accepted and seen as a means to secure quality and equality in education.

Belonging, being and becoming: Possibilities and challenges of Australia's Early Years Learning Framework supporting displaced children and families

Individual Presentations 2F

Prof. Ann Farrell (School of Early Childhood and Social Inclusion, Faculty of Education, Queensland University of Technology)

Australia's *Early Years Learning Framework* (EYLF) offers possibilities and challenges for supporting young children and families who experience significant global displacement, disruption and dislocation. Tagged as *belonging, being and becoming*, the EYLF provides a platform for the participation and representation of displaced children and families in early childhood education and care settings in ways that recognize and cater for their experience of displacement. Unprecedented displacement is a growing feature of both the Global South and the Global North, with new global flows of people, ideas, technologies and languages both challenging and enabling early childhood education and care to cater for the complex needs of children and families. The United Nations High Commission for Refugees estimates the displacement of more than 25 million children (many unaccompanied by an adult) due to war and/or natural disaster, with migration experiences typically attended by significant trauma and limited access to social networks to support language and cultural practices. Against the backdrop of significant displacement of young children and families within and between the Global South and the Global North, the presentation draws upon the work of Bourdieu (1988) to consider the ways in which the EYLF can promote social inclusion and participation in sites of meaningful cultural production. While recognising the complexity of the displacement, the presentation also considers pedagogical approaches to overcoming the barriers to social inclusion and participation and working towards social justice in changing global contexts.

Watery webs of interconnectedness: Water-ways as pedagogical sites

Individual Presentations 2F

Mrs. Nicky Hirst (Liverpool John Moores University), Mrs. Diane Boyd (Liverpool John Moores University), Mr. Jamie Browder (University of South Carolina), Ms. Sherridan Emery (University of Tasmania)

Despite the ever-growing body of knowledge about human impact on river and coastal ecosystems and the need to work towards a sustainable future, young children's participation in environmental action initiatives in freshwater and marine habitats remains low. This reality signifies an increased urgency for educators to support young children's relationship with aquatic environments so they can acquire the skills and dispositions to become 'agents for change' for the environment. Guided by ecological systems theory and ocean literacy framework, this presentation describes three exploratory case studies from the United States, England and Australia that investigated early childhood teachers' attitudes towards and practices of using the context of freshwater and marine habitats to integrate environmental action initiatives into the curriculum. The study participants were early childhood teachers who engaged young children in diverse environmental action initiatives, which ranged from the collaboration of children, educators and community organizations to rescue sea turtles, recognizing Beach Kindy as a pedagogical approach for critical agents of change within Early Childhood Education and to participation in environmental partnerships to protect sea-bird breeding habitats.

Data were collected through ethnographic methods of observations, field notes, and semi-structured interviews. Findings revealed that teachers viewed local freshwater and marine habitats as pedagogical spaces where action initiatives for sustainability can be conceived and incorporated into the curriculum. Teachers linked the importance of ecological learning and curriculum integration to children's ability to develop "webs of connect- edness" in which children experience themselves as being part of an existing ecological network of other living things in their communities. From the analysis of the case studies conducted in three different countries, we conclude this study has the potential to expand understandings of under-utilized pedagogical spaces, such as freshwater and marine habitats, that offer young children opportunities to cultivate a more intimate relationship with the earth.

Documentation as a listening strategy: Using Beach Kindy as a pedagogical place

Individual Presentations 2F

Mrs. Diane Boyd (Liverpool John Moores University), Mrs. Nicky Hirst (Liverpool John Moores University)

Abstract

Early Childhood Education (ECE) has long been recognised as a distinct and valuable phase in young children's lives, and more recently, ECE has been postulated as a foundation for lifelong learning within Education for Sustainability. Early childhood education has a strong tradition of engagement with child centred learning, the natural environment and participation, which align well with ESD. The premise, that even very young children engage with big ideas beyond adult fed segmented knowledge is captured in this ethnographic research, which offered an opportunity for pre-school children to engage in intellectual dialogue regarding their local beach. Beach Kindy utilises the natural environment of the coastline, demonstrating the biodiversity of the planet and conversations with the children acted as an effective medium and tool for education *for*sustainable development.

Data were collated using documentation as a primary strategy with adults using post it notes to capture verbatim comments related to the natural and manmade detritus within the beach environment. IPADS were used to record the visit and a mosaic approach was implemented to develop documentation as discourse using Beach Kindy to support young children's natural curiosity. From analysis of the data, the researchers conclude that this research study has the potential to develop the use of live documentation over an extended period which embraces the Reggio-Emilia philosophy and pedagogy of project based learning. The project highlighted the value of incomplete (or messy) wall displays as 'a commitment to life as mobility itself, in which the not-yet-known of the children's thoughts has space to emerge' (Davies, pg25).

Keywords:

Early Childhood Education for Sustainability; sustainability research; beach kindy; Reggio Emilia, documentation

Dream vs Reality: Voices of Preschool Teachers on the Process of Professionalization in Turkey

Individual Presentations 2F

Dr. Mehmet Toran (İstanbul Kültür University), Dr. Özge Hacıfazlıoğlu (İstanbul Kültür University)

Teaching as a profession starts with “a passion for teaching”. This passion is reflected into teaching and professional practices of the teacher as well as his or her competencies as a teacher. This study aims to examine the professionalization process of preschool teachers. In line with this purpose, we aim to reveal the reasons why they want to be preschool teachers, their perceptions towards the profession and the initial challenges encountered. This study used qualitative method and face to face interviews were conducted with 47 preschool teachers. “Love towards children and family guidance” appeared to have role on the reasons for choosing teaching children as a profession. Some of the participants also noted “lack of professional career options” as one of the underlying reasons for following a career path as a preschool teacher. As for their perceptions of the preschool teachers, their views appeared to extend on two extreme spectrums, such as “being the caretaker of the young population” and “having a passion to play a significant role in the future of children”. Preschool teachers’ accounts about their experiences in the career entry phase showed that all of them felt the feelings of anxiety and fear as well as encountering roadblocks due to the nature of the profession. They asserted that they did not have any clue about the ways in which they could overcome the initial challenges. They emphasized the importance of commitment and passion to be a better teacher to open career paths for their children. This study is expected to understand and improve the work and lives of preschool teachers and bring unique insights to teachers and teacher educators as well as contributing to the scholarship of early childhood education.

Keywords: Early childhood education, Preschool teachers, Professionalization, Teacher’s professionalization

Let Children Enjoy the Fun of Autonomous Planning in Regional Games

Individual Presentations 2F

Ms. Li Mei Hong (The third kindergarten of Shenzhen)

Let Children Enjoy the Fun of Autonomous Planning in Regional Games

Transnational Parenting Practices of Chinese Immigrant Families in New Zealand

Individual Presentations 2G

Dr. Angel Chan (University of Auckland)

This presentation advocates for fluid pedagogies that align with the transnational parenting practices of immigrant families and sustain diverse cultural practices. New Zealand is now considered to be a 'superdiverse' country (Royal Society of New Zealand, 2013) with a large population of immigrants. This superdiversity phenomenon can therefore also be found in its early childhood education settings. Research has indicated that many contemporary immigrants are transnationals who maintain close connections with their home countries and frequently engage in border-crossing activities (see for example: Bartley & Spoonley, 2008; González Barea et al., 2010; Huang & Yeoh, 2005, Levitt, 2001; Pacini-Ketchabaw, 2007, Zhang & Guo, 2015). Transnational immigrants are mobile, and their parenting strategies may be similarly fluid.

This presentation will use findings from a research project to illustrate Chinese immigrant families' transnational perspectives of early childhood education and parenting practices. A life story methodological approach was applied in the project. Findings collected from individual interviews will be presented and analysed using key theoretical constructs of transnationalism (using the work of: Bartley & Spoonley, 2008; Levitt, 2001, 2003; Ong, 1999; Vertovec, 1999; Yeoh, 2006) to illustrate the participants' cultural dilemmas in their parenting, their determination to maintain heritage practices, their preparedness to adopt early childhood education discourses of the host country, and their agency in choosing parenting strategies that they believed best support their children's learning. The presentation will highlight the importance of parent-teacher dialogue for teachers to establish caring and respectful relationships with children and families. It will also suggest early childhood teachers to enact a curriculum with fluid pedagogies that are responsive to diverse parental aspirations and are supportive to sustaining diverse cultural practices.

Pedagogies for a Superdiverse Aotearoa (New Zealand)

Individual Presentations 2G

Dr. Angel Chan (University of Auckland), Dr. Jenny Ritchie (Victoria University of Wellington)

This presentation interrogates the notion of ‘superdiversity’ (Vertovec, 2007) in the context of early childhood education in Aotearoa (New Zealand), highlighting the importance of relational pedagogy with regard to sustaining diverse cultures. Findings from analysing a range of national reports regarding ‘(super)diversity’ issues in early childhood settings will be used to support this interrogation.

The concept of ‘superdiversity’ has recently begun to feature in public policies and scholarship across a range of disciplines, including education (Meissner, 2015; Meissner & Vertovec, 2015). While the term ‘diversity’ is typically used in association with ethnicities, languages and cultures, Vertovec (2007) uses the notion of ‘superdiversity’ to draw attention to the interplay of additional migration-related variables, such as different patterns of migration and associated socio/cultural/political complexities.

Post-World War II immigration policies brought increased immigration, mainly from the Pacific Islands and Asian countries, into New Zealand (Spoonley & Bedford, 2012). The level of cultural and language complexity in a now “superdiverse New Zealand” surpasses “anything previously experienced” (Royal Society of New Zealand, 2013, p. 1). This particular manifestation of superdiversity is rendered more challenging as it overlays a particular bicultural policy context which recognises the rights of Māori, the Indigenous population of Aotearoa (New Zealand).

Recognition of superdiversity draws attention to new patterns of inequality and prejudices (Meissner & Vertovec, 2015; Vertovec, 2007), requiring reconsideration of educational policies and pedagogies in order to address these. National reports by the Education Review Office (2004, 2012a, 2012b) show that many education settings in New Zealand still fall short in catering for Māori learners, let alone responding to the multiple dimensions of superdiversity. This presentation will consider possibilities for teachers to apply relational pedagogies, ones that engage deeply and respectfully with children and families in order to affirm and support their home languages, and cultural beliefs and practices.

Promoting Balanced Development of Early Childhood Education in Rural and Urban Kindergartens (URKs) in China: A Case Study of PPAJS Model in W County

Individual Presentations 2G

Prof. Xiaoping Yang (Faculty of Education, Southwest University, Chongqing, China), Mr. Aixiang Shen (Faculty of Education, Southwest University, Chongqing, China), Mrs. Yumei Han (Faculty of Education, Southwest University, Chongqing, China)

The focus of early childhood education development in China has been shifting from quantity expansion to quality improvement, and narrowing the quality gap between urban and rural kindergartens (URKs) has become the most urgent and challenging issue. The study attempted to find out what differences existed between qualities of URKs and how the gap was narrowed down in W county. The authors adopted self-developed questionnaires respectively for teachers, preschool principals and parents, as well as observation scales for education professionals to collect baseline information and rating data. 14 focus group interviews were also conducted on administrators and policy makers from educational department of the county, addressing the questions of the status and causes of disparity between URKs, what strategies and policies were adopted to narrow the difference, and what are the effects and implications of such policies. The authors collected valid questionnaires from 891 parents and 184 teachers in 11 rural and 13 urban kindergartens. The result showed that, from parents' perceptions, five aspects (namely, the supplied educational opportunity, the tuition fee, satisfaction about the schooling condition, and the overall educational quality, satisfaction with teachers) of the quality differences between URKs were not significant. Teachers' career status, including their career identities, teaching goals, commitment to profession, competency, career planning, also showed no significant differences between URKs. The result from observation and evaluation of 26 half-day teaching activities (including body-cared items, class teaching, game teaching from 4 rural and 9 urban kindergartens) showed no significant differences among them. Through qualitative analysis of data from focus group interviews, the study found that the county implemented a PPAJS (Public, Professional, Alliance, Joint-action, Symbiosis) model successfully. PPAJS was a result of joint-action alliance among government, professional institutions and local kindergartens. Implications suggested that PPAJS model was effective to promoting balanced development in W county.

A three-dimensional semantic of childhood and children's rights

Individual Presentations 2G

Dr. Federico Farini (University of Suffolk), Ms. Angela Scollan (Middlesex University)

This presentation proposes a conceptualisation of young children's rights as social institution defining a semantic of early childhood in the material, social and temporal dimensions. The theoretical background combines sociological human rights studies (Madsen&Verschraegen, 2013) with structuralist analysis of childhood (Qvortrup, 2009) in light of a socio-constructivist interest in the construction of the category of childhood in communication systems (Baraldi, 2014) and its positioning in relation to adulthood (Alanen, 2001).

The theoretical argument is supported by a comparative discourse-analytical investigation of legislation and policies of Early Years Education and Care in England, Ireland and Italy (2005-2015). In particular the analysis approaches the interrelations between conceptualisation of children's rights and the different construction of childhood materialising in the institutionalised discourses on Early Years Education and Care.

Data suggests that concurrent conceptualisations of young children's rights are intertwined with a paradoxical status of childhood in the material, social and temporal dimensions.

In the material dimension, the emerging ambivalence in legislation and policies between 'human rights', concerning the preservation of the individual, and 'personal rights', concerning inclusion in all social domains (Teubner, 2012), is discussed, with children occupying a metaphorical space as 'migrants' in society, protected by human rights but with conditional access to personal rights.

In the social dimension, it is argued that the semantic of children's rights as 'human rights' underpins a truth of children's agency as subordinate to the 'responsible adult' (Lee, 2005; Wyness, 2012). Protection and dependency are key to the temporal dimension. The paper discusses how the discourse on children's safeguarding and well-being posits adult's protection of the 'future citizen' in opposition to the risk of children's active citizenship in the present.

Critical Incidents in the Initial Formation of Teacher's Professional Development

Individual Presentations 2G

Dr. Eva Csandova (Comenius University in Bratislava, Faculty of Education, Institute of Educational Sciences and Studies), Dr. Darina Dvorská (Comenius University in Bratislava, Faculty of Education, Institute of Educational Sciences and Studies), Dr. Jana Koláčková (Comenius University in Bratislava, Faculty of Education, Institute of Educational Sciences and Studies)

Abstract: Presented study is focused on the issue of creating an initial professional development of teacher in kindergarten. Our aim was to understand and interpret interfaces (compliances, differences) of development with an emphasis on typology of critical incidents and considering the teacher's awareness of professional reality shock. The focus of our scientific study is on those critical moments in teacher's professional career that brought about change and how these changes improved their teaching practice. In a collaborative study report of 10 experienced teachers, who reflected on the critical moments of their teaching experiences in state kindergartens in Slovakia, we established a typology of these incidents and we induced those exact components that crystallize the professionalization, but also those which paralysis them. From their practice we can support the notion, that being a reflective practitioner is the crucial factor in the process of becoming an expert teacher. Using autobiographical narrative and 'Life history method' as a theoretical framework, these ten teachers presented a number of insights from their personal lives and allowed the researchers to explore an individual experiences within a socio-cultural framework. The research material was subjected to qualitative analysis and through constant comparison method we were able to create an identikit - identical portrait of research subject with an explicative character.

Keywords: professional development, critical incident, reality shock, preprimary education, kindergarten teacher

e-Mentoring Based Education for Preschool Teachers (e-MENTE: OÖÖ)

Individual Presentations 2G

Dr. Serap Erdogan (Anadolu University), Prof. Gelengül Haktanır (Ankara University), Dr. Project Team (Five Different University)

This study is aimed to develop, implement and assess the effectiveness of e-Mentoring Based Education for Preschool Teachers (e-MENTE: OÖÖ) program. This study is supported by Turkey Scientific and Technological Research Projects Support Program (TUBITAK-1001 Project) with the project number of 115K419.

In the first phase of the project, focus group discussions were realized with 105 preschool teachers to define needs of preschool teachers as a preparation for developing the program. The e-MENTE: OÖÖ training program was designed to meet the needs of the mentees (preschool teachers). The content, objectives, module materials, module preliminary interview questions, module final evaluation questions and discussion questions supporting mentoring process was prepared and uploaded to the Project's Learning Management System (LMS). "Classroom Observation Form", new version of ECERS – R and "Document Inspection Checklist" were used as pretest and posttest. Besides, module preliminary interview questions, module final evaluation questions and discussion questions will be used for data collection. In the process of implementation, in line with answers given by mentees to the pre-interview questions, resources are shared based on the requirements of mentees by the mentors (researchers) so that developments of mentees are supported. Qualitative data will be analyzed by descriptive analysis and quantitative data will be analyzed by t-test analysis.

When this project is completed, an e-mentoring implementation combining technology and theory will be used for the first time, and the substructure of an e-mentoring system planned at the national level will be prepared and gained to the literature.

This paper is limited to the description of development, implementation and evaluation of the training program that is designed in this project, which is currently continuing the implementation and evaluation processes. Because of project deadline's being July 1, 2017, the results will be shared in the full text.

Apsence of Peace Pedagogy -Preschool Education and Segregation in Macedonia

Individual Presentations 2H

Dr. Lena Damovska (Sts.Cyril and Methodius University Skopje Faculty of Philosophy, Insitute of Pedagogy), Dr. Alma Tasevska (Sts.Cyril and Methodius University Skopje Faculty of Philosophy, Insitute of Pedagogy)

This paper will focus on the positive outcomes and new practices in the preschool education, which have been taking place thanks to the realisation of several important projects in kindergartens in resent years, dealing with peace education and promotion of peace culture, as well as understanding of peace as a need in a multicultural society, such as Macedonia. We will focus our attention on the MOZAIK -Project, as the first model for integrated multicultural education, having been realized since 1997, the PRECEDE -project Partnership for reconciliation through ECE and Development in EU, including 10 kindergartens from Macedonia, and the UNICEF -office Skopje project Respect for Diversity and Multyculturalism in Early Childhood Education, which is the newest project being realized in all the kindergartens in Macedonia. Furher this paper will show how peace preschool programs have approached, find solution and implemented issues that deal with equal status, respect for diversity, tolerance, common values, problem solving and promotion of new pedagogical discourse, overcoming traditional pedagogy with new pedagogical tools in the preschool education in Macedonia. The needs for change in the initial education of the kindergarten educators will also be presented, as well as the needs for strengthening their capacities, concerning peace education. In service trainings with the preschool teachers , promote new practices with children in the preschool sites in different part in the country. All documents adopted by the Ministry of Education and Ministry for Social work and Social policy in Macedonia, such as New Strategy for Integrated Education, New curriculum for preschool education, Early Learning and Development Standards for children from 0 to 6, etc. are only a declarative movement for the promotion of peace education at an early age, when it is in fact needed the most.

Key words: peace education, preschool education, diversity, tolerance, preschool children

Teachers' and parents' views of the problems faced by bilingual preschool children

Individual Presentations 2H

Dr. Ikbal Tuba Sahin Sak (Yüzüncü Yıl University), Dr. Ramazan Sak (Yüzüncü Yıl University)

As well as Turkish, the major languages spoken in Turkey include Kurdish, Laz, Zazaki, Arabic and Syriac, with Kurdish being predominant in two of the country's seven provinces (East and Southeast Anatolia). Large numbers of Kurdish children start preschool without knowing Turkish, but are nevertheless expected to communicate with their teachers and friends in Turkish while at school. These first educational experiences of bilingual children raise challenges for preschool teachers whose own mother tongue is Turkish, as well as for parents who wish to support their children's language acquisition but who do not themselves know any Turkish words. If effective language teaching is to be developed and maintained, it is crucial that parents as well as teachers take active roles. Therefore, the key aim of this study is to collect and compare parents' and teachers' views related to the first experiences and special problems of bilingual children in Turkish preschool classrooms. A semi-structured interview protocol developed by the researchers was used to interview 20 parents and 20 preschool teachers. The data will be analyzed through the word-list technique, and the findings and main themes will be discussed at the 69th OMEP World Assembly and International Conference.

Male and female preschool teachers' emotional reactions

Individual Presentations 2H

Dr. Ikbal Tuba Sahin Sak (Yüzüncü Yıl University), Dr. Ramazan Sak (Yüzüncü Yıl University), Dr. Fatma Tezel Sahin (Gazi University), Ms. Betül Kubra Sahin (Gaziosmanpasa University)

Throughout the world, most preschool teachers are female. Although it is accepted that male preschool teachers should be present in preschool institutions as role models, the proportion of males remains very low. Many studies have compared male and female preschool teachers in terms of their job satisfaction, the activities they conduct, or their career choices; and the reasons that so few men choose this job has also been examined. There is a growing consensus that preschool teaching is a female-dominated job because females behave more emotionally than males, but this remains to be tested in a Turkish context. Therefore, this study examines the emotional reactions of 15 male and 15 female preschool teachers, using a semi-structured interview protocol developed by the researchers, with the interview data being analyzed via the word-list technique. The findings of this study will be discussed at the 69th OMEP World Assembly and International Conference.

Analysis of pre-service kindergarten teacher's metaphor for early childhood multicultural education

Individual Presentations 2H

Prof. Soon-hwan Kim (Ewha Womans University), Mrs. Ji eun KIM (Ewha Womans University)

The purpose of this study was to analyze the pre - service teachers' perceptions and concepts about multiculturalism. From the result, we intend to obtain basic data on multicultural education in Korean early childhood education curriculum for pre-service teacher.

The research problems set for the research are as follows.

1. What is the image of Korean pre-service kindergarten teacher about multiculturalism?
2. What are the experiences of Korean pre-service kindergarten teachers' multicultural education and the frequency of multicultural contact?
3. What is the difference in the image system of pre-service kindergarten teachers according to experience of multicultural contact?

Method: This study was carried out on 221 students of 3 grade students at 1 Kindergarten teacher education university (ISCED 6) and 5 Kindergarten teacher education colleges (ISCED 5) in Seoul/Gyeonggi area. For the analysis of metaphor, we distributed a questionnaire that could be used to create metaphor for four items of multicultural, multicultural Family, multicultural child, and multicultural education. After writing the metaphor, the research participants are able to describe the reason for the metaphor. In addition, the questionnaires on whether to participate in multicultural education for children and the frequency of multicultural contact were added to enable the analysis of multicultural experiences of participants.

The questionnaire was conducted for 3 weeks (1st to 3rd week of December, 2016). The total number of questionnaires used in the analysis was 205, excluding 16 questions which did not respond to the question of metaphor.

Children's and Parents' Perceptions of pursuing a career in STEM fields

Individual Presentations 2H

Mrs. Sebnem Soylu (Abdullah Gül Üniversitesi)

STEM (Science, Technology, Engineering and Mathematics) education is an emerging field for education. The significance of teaching these subjects with an integrated manner and developmentally appropriate approach is crucial to help children to develop key skills for 21st century, such as curiosity, cooperation, coordination, innovativeness, versatile and critical thinking, creativity, and problem solving. In this study it is aimed to help improve STEM education, and two cross-sectional surveys commissioned by the researcher. One survey is conducted with early childhood children, and the other survey is administered to their parents. The aim of the surveys was to gain insight about what can better inspire students to pursue education in STEM fields. In these surveys, parents and early childhood students were asked about their perceptions of STEM education, shedding light on how to inspire more young people to become doctors, scientists and engineers. The parents are asked for the carrier that they most desire their child to pursue. The same question is asked to children, too. It is aimed to reveal the carrier plans of children regarding to their gender, their parents' jobs and education; in addition it is aimed to understand if there is a difference between the career choice of parents for their child regarding to the child's gender or the parent's gender. The survey is conducted with 38 children and 76 parents. Convenience sampling method is applied. Surveys are directly administered to parents and children. For children, the researcher asked the question and fill the form according to child's answer. There were one multiple choice question and one open ended question in the survey. The questionnaire is pilot tested with 5 students and 10 parents before the actual study.

Teacher-students Chose of Children's Book to Introduce Concepts Related to Sustainability

Individual Presentations 2H

Prof. Kristín Dyrffjord (Univeristy of Akureyri)

The aim of this paper is to analyse how teacher-students chose children's book to introduce concepts related to sustainability to preschool children and how they relate the chosen books to the subject. As assignment in a course about sustainability in schools, students worked in pairs to analyse 3-5 children's books using a grid (designed by me) based on UN developmental goals as a criteria. The students analyses the content of chosen books, describe why they chose each book, ethical and controversial issues have to be addressed as well as stereotypes that appears and how they connect the book with the UN goals. As part of the project they have to put forwards philosophical questions and point toward methods they want to use with children to explore the book. I want to point out that in Iceland sustainability is one of the fundamental pillars of the national curriculum for all school levels.

The data is student's assignments, they chose books and made teaching plan form each book related to UN sustainability goals. Part of the analyses will be to identify which UN developmental goals are most chosen and why, what in the chosen book resonated with the students and what kind of question and controversial issues they address. As part of my analytical tool I look toward the Nordic genus project on children's literature (<http://genustest.no/>).

As expected conclusion when this is written I presume by the interest the student have shown during the course that the main subjects will relate to goals concerning equality and nature in some way but less related to social values and economics.

Keyword: books, children, Nordic genus project, sustainability

Early education for sustainable development. Examples of actions for ESD in Poland

Individual Presentations 2H

Dr. Ewa Lewandowska (The Maria Grzegorzewska University)

New 17 Aims of Sustainable Development (UN 2015) came into life on January 1st, 2016. These aims have task to change our world. Next 15 years - till year 2030 - will be years to take action for good of people, planet, time for determined and transforming steps to change the world for more sustainable.

There are many good practices in early education in Poland relating to idea of sustainable development but it must be underlined that education for sustainable development is not nature or ecological education. Such simplification changes the whole sense of the idea (Lewandowska 2016).

Education evolution in direction of creation of sustainable future - to live in sustainable way - can be achieved by orienting on such values as understanding, participation, involvement, solidarity, respect to others, learning in interaction and dialog, responsibility or shared construction of meanings necessary to build civil society. "How to help Polish to be shaped into community of autonomous persons able to individual managing coincidences and fast modernist changes but same time to cooperate at all levels for collective vision of development, to keep national identity but also to include us into international communities" (Kwieciński, 2013, p.2). Answers to these questions can be found by appealing to idea of sustainable development (Bałachowicz, 2016).

Process of changes "front the top" will be visible in scientific theories and program basics. The change "from the bottom" will be daily pedagogical work, "depend on everyone of us" (Michalak, 2016). During the address pioneering actions in Poland for promoting ESD in early education idea will be presented: actions of college education future teachers of early education and actions amongst currently working teachers being thought to change practice.

Keywords: communities, early education, ESD, practice, theory

Ecological Education Reform in the Countryside: Proposal of a Learning Garden for Children Three to Eight

Individual Presentations 2I

Dr. Chen Dan (Hangzhou Science and Technology Occupational College)

The current debate over where should countryside youngsters get their early educational services reflects some urgent and deep issues of education reform in China. Following the state mandate on beautiful and ecological new China strategies, theoretical conceptualization on rural education development should be guided by a future-oriented framework. Proposed in this article is an ecological model for rural education reform based on experiential curriculum for children (aged 3-8) served in the Learning Gardens in the countryside. In line with international practices of forest or bush schools, the Learning Garden model take outdoor learning activities in the natural environment as the most important elements, as well as experiential curriculum and cooperative teaching among teachers and community members. In essence, the building of close relationships with nature and community life is the key to success in this ecological education reform.

Young Children in the Vegetable Garden: An Experiential Learning of Growing Plants

Individual Presentations 2I

Ms. Ying Tao (Nanjing Normal University), Ms. Yuanyuan Guo (Nanjing)

Previous literature shows that preschool gardening engages children by providing an interactive environment to observe, discover, experiment and learn. Preschool gardens are living laboratories where interdisciplinary lessons are drawn from real life experiences, encouraging children to become active participants in the learning process. This paper explored how 4-year old children learn about the origin of food through experiencing the natural process of growing plants at a preschool vegetable garden. Results showed that through selecting seeds, planting, tending the garden, and harvesting the crop, the participating children learn that food comes from living beings. Positive outcomes were also detected in the areas of social and environmental behaviors.

Right from the Start: Developing Resilience for a Sustainable Future

Individual Presentations 2I

Dr. Dawn Butterworth (President OMEP Australia), Mrs. Lis Mathiasen (Westminster Junior Primary School)

Currently, at the global level, we are witnessing continual conflict and a fight against terrorism, resulting in thousands of young children and their families fleeing their homes in fear of their lives, especially in Southern Sudan, Iraq and Syria. This leads to a question that continues to puzzle early childhood professionals and that is, “How is it that some children growing up in the most impoverished and unstable circumstances manage to surmount these obstacles and to successfully triumph over them while others fail?” The answer lies in the development of resiliency or the ability to bounce back in the face of adversity from an early age. This paper outlines the factors that support the development of resiliency and provides specific strategies to build resiliency in children aged 0-8 years.

Multiple growth trajectories of self-control among U.S. early elementary children

Individual Presentations 2I

Ms. Qianqian Pan (University of Kansas), Ms. Qingqing Zhu (University of Kansas)

The current study examines (1) if multiple growth trajectories of self-control exist in early childhood, and (2) if child and family characteristics significantly predict the grow rate of self-control in each trajectory. Four waves of data (Kindergarten-fall, Kindergarten-spring, 1st grade-fall, and 1st grade-spring) from a public-used database (Early Childhood Longitudinal Study K: 2011) were used. Subjects included a nationally representative sample of 3010 children aged 56.75 months to 90.77 months at Kindergarten-fall. Growth mixture model was used to examine the growth trajectories of self-control. Expectation-maximization algorithm was used to estimate parameters. Bayesian information criteria, Lo, Mendell, and Rubin likelihood ratio test, and the bootstrap likelihood ration test were used to compare competing models to determine the number of latent classes.

Results suggest a five-group growth mixture model provided the best fit to data. The first group of children (50.73%) entered kindergarten with relatively high levels of self-control and continued to develop in this area through 1st grade. In the second (10.30%) and third group (17.41%), children's self-control was relatively high when they entered kindergarten, but then decreased through 1st grade. Specifically, within the 2nd group, children with disabilities had lower self-control when they entered kindergarten. Within the 3rd group, the self-control of children from poorer families decreased more rapidly over time. The fourth group of children (14.39%) entered kindergarten with relatively low levels of self-control, but developed rapidly such that by the end of 1st grade, their self-control level was among the highest. Within this group, girls had lower levels of self-control as they entered kindergarten, but developed significantly faster than boys as they aged. The final group (7.18%) maintained relatively low self-control from kindergarten through 1st grade. In this group, Hispanic children had higher level of self-control when they entered kindergarten.

Young children's agency and the outdoor environment.

Individual Presentations 2I

Prof. Glynne Mackey (University of Canterbury)

In the OMEP World we value children's voices and support them to make a meaningful contribution to issues that impact on them and their families. Citizenship, agency and participation are clearly stated in Article 29 of United Nations Convention on the Rights of the Child where it states that children have the right to live responsibly in 'a free society, in the spirit of understanding, peace and tolerance'. How, then, is this spirit nurtured in the early childhood context? The outdoor environment is a particular place where these rights are honoured. This presentation will look at children's agency in the outdoors where children have the freedom to make decisions about what to play and how to play, however, there are elements in the environment that must be respected and protected. Elements within the natural world have an authority that guides the way we respond to the natural world and often restricts the actions children, teachers and adults can take. Through respecting this authority of the elements of the physical world, the social world, the democratic world and the cultural world, we can better understand the deeper significance of agency and the actions we can all take to help create a more peaceful and democratic foundation in our communities.

Keywords: agency, young children, outdoors, citizenship, responsibility

Speaking the Language of Sustainability

Individual Presentations 2I

Mr. Steve Watts (Wattsenglish)

It can be easily agreed that there is a need to educate young and very young children about environmental protection and sustainable living, and while very good progress is being made through hands on schemes and engaging initiatives, it could be argued that the opposite end of the spectrum has been left behind.

Framing a complex global concern to make it's relevance clear to a class of young children is a significant challenge to teachers and educators, but arguably a necessary step for future generations that are set to inherit complicated global problems that require sophisticated solutions and an unparalleled level of global cooperation.

The approach taken by teachers at a kindergarten in the north of the Czech Republic follows on from the good principles and practices identified in the 20 12-2014 Comenius project 'What is Europe?' to create personal relationships between children of vastly different and contrasting socio-political and geographical backgrounds. In this unscientific study, the children were asked before and after a video conference call with a group of similar aged children in Kenya and another group from India, for their thoughts and feelings on the children's lives in comparison with themselves.

It became evident that, even at a young age, some preconceptions had already been made. Most likely having been passed down from influential adults, such as parents and teachers. However, it's important to note that these preconceptions were a balance of positive and negative or that the child simply had no notion of the other children's lives before the video call.

After the call the children demonstrated significantly greater interest in the daily lives of the new 'friends', their school, their homes and environs, their culture and country.

Keywords: culture, environment, globalization, kindergarten

Children retelling stories and the consideration of the understanding of the listener

Individual Presentations 2I

Mrs. Agneta Pihl (University of Gothenburg, Department of Education, Communication and Learning), Prof. Niklas Pramling (Gothenburg University), Dr. Louise Peterson (University of Gothe)

How do children retell stories they have heard? Particularly, do they consider the perspective of the listener when doing so? Our presentation builds upon a recent study on children's oral storytelling. Children aged 4-5 years in Swedish preschool have been told stories by their teacher and then asked to retell these stories to other children who have not heard them. The background to the study is the idea that we can promote children's social reasoning through engaging them in oral storytelling (the Canadian From-3-to-3 project). Theoretically, our analysis is informed by a sociocultural perspective on communication and learning. The activities are documented with video recordings. The recordings are transcribed and analyzed according to the principles of Interaction Analysis. Focusing on whether – and if so how – children consider the understanding of the listener when telling a story. Our findings show that the children shift between speaking inside the narrative frame of the story, i.e., take on the voices of the characters of the story and bodily enact the story, on the one hand, and speaking about features of the story, on the other. We argue that this analytical distinction is critical in that the latter (i.e., talking about the story) implies the child being cognizant of the listener's presumed understanding. The study contributes with insight about how children, through shifting from speaking *within* the frame of the story to meta-communicating *about it*, show that they are responsive to the listener's understanding. The presentation is part of the Swedish National Research School on Communication and Relations as Foundations for Early Childhood Education (FoRFa), funded by the Swedish Research Council (grant no. 729-2013-6848).

Key words: Storytelling, Re-telling, Interaction Analysis, preschool, understanding

Science communication in Early Childhood Education – Examples from Swedish preschools

Symposium 7 "Science Communication in Early Childhood Education - Examples from Swedish Preschools"

Dr. Susanne Thulin (Kristianstad University), Mrs. Lina Hellberg (Kristianstad University), Prof. Andreas Redfors (Kristianstad University), Mrs. Anna Backman (Gothenburg University)

Preschool in Sweden is a voluntary school form entailing education and play. A national curriculum with learning goals regulates educational activities, and prescribes covering science. This mission affects practices, teachers' knowledge, and competences. Didactical approaches, in relation to children's learning are on the agenda. We will discuss and problematize teaching of science based on three research reports. The research adheres to the ethical guidelines of the Swedish Research Council.

Keywords: *Preschool, Science, Communication*

(1) Science communication – children and teachers

Firstly we report from a design-based research project where viable science practices were developed and implemented with a focus on communication. Collected video data was analysed based on phenomenography and developmental pedagogy. Analysis of teachers' planning of consecutive activities with children focusing the intended object of learning (forces and motion) is presented. The importance of content, educational knowledge, and teachers' experiences of their mission is discussed.

(2) Science communication – children and tablets

Secondly we report on a study of the potential of tablets as scaffolds in collaborative inquiry-based science learning in preschools. Specifically, we have investigated the role of Time-lapse photography and Slowmation production in scaffolding communication and learning. The theoretical framework is phenomenography and developmental pedagogy. Video and qualitative data measures were collected. The potential of teachers, children and researchers jointly developing, enacting and evaluating learning processes supported by tablets in preschool is discussed.

(3) Science communication – booktalks about shadows

Thirdly we report on a study about opportunities for children in preschool to discern the physical phenomenon 'shadow' in conversations from various children's books. The theoretical framework is variation theory with phenomenography as an analysing method. Research results based on children's perspective will be discussed in order to show how children perceived shadow, when talking about literature that contains fiction, visual art as well as scientific illustrations.

A Look at Violence among Peers and Some Preventive Activities at School from the Perspective of Relational Pedagogy

Individual Presentations 3A

Prof. Vesna Bilic (University of Zagreb, Faculty of Teacher Education)

Healthy development and well-being of children depends largely on their relationships with parents, teachers and friends. It is believed that poor relations between parents and parents and teachers, as well as not having a lot of friends, are risk factors for involvement of children in peer violence, which is seen as a relational problem. Violent behavior or repeated and intentional infliction of pain or harm to another child who cannot defend himself is also widespread among children of young school age. Boys are more prone to direct forms of physical and verbal violence. Girls are more prone to hidden forms, particularly relational violence that is aimed at manipulation of peers, destruction of close relations and damaging reputation of victims.

The aim of this paper is to, analyze contents and ways of teaching that can play an important role in prevention of peer violence.

With content that is directly relevant to teaching about violence, this paper discusses those of different subjects, which can be used by teachers to gain insight into violent behavior, as well as raising awareness of children about violence and suffering of the victim, the role of passive observers and ways to oppose such phenomena. They can also be used to help children to better understand themselves and their relationships with others.

The paper suggests creative approaches and teaching strategies that not only have the potential to master academic content, but also to develop empathy, social skills, communication, tolerance, understanding and appreciation of the needs of others and improving interpersonal relationships.

The relational approach relies on the content, procedures and processes in the classroom, but also in other school activities that support development of social and emotional skills, and which can play a key role in prevention of peer violence.

Keywords: emotional skills, social skills, peer violence

Social Relationships- Day-Care Culture Abundance

Individual Presentations 3A

Ms. Renata Stipanov (DV "Radost" Zadar), Mrs. Natalija Žorž Brusić (DV "Radost" Zadar)

Day cares the place of joyful living and learning both pre-school children and adults. The place that tends to support children's growing up and development as good as possible, that is based on humanistic orientated concepts and emphasises its child orientation.

Each human potential brings numerous ideas in our curriculum construction everyday work, which changes and develops, thus influencing creation of our day-care culture.

The source of social support in children's development and meeting their needs for safety are surely their parents, peers and educators.

Confidential social relationship a child creates with educators enables his spontaneity, creativity and efficient environment exploration, and reflects on the quality of growth and life.

Students of preschool education and educators trainee are the important part of children's interaction with adults they meet in day-care.

With our sensibility and readiness for involving preschool education college students and educators trainee in educational process and with the promotion of effective interaction we create the day-care community that supports diversity acceptance culture and encourages social relationships.

Children's knowledges, attitudes as well as development and learning capacities are the result of all the interactions children are involved in. We have examined the impact that educators trainee and preschool education college students have on social relations in every day contact with children in our laboratory day-care.

Key words: child, day-care community, diversity potential, educators trainee, social relations, students of preschool education,

Students and Preschool Teachers in a Play with Children: Playfulness Approached Through the Ego States

Individual Presentations 3A

Dr. Aleksandra Sindic (University of Banja Luka, Faculty of Philosophy), Mrs. Tamara Pribišeć Beleslin (University of Banja Luka Faculty of Philosophy)

Stimulation Paper presents the results of a research that was built on contextual knowledge from our previous studies on the students and preschool teachers' play competencies, looking at playfulness through the prism of basic concepts of Transactional Analysis. In survey (n1=61 students, n2=50 preschool teachers), an aim was to determine the incidence of their Ego States (Child, Adult, Parent) during play with children, and to compare these two groups.

Although, both teachers and students, often use all of three Ego States, the results show a statistically significant expression of the Adult ego state in teachers, and a lack of expression of the Child ego state in students. Regression analysis indicates that Adult ego state predicts the participation of teachers and students in the play ($\beta = -.245$; $t = -2.64$; $p = .009$), and t-test indicates the statistical significance of difference between means of Ego States Adult and Child of the teachers and students in a favor of teachers (for Adult: $t=2.718$; $p=.008$; $d=.5$, for Child: $t=2.167$; $p=.0032$; $d=.42$). Adult ego state during the play is regarded as the most productive basis for developing the play roles. Adult analyzes, defines reality (Analytical Adult, according to Kujit, 1980), but also takes into account the ethos of the play, cooperates, empathizes and behaves assertive (Experiential Adult). The importance of shaping university education and professional training towards developing understanding and analytical experiences in the context (Adult), and achieving more spontaneity, authenticity and favorable emotions during play (Free Child) is pointed. Further, research instrument could be re-developed by differentiating indicators of Ego States to present it as a suitable tool for (self)reflection of teachers and students towards fostering playing competencies, bearing in mind its predictability the most productive roles of adults' involvement in children's play.

Transactional Analysis and Critical Thinking in Preschool Children

The bridge/gate type of games from Vojvodina in the light of comparative studies

Individual Presentations 3A

Dr. Kristina Planjanin Simić (Visoka strukovna škola za obrazovanje vaspitača Kikinda)

The empirical research of children's folklore in Vojvodina, has unfortunately remained a less studied domain within the ethno musicological research. The importance of studying this neglected folklore genre seemed to us even more important since it enables us to clarify and present one of the most important ethno musicological issues which are tightly connected to the child psychology. Children folklore is preparing the pre-school children to learn in the most natural, free and relaxed manner, within the same-age children group. The songs of these bridge/gate type of games belong to the games of crossing over, games of initiation. (Medan 1980, 47). This type of games of crossing over, of crossing the bridge as if from one state to another, symbolically represents a universal state of each and everyone of us. On our road to growing up and getting mature each of us goes through, regardless of the lyrics, melody line, ethnicity or the language the game is played on, we all follow the same rules. Some of the authors rightfully consider the children as being the best keepers of the national traditions. Observing generally, children folklore affects the physical and mental development, as well as the intellectual and emotional growth and the intelligence of children. Once the opportunity of naturally getting through the childhood, through games and countings is lost, it can never again be compensated.

Key-words: Children's folklore, bridge/gate type of games, comparative studies, intelligence

The New Paradigm of Understanding a Child, Childhood and Childhood Institutionalization

Individual Presentations 3A

Prof. Anka Jurčević Lozančić (Faculty of Teacher Education, Unvierstiy of Zagreb)

According to the contemporary understanding, a child an active subject of his/her own education, a curious and competent being with diverse interests, capabilities, knowledge and understanding, and a person who, driven by an innate curiosity, explores the world surrounding him/he and actively acquires knowledge. These new paradigms have influenced the revision of understanding a child and his/her childhood, which is not only a preparatory stage for the future, but the period of life that has its own values and culture. Childhood is a process that is contextualized and always in relation to specific space, time and culture, and varies according to different conditions and cultures in which it occurs. And it is the status of a child, conceived by adults, that is reflected in the overall education of the child, thus becoming a decisive factor in determining his/her social and ethical identity. This paper discusses the most important changes related to a child and his/her childhood, upbringing, development and education within family and institutional environment.

The goal of the research is to provide an overview of the leading world concepts and child, childhood implementation in practice and to investigate their presence in Croatian early education theory and practices (in the family and in educational institutions).

Keywords: child, modern childhood, family, childhood institutionalization

The Early Childhood As an Ethnopedagogical Phenomenon

Individual Presentations 3A

Prof. Adnan Tufekčić (University of Tuzla)

The basic ethnopedagogical determinants of the early childhood in the context of the “evanescence” of childhood in the contemporary era are elaborated in this article. The cultural and pedagogical-anthropological importance of this basic period of human development is emphasized through the ethno-pedagogical approach. Thereby, one of the fundamental ethnopedagogical endeavors to achieving of the harmony among a child (individual), social circumstances and natural environment is specially accentuated. In this regard, the early childhood is viewed as the kind of a child’s “cultural space”. From the ethnopedagogical point of view this specific child’s sub-culture is an autochthonous sphere of life that traditionally exists and it can be understood from its very essence, unlike the “world of childhood” that, as an artificial construct, is created and changed by the will of adult. Fully valuable children’s active and spiritual relationship with adults and their environment is possible in the situations in which the “colonisation” of the world of childhood by adults is avoided. The harmonisation of relations in the early childhood implies the development and preservation of the children’s natural (self)activity without being totally controlled by adults, and with setting external restrictions and creating opportunities and situations for this harmonisation. This is especially related to the development of interpersonal relations, defining a child’s social status and also playing. The ethnopedagogical intellection of the early childhood allows preserving the idea on authentic cultural elements of the upbringing that arise from “human nature”.

Key words: early childhood, ethnopedagogy, pedagogical anthropology, child’s subculture, human nature

Transition Procedures as Predictors of Academic Success

Individual Presentations 3A

Dr. Ivana Visković (Faculty of Education, University Herzegovina)

The transition from kindergartens to primary school is interpreted as a process of change in the educational environment. Most often, it entails changes in the identity of a child, changes in the relationship between process participants (the role of kindergarten and school teachers in relation to the child), changes in strategies and forms of learning, context and purpose of children's games, changes in the role of the family and, as a rule, increased and intensified demands with simultaneous reduction of autonomy when deciding on daily activities. Normative assessment of children's maturity for primary school emphasizes the creation of boundaries between educational institutions. Requirements for reaching the planned level of psychological and physical status could adversely affect the child's concept of self, their self-esteem and self-confidence.

*The long-term academic success of an individual is associated with early educational experiences. Quality cooperation between kindergartens, families and primary schools can empower individuals, contribute to development of their transition potential, and develop a certain kind of *resistance to change*, as well as reduce feelings of anxiety and confusion in the face of the unknown.*

*Previous research on transition procedures and effects on the child pointed to the frequency of the least effective activities. As a difficulty, the "schoolification" of kindergartens is emphasized: (too) much focus on meeting the school's expectations and development of children's cognitive skills, while neglecting social and emotional competences. At the same time, monitoring and documentation of children's development, interactive design of the curriculum, strategies of learning and early literacy are pointed out as the most important *supporting activities*.*

This paper examines the existing practice of organized transition processes and the supposed benefit of the children.

Keywords: formal education, educational institutions, resistance to change, supporting activities, cooperation

The Experience in Inclusion of Hearing Impaired Children and Children with Cochlear Implant

Individual Presentations 3B

Mrs. Vanja Praznik (Osnovna škola Davorina Trstenjaka Zagreb)

The Elementary School Davorin Trstenjak through its normal educational activity has integrated hearing impaired children for the last 30 years and recently, for 3 years children with cochlear implant. Today they are 48 students integrated in normal classes from grade 1.-8. Two of these students have cochlear implants. They are students of 8th grade (14 years old). Both of them were integrated in our classes from the very start (1st grade). They went through the surgery 2 years ago, at the age of 12. There was no interruption in their integration. Besides ordinary lessons that those children attend, they get specialized professional treatment after their classes. They have groups according to their age. The group is managed by a group leader – a specially qualified teacher. To monitor the development of each student everyday contact between the teachers of the school and the group leaders is very important. The exchange of information at any moment, detecting the problems, having a good insight in their success, taking care of their school obligations and homework is a very important part of integration.

Using their speech abilities hearing impaired children and children with the cochlear implant are able to communicate with the hearing children at any moment. Hearing children can develop their sense of understanding and tolerance and they will be more perceptive for the needs of those who have any kind of problems. Treating those children with hearing problems as equals in the everyday school life will help their full inclusion in the community, will qualify them for their further education and finally will make them educated efficient members of the society.

Keywords: Hearing impaired children, inclusion, integration

Perception of teachers and expert associates on the application of the individualized approach in working with students with disabilities

Individual Presentations 3B

Mrs. Jasna Kudek Mirošević (Dragutin Tadijanović Primary School, Zagreb)

The National Curriculum for Preschool Education, General Compulsory and Secondary School Education in the Republic of Croatia emphasizes individualized approach and support according to the needs, interests and the overall development of each individual child. This implies assessment, planning and implementation of various strategies of work so that the educational process can be effective for all children. As the world's research about the effectiveness of work of experts in inclusive educational practice points out the importance of basic principles and strategies of work (Martel, 2009; Obiakor, Harris, Mutua, Rotatori, & Algozzine, 2012; Scruggs, Mastropieri, & Marshak, 2012; Ford, 2013), the need for self-assessment of professionals who are involved in direct work with children with disabilities in using individualized strategies in the educational process is emphasized. Therefore, the aim of this study is to examine the extent to which teachers and expert associates in regular primary schools estimate that the individualized approach is present, and in what form, in working with students with disabilities in the educational process. The study included 344 teachers and 41 expert associates employed in regular primary schools in Zagreb and in the area of Zagreb County. What will be explored is whether there are statistically significant differences in some statements, or estimates of teachers and expert associates in using the individualized approach in the educational process. The results want to draw attention to the presence of the individualized approach with students with disabilities in the educational process, the most common strategies which are applied and those that are not sufficiently represented, so that teachers and expert associates can develop the necessary specific competences and new strategies for teaching.

Key words: teachers, expert associates, individualized approach, the strategy of working with students with disabilities

Attitudes Towards Nature and Environmental Awareness of Third-Grade Elementary School Pupils

Individual Presentations 3B

Mrs. Mirela Bedeniković Lež (Filozofski fakultet u Osijeku, Poslijediplomski doktorski studij pedagogije)

It is well known that human behaviour causes environmental issues at the local, regional and global level. Therefore, it is very important to encourage a responsible attitude of modern society towards environment and to educate children as early as possible in order to raise their awareness about the importance of preserving the nature and environment. Environmental education is one of the possible ways to make the changes that are necessary in today's world.

It is essential to adapt environmental education to fit the needs of the society and time we live in. In that way, we directly influence the improvement of the quality of education and life of individuals and society in general. In Croatian schools, environmental education is not emphasized enough. It is mainly being conducted through the Croatian National Curriculum, school subjects' lessons, and various programs and projects in which schools participate on their own initiative.

Hence, the aim of this study is to examine the attitudes of third-grade elementary school pupils towards nature and to determine their impact on the level of environmental awareness of pupils in Eco-Schools and non-Eco-Schools, taking into account the gender of the examinees.

The connection between pupils and nature has been examined through four aspects of their relationship: a) enjoying nature, b) empathy towards living beings in nature, c) the feeling of affiliation, and d) the sense of responsibility.

The results of the study can be useful to researchers, serving as the basis for new studies, to theorists, serving as an insight into the practice of environmental education, and to practitioners, serving as a guideline for the improvement of their own practice. Information will help parents, teachers and local community to optimise the effectiveness of the methods, procedures and programs used in the development of environmental awareness and positive attitude towards nature.

Building Collaborative Relationships in Institutions of Early and Preschool Education: Research on Principals' Perspectives

Individual Presentations 3B

Dr. Renata Čepić (Učiteljski fakultet u Rijeci), Dr. Sanja Tatalović Vorkapić (Učiteljski fakultet u Rijeci), Ms. Valentina Jerković (Dječji vrtić Rijeka)

Cooperation of professionals in the field of early and preschool education, and a cooperative atmosphere and culture within the institution undeniably have a positive impact on creating better and more quality practices aimed at the children. It is important that leadership be the key driving force in the promotion of cooperative relations within the institution. The aim of this paper is to contribute to a better understanding of the professional role of the principal in the promotion of a collaborative culture within the institution of early and preschool education. We (1) investigated the principals' views and opinions about the mission, vision, and values of the institution in the process of achieving and creating a collaborative culture within the institution (qualitative approach) and (2) determined their perception and assessment of the quality of the learning process at the individual, team, and organizational levels in early and preschool educational institutions (quantitative approach). We applied a semi-structured interview consisting of two topic areas and a shorted (26 items) A form of the questionnaire on the dimensions of a learning organization and organizational outcomes as the measuring instrument (DLOQ-Watkins and Marisick, 2003). The research included a sample of 13 kindergarten principals from the Primorje-Gorski kotar County. The paper pays special attention to questions such as: What skills are crucial for building positive relationships? In what ways do principals encourage cooperative behavior within the institution? What factors facilitate cooperation? What strategies do principals use to build a collaborative culture within the kindergarten? Based on the results, we suggest guidelines that should be followed in order for the kindergartens to progress toward organizations characterized by a complete inclusion of employees into the process of change, which is commenced and guided by collaborators, and collectively responsible and oriented towards mutual values and principles.

Through EU Projects to Different Competences for Sustainable Future in Early and Preschool Education

Individual Presentations 3B

Mrs. Blaženka Pintur (Dječji vrtić Matije Gupca), Mrs. Lea Masnjak Šušković (Dječji vrtić Matije Gupca), Mrs. Silvija Zlatar (Dječji vrtić Matije Gupca)

Early and preschool period of a child's life is intense period when child learns to feel his body and the world around him. This period children, in a growing extent, spend in preschools, therefore the importance of quality education is increasing. Education from an early age is the focus of interest of many EU states. Globalization has opened new opportunities to connect and learn about pedagogical practices of different countries. Several years ago professional staff of Preschool Matija Gubec recognized the importance of professional training and lifelong learning through EU programs (Comenius, Erasmus+, eTwinning). By lifelong learning of professionals we contribute to the improvement of the educational process. Within program Erasmus + KA2 (strategic partnerships), project "Early Learn to Learn Environment" was implemented. It included professional training of employees, preparation and implementation of concrete activities for children and involving parents and local community as partners that support the project. The aim of the project was the development of learn to learn competence among children. The whole project has contributed to the creation of new views on the learning process approaches in a more contemporary way. The new conditions required a different approach of pedagogical planning and management. In employees and children, we developed an awareness of their process of learning, acquisition of skills essential for effective management of time and information, recognition and use of available opportunities, collaborative relationships and teamwork, processing and use of knowledge in the next stages of learning and other life situations and further motivation for learning and confidence in personal resources. The implementation of these projects has a positive impact on the whole institution, enriches everyday work and encourages and motivates teachers to reflect on their own practice and possibilities for connectivity with other institutions in Europe.

Key words: early childhood development, education, EU projects

Challenges of Inclusive Preschool Education in Croatia

Individual Presentations 3B

Ms. Ivona Salaj (Office of the Ombudsman for Children)

The aim of this paper is to analyze the implementation of inclusive practice in the system of preschool education. This paper will analyze the implementation of inclusive practices based on monitoring of the Office of the Ombudsman for Children of the exercise of the rights of children with disabilities at preschool education. The largest number of complaints of violations of children's rights refers to the impossibility of enrollment of children with disabilities in kindergarten, the impossibility of providing support of assistants in kindergarten and shortening the duration of stay of a child in kindergarten because of insufficient support of assistants. By comparing data on the realization of children's rights with disabilities to preschool education in the period from 2014 to 2016, this paper will address current trends of Croatian inclusive practices and make recommendations to increase the quality of inclusion of children with disabilities in preschool education programs.

Key words: inclusive preschool education, *inclusive practice*; *quality of education*; children with disabilities.

Child-Preschool Teacher Interaction Based on Child's Questions

Individual Presentations 3B

Mr. Tanja Glišić (Univerzitet u Banjoj Luci, Filozofski fakultet)

This paper is focused on interaction of a child and preschool teacher caused by the child's question. By his/her spontaneous questions, a child expresses initiative for interaction with adults as well as the initiative to direct educational activities.

The research presented hereby is based on registering interaction situations that children started by asking their teacher a question. Situations have been analysed in relation to the type of children's questions, and responses and reactions of both the teacher and the children, depending on continuation or completion of the interaction. Possibilities and specificity of an interaction established in the stated way have then been analysed, depending on the nature of the activity in which the children and teachers were engaged, and the age and sex of children.

Results show that the responses of teachers depend on the type of questions and characteristics of the context in which the interaction occurs, and that the response also determines whether the interaction will continue. Answers provided by teachers that are not finished or are given in the form of a question will encourage further interaction, while closed answers, as well as the lack of response will make children give up or break the interaction. Children's questions are not always welcome, in particular when they go beyond the contents framework of the activity the teacher is guiding. Not all children's questions require the same type of interaction. After children get answers to questions aimed at getting new information, or to those by which they tend to achieve the required conditions to act, they finish interaction. However, children ask some questions for the sake of interaction so that the response of their teacher determines whether the interaction will continue or not.

Question asked by a pre-school child, response of teacher, interaction, initiative, institutional context

Documentar una oportunidad para escuchar el lenguaje del juego de las niñas y niños

Individual Presentations 3C

Prof. Patricia Troncoso Ibacache (Universidad Católica de la Santísima Concepción), Prof. Karina Villarroel (Universidad Nacional Andrés Bello, Sede Concepción)

La Experiencia que se presenta corresponde al trabajo realizado con Estudiantes de Educación Parvularia, de las asignaturas: Taller de Integración Metodológica y Práctica Avanzada de la Universidad Andrés Bello, sede Concepción y, de las Actividades Curriculares Práctica VI y Práctica Profesional, de la Universidad Católica de la Santísima Concepción.

A partir del trabajo en contextos educativos diversos, las estudiantes, manifiestan inquietud frente a la rigidez de los procesos educativos y ausencia del juego, observando que en la actualidad el juego se encuentra delimitado a un tiempo y espacio. Así se preguntan, *el juego debe ser planificado por los adultos ?, El juego necesita de espacios delimitados?, Tiene un tiempo dentro de la jornada diaria?, Tiene un objetivo que prevé el adulto ?, Es una estrategia ?*

Es así como las clases en la Universidad, se transforman en un espacio para la reflexión y la acción, levantando los siguientes objetivos:

- Escuchar los lenguajes del juego infantil como oportunidad para proyectar experiencias de aprendizaje con sentido.
- Valorar el sentido de la documentación pedagógica como lugar y posibilidad de reflexión y construcción dialógica de un proyecto educativo contextualizado.

A partir de lo anterior, cada estudiante desde la realidad en la que se encuentra inmersa desarrolla y documenta experiencias provocadoras, a través de la configuración de espacios y objetos, que permitan la acción lúdica, placentera y libre de las expresiones de niñas y niños.

A modo de conclusión, las estudiantes a través de la documentación y su narrativa dan cuenta de la multiplicidad de lenguajes de los niños y niñas, del placer del juego y cómo a través de él expresan que tienen teorías propias, que los adultos podemos interpretar y de ahí sorprenderlos y provocarlos con nuevas experiencias para el aprendizaje con sentido, contextualizado e integral.

Modelo constructivista ecológico basado en el desarrollo de las inteligencias múltiples del currículo integral en la educación inicial.

Individual Presentations 3C

Dr. Cinthya Game Varas (Fundacion Ecuador)

La importancia de distribuir los espacios educativos con aspectos lúdicos que permitan interacciones no verbales, favoreciendo el buen desarrollo libre y espontáneo entre los niños y las niñas. Permitiendo visualizar interacciones sociales específicas de: comunidad, familia y escuela; sin ninguna distinción. Con lo mencionado anteriormente, cuando se hace referencia a la distribución de espacio, nos referimos a la importancia de desarrollar habilidades en destrezas, que son las capacidades propias de cada individuo; todo esto desde una perspectiva integral del individuo.

Desde un enfoque educativo, distribuir espacios y ambientar aulas no radica solamente en saber organizarlos. Se busca, que dichos espacios proyecten ser lugares donde los niños puedan: reír, amarse, jugar, encontrarse, perderse, vivir. Nos referimos así a un lugar donde cada niño y niña encuentre un espacio de vida; muy similar al de su comunidad.

La necesidad de crear espacios educativos que respondan a currículos pedagógicos que busquen desarrollar habilidades y destrezas en los niños y niñas entre 3 y 5 años. Donde la inteligencia no solo radica en la cantidad de información que podemos almacenar, sino en la relación directa a la destreza que nos planteamos en los diferentes escenarios del aprendizaje. Articulada directamente a la propuesta ecológica con su mirada de ser, tener y pertenecer; siendo este último el postulado de integración de los aspectos más relevantes en el desarrollo integral del niño; a través espacios ampliados de aprendizaje.

La intención de una propuesta pedagógica diferencial para estas edades, se fundamenta en teorías pedagógicas Peaget, Gardner... un modelo que permita al niño un desarrollo integral basado en: educación, salud y derechos; además de un apoyo pedagógico al rol constructivo y reflexivo del maestro de la educación inicial, como parte de la innovación de la educación del infante, como un sujeto de derechos.

ambientes de aprendizaje, inteligencias, ecológico

Cultura de masas y su influencia en los espacios de aprendizaje de la Primera Infancia

Individual Presentations 3C

Mrs. Elba Domaccin (OMEP ECUADOR), Dr. Lorena Quintana (Universidad Espiritu Santo UEES/OMEP Ecuador),

Dr. Cinthya Game (Fundacion Ecuador/Universidad Católica de Guayaquil/OMEP Ecuador)

La primera infancia se desarrolla en espacios de aprendizajes formales como la escuela e informales como el hogar o la iglesia y en éstos se dan procesos de comunicación interpersonal pero también están expuestos a las nuevas formas de comunicación interactivas caracterizada por llevar mensajes a muchos a través de películas, software para niños, programas de tv., radio donde se interactúa con otros convirtiéndose en referentes culturales, de sentido, referentes de identidad. En estos espacios de aprendizaje, convergen dos formas de comunicación que se complementan entre sí, por un lado la comunicación interpersonal, y por otro la comunicación de masas que se da a través de las tecnologías de información y comunicación, convergencia que “se da en el cerebro de los consumidores a través de la interacción social con los demás” (Jenkins, 2006, p.3 en Castells, 2009, pág. 88). Los mensajes llegan ahora a los niños a través de otros formatos, la globalización ha creado una industria de la cultura global caracterizada por el consumismo. La cultura de masas intenta fijar pensamientos y símbolos en la comunidad a través de los medios de comunicación masivos modificando sus modelos de vida, sus elecciones, costumbres, consumo y opinión pública. ¿qué están consumiendo nuestros niños en los espacios de aprendizaje?. Por ello los educadores deben guiar su aplicación en las instituciones educativas de la Primera infancia para el logro de un futuro sustentable.

Primera infancia, comunicación, cultura de masas, globalización, instituciones educativas.

Escenarios educativos para la primera infancia

Individual Presentations 3C

Prof. Analía Mignaton (Instituto de Formación Docente N°1), Prof. Nilda Cofré (Instituto de Formación Docente N°1), Prof. Mariela Racedo (Instituto de Formación Docente N°1)

Experiencia de las escuelas infantiles de la ciudad de Cutral có, Neuquén, Argentina, en relación a la construcción de entornos enriquecedores para la primera infancia, ligados a la formación docente del profesorado de Nivel Inicial. Se construyeron escenarios estético expresivos, literarios, lúdico-matemáticos y de crianza acordes a las necesidades de los pequeños y basados en el principio de educación integral.

Building Peace in Early Childhood

Individual Presentations 3C

Prof. Elvira Milano (Omep Argentina)

Building Peace in Early Childhood

Teaching strategies to work with children in the classroom

The initial level shows tensions and opportunities which needs to be observed, because the educational environment is not only a physical space but as well a place where the interaction between children happen.

Here they learn about experiences, values, respect norms, and to solve conflicts.

“It is in the first six years of life that all the possibilities in humanization are developed. The childhood is then a magical place of unfolding of potentialities”.

As every project is born of an institutional diagnosis, in this case: How they were solving daily conflicts of socialization in children taking into account that they were in the process of learning and development. It was also taken into account how teachers solved these situations, what matrices they brought and what achievements, consequences or impacts on children’s behavior were observed.

If we think that the initial level covers the period from birth to 6/8 years and taking into account all the learning that happens there we see the importance of making the emotion visible, recognize them and that the learning of conflict resolution is crucial for the development of proactive individuals for society that believes that peace is possible.

It is the ideal space to teach children various strategies and how to make use of their relationships in conflict situations in the class and another places in the school.

One main strategy that involves emotional aspects and thought processes is called “Minimum Conversations” (MC). These MC consist of precise indications, visual contact and an organized structure of conversation; they have been successfully implemented starting with young children.

Responsible teachers need adequate strategies to be implemented in classrooms. These strategies will be detailed in this presentation.

keywords: learning- conflict resolution- emotion visible-relationships

Cultural wellbeing and respect for diversity in early childhood education

Individual Presentations 3D

Ms. Sherri dan Emery (University of Tasmania), Ms. Diane Nailon (University of Tasmania)

Scholars argue that ecological worldviews are important for young children's emerging understandings of themselves as part of the diversity of life inhabiting the Earth (Inoue, 2014), and for supporting relationships that are integral to cultural wellbeing (Emery, Miller, West & Nailon, 2015). Early childhood educators are well placed to support cultural wellbeing within their classroom communities where diversity is valued and regarded as enrichment for such practice.

This paper presents preliminary findings from a case study of cultural wellbeing in early childhood education in Tasmania, Australia in which interviews were conducted with educators. Two broad areas of diversity in education emerged as important contributors to cultural wellbeing: cultural diversity and biological diversity (biodiversity). Educators described cultural wellbeing as belonging and connectedness to people, places (especially nature), and cultural worlds. Providing opportunities for children to encounter diversity was integral to educators' practices of cultivating cultural wellbeing. The research found that early childhood classroom communities were spaces where young children could engage in experiences which value diversity and support wellbeing.

The research findings will be discussed in relation to Bourdieu's concepts of cultural capital and habitus, and enabling and constraining factors for cultural wellbeing will be explored. This presentation argues that enabling student encounters with diversity creates conditions for cultural wellbeing through webs of connectedness in and beyond classroom communities. Furthermore, doing so is core to (multi-species) relationships that are foundational for a sustainable future.

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The professional assignment, time and space

Individual Presentations 3D

Prof. Sven Persson (Malmö university), Prof. Ingegerd Tallberg Broman (Malmö university)

What is the most important task for the Swedish ECEC institutions? This was posed as an open question to professionals and student teachers in a questionnaire, and the participants were given the opportunity to rank three of the most important tasks for preschool. Both professionals and student teachers ranked and valued safety and security as the most important task for preschool and for their own assignment. They agreed on that preschool should represent and constitute a space for caring, safety and security.

In our presentation we relate the results from the study to the theoretical standpoint that ECEC is a *place* (or different places), historically located in time and space. The views of professionals and student teachers are in our presentation contradicted to the conceptions of the ECEC space that are expressed in policy documents and official public sector texts - which emphasises ECEC as a space for learning and knowledge, development and health. We discuss this as a conflict embedded in preschool practice, and relate the results to time and space.

Key words: The assignment, safety and security, place/space, historically located.

The daily routine in Slovene preschools

Individual Presentations 3D

Dr. Marcela Batistič Zorec (University of Ljubljana, Faculty of Education)

In Slovenia there is a unitary system of early education for all preschool aged children. Since the vast majority of children attend full-day programs, the daily routine represents a significant part of life for children in preschool. According to many authors, the daily routine in preschool is strongly connected with hidden curriculum. In the routine activities, the hidden curriculum can fully be exercised, especially if they are not reflected by professionals. The organization of life - the daily schedule, meals, rest and sleeping time are typical activities in which the children usually do not have any choice.

When systemic and curricular reform of preschools was introduced at the end of the 20th century, lot of attention was paid to changing the previously rigid and non-individualized daily routine. In this study, we researched whether and in what manner the daily routine changed after the introduction of the new national curriculum. We focused on the organization of rest and sleep and on how the educational workers act at meals. We found out that at eating about a third of professional workers use problematic practices. The biggest problem of the daily routine remains sleeping, which is practised in less than a tenth of classes from the sample in such a way that only those in need are put to sleep. In one tenth of classes, sleepless children should remain in their beds throughout the rest period, which is completely contrary to the Curriculum for Preschools (1999) and constitutes a serious violation of children's rights.

In our further research we should critically analyse subjective theories of professionals and search for the possibilities to change them and the practices when they are not suitable. Through the action and evaluation research, we should examine the children's views and suggestions about their life in preschool.

Increasing Children's Participation in Everyday Life in Polish Preschools through Action Research with Teachers

Individual Presentations 3D

Dr. Katarzyna Gawlicz (University of Lower Silesia)

The goal of my presentation is twofold: to report on a project “Strengthening the participation of children as agents in preschool everyday life” conducted at the University of Lower Silesia in Poland, and to reflect on the use of action research as a means of supporting teachers in transforming their pedagogical practice. The project stemmed from the recognition of children’s limited influence in preschools, rarely going beyond free play situations to include daily routines or learning activities. It was designed in line with action research methodology and carried out by a group of preschool teachers and academic researchers. The first step was to investigate the extent of children’s participation, using the Mosaic approach and the teachers’ critical reflection on their practice. The data gathered was analyzed and discussed during meetings of the research team, which led to the identification of a problem to tackle, i.e. involving children more in planning their group’s daily activities. This was followed by designing and implementing ways to increase children’s involvement (e.g. by arranging group debates to learn about children’s interests or bringing to children’s attention the possibility to decide on activities). The changes introduced by the teachers were documented and discussed in the meetings. The project demonstrated the potential of action research for changing pedagogical practice and, consequently, the way children experience their lives in preschool. The combination of the teachers’ individual actions and collective work of the research team proved particularly fruitful: observation of one’s practice enabled the teachers to become aware of previously unnoticed dimensions of their work, while group discussions created conditions for mutual support and inspiration. Small scale, group action research projects appear therefore to be a beneficial and feasible instrument for teachers interested in transforming educational institutions for young children.

children’s participation, action research, children as agents, teachers’ collaboration

Overcoming Barriers in Childhood Education Posed by Radioactive Contamination in Fukushima, JAPAN

Individual Presentations 3D

Dr. Masaki Iwakura (Shokei Gakuin University), Ms. Mihoko Endoh (Northeast Japan Christian Federation for Early Childhood Care and Education: Committee for the Study of Radiation and Disaster), Mr. Takeshi Takeda (Northeast Japan Christian Federation for Early Childhood Care and Education: Committee for the Study of Radiation and Disaster), Prof. Hideshige Komatsu (Shokei Gakuin University)

On March 11th, 2011, a M9 earthquake and tsunami struck East Japan and triggered an accident at the Tokyo Electric Power Company's Fukushima Nuclear Power Plant #1. The radioactive contamination resulting from this accident continues to have severe negative effects on child development and education. Evacuation orders and loss/damage of residential houses has fractured the local community life and made it difficult for educational facilities continue operations.

As a result, many facilities have been forced to shut down or temporarily suspend operations.

Even after the kindergarten doors were re-opened, high levels of radioactivity caused great concern regarding outdoor activities and contact with outdoor nature. This situation continues to this day and has led to children being afraid of bugs and not knowing how to play with mud. Our research team has coined this "Nature Deprivation Syndrome."

At the time of the accident, fear of radioactivity caused childcare workers and parents prohibited children from any outdoor activity and exposure to nature.

However, this fear of the invisible radiation was undue and eventually calmed when radiation levels were actually measured by staff. Kindergarten staff shared the data with parents and explained where, when, and why certain parts of the kindergarten posed a danger to children. As both parents and staff learned that not all areas of the playground were equally compromised, the staff were now able to be less nervous about parental reactions and more enthusiastic and creative in outdoor activity planning.

The sharing of the data improved the relationship between the parents and the staff. Eventually, this led to an increase in pupils and better business. The damage to children's health caused by the radiation is not clear at this point in time, but it can be inferred that the post-earthquake obesity trend is due to the decrease in outside activity.

Strong Evidence for Dynamic Advocacy for Ensuring Health, Family Support and Early Childhood Education

Individual Presentations 3D

Prof. Rima Salah (Early Childhood Development Agency), Mrs. Valerie Unite (CEPP), Dr. Nektarios Stellakis (University of Patras)

No child should be left behind. UNESCO, UNICEF and the World Bank have highlighted the central role of Education and Early Childhood Development across all UN Sustainable Development Goals. As such, they represent a key strategy for empowering mothers, fathers, families and caregivers through the formation of human capital. **Neurosciences** have recently confirmed that a baby's brain development is shaped by their earliest experiences, including during pregnancy: a baby's exposure to stress from any cause within the family, such as parental mental illness, neglect, mistreatment, domestic violence or simply poverty related stress, can significantly affect their brain development, and therefore their future outcome.

It is now estimated that 250 million children aged under five are now at risk of suboptimal development (The Lancet Papers). Therefore, **early parenting** is key since parents, both mother and father, or caregivers, provide the immediate physical, emotional and cognitive environment that will be the foundation for a child's development, and evidence shows it starts in the womb. **Early Childhood Care and Education** can have a lifelong impact on children and their future as adults. Evidence in various countries shows that a child who lacks the benefits of early childhood education is less likely to succeed later in primary and secondary education. This is why we argue that ECEC, especially when it is of the highest possible quality and it is culturally sensitive, has the potential to break the cycle of disadvantage. Further, in addition to benefiting children (and their parents), the benefits of **quality early childhood education** extend to society as a whole, including reductions in crime, and lower expenditures on health care and on remedial education.

Keywords: Early Childhood Care and Education, Early Parenting, Neuroscience

Agents of Change by Playing with Water?

Individual Presentations 3D

Dr. Liv Torunn Grindheim (Bergen University College/Western Norway University of Applied Science), Mrs. Yvonne Bakken (Bergen University College/Western Norway University of Applied Science), Dr. Marianne Presthus Heggen (Bergen University College/Western Norway University of Applied Science), Dr. Kjellrun Hiis Hauge (Bergen University College/Western Norway University of Applied Science)

Keywords: Agents of change, play, water, case study, UN's four pillars of sustainability

Abstract: Although there is an increasing awareness of the importance of education for sustainable development, many of us find these issues difficult to address in early childhood education. It is a challenge to address and work with these problematic issues close to children's perspectives and in early childhood educational perspectives. We will therefore, present a case study - the project *Playing with water*, performed by early childhood education teacher students at the course *Sustainable development by involvement*, at Bergen University College/Western Norway University of Applied Sciences. The presentation is structured around the question: *How can playing with water be understood as education for sustainable development in early childhood education?* Our theoretical framework is outlined from a transdisciplinary approach, taking departure from UN's four pillars of sustainability – ecological, economic, social/cultural and good governance. Analyzing the case based on these four pillars, shed light both to the importance of play and cultural meaning of water, and reveal a child friendly approach to education for sustainable development.

Presenters: Yvonne Bakken, assistant professor at Bergen University College/Western Norway University of Applied Sciences and Liv Torunn Grindheim, associate professor at Bergen University College/Western Norway University of Applied Science

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Kjellrun Hiis Hauge, associate professor at Bergen University College/Western Norway University of Applied Science

Marianne Presthus Heggen, associate professor at Bergen University College/Western Norway University of Applied Science

Tonje Gislefoss and Jeanette Marcussen (former students who did the project we are referring to)

Ways of dealing with science learning: a study based on Swedish early childhood education practice

Individual Presentations 3D

Dr. Agneta Jonsson (Kristianstad University), Dr. Susanne Thulin (Kristianstad University), Dr. Laila Gustavsson (Kristianstad University), Dr. Agneta Ljung-djårf (Kristianstad University)

The Swedish school system offers curriculum-based early childhood education (ECE) organized as preschool (for 0–5-year-olds) and preschool class (for 6-year-olds). The intention to create a playful and educational environment based on children’s perspectives, interests and questions is strongly based on historical and cultural traditions. This article develops knowledge of ECE teachers’ approaches to science-learning situations. The study applies a phenomenographic approach. The analysis is based on approximately 9.5 hours of video documentations of teacher-led and child-initiated Swedish ECE science activities. Two descriptive categories and four subcategories of ways as dealing with science-learning was identified: (A) *making anything visible*, containing the three subcategories (Aa) addressing everyone, (Ab) addressing everything, and (Ac) addressing play and fantasy; and (B) *creating a shared space for learning* (Ba) addressing common content. These categories are related to how efforts to take advantage of children’s perspectives are interpreted and addressed in educational practice. The various categories and their potential implications for ECE learning practice are discussed and exemplified.

Keywords: children’s perspectives, early childhood education, phenomenography, science learning, teachers’ approaches.

Democratic Pedagogy Facilitating Pro-social Conflict Resolution in an Israeli Kindergarten Class

Individual Presentations 3E

Dr. Anat Porat (Kibbutzim College and The Institute for Democratic Education)

Early childhood interpersonal conflicts are an integral part of social life and having many advantages for individual and group development and social cohesion. Since involvement in conflict can lead to negative results deriving from an escalation of the conflict to a stage of violence, it is important to establish competence that enables constructive conflict resolution. Many intervention programs worldwide predict that without training, children tend to manage their conflicts destructively. Although these intervention programs help children learn to resolve conflicts through negotiation they do not take into account the unique culture of the educational setting, thus harming the sustainability of the programs. Nevertheless, a gap in knowledge was identified, regarding the educational approach, as an intervention to support the development of children's social-emotional competence to enable them to resolve interpersonal conflicts using pro-social strategies.

This presentation reports the findings of a study that explored the democratic pedagogy as a context that support resolution of interpersonal conflicts between 3-4 year old children in an Israeli kindergarten class. The findings allowed the emergence of a model evidencing that both direct and indirect intervention strategies were used to support the conflict resolution among the children. Teachers responded in a range of ways to children's request for direct intervention, and most especially used a clarification-mediation conversation. Indirectly, they promoted democratic pedagogy with children through participation, listening and dialogue. The findings reveal the children's development in their conflict resolution, which indicate a significant advancement in their pro-social negotiation abilities. Additionally, the findings show a significant increase in the children's spontaneous intervention as peer observers of the conflict and a decrease in their request of teacher intervention. The research suggests that over time, no extra-curricular intervention is needed within a supportive and democratic educational approach.

Keywords: conflict resolution; democratic pedagogy; early childhood, intervention, participation, dialogue

Building Positive Characters and Teaching Diverse Culture with Folk Literature in Early Childhood Classroom

Individual Presentations 3E

Dr. Guang-Lea Lee (Old Dominion University Norfolk, VA 23529), Dr. Soonohk Hong (Kyungsung University)

Koreans have been influenced by the western culture, especially of the United States of America. Educators have become concerned about the prevalence of Disney Characters and other elements of American practice in Korea, especially after the emphasis of learning English and globalization have become a critical part of Korean early childhood education. In response, Korean early childhood education programs have stressed preserving Korean heritage that is being lost in the midst of emphasizing a globalization of the nation and the influx of westernized educational and social environment

Positive characters are important to possess more than ever as Korea has become a fast developing, westernized capitalistic country. In fact, as the world becomes more of a global community, the good character and deeds portrayed in Korean folk literature are pertinent not only to Korean children, but to children all over the world. Teaching heritage culture and value will be a levy, preventing the disappearance of Korean culture from the powerful wave of western cultural influences, and a key to sustain Korean heritage. Teachers will not only preserve their own heritage, but also further contribute to diverse cultures of all mankind.

We will present how teachers in Korea try to teach their traditional beliefs using folk literature. Folktales are the world's oldest teaching tools and suitable for children because of their teaching of morals. Folk literature aids in children's exposure to Korea's rich culture. It portrays values and beliefs that have guided ordinary people's lives for centuries. It is beneficial when children are allowed to think and reflect on what they have read. Reading folktales helps children understand the way people have thought, felt, believed, and behaved for generations.

From European Club to Global Network: the Building of OMEP between 1948 and the 1980s

Individual Presentations 3E

Dr. Michel Christian (University of Geneva)

I am working on a research project on early childhood history in the 20th century which led me to discover OMEP and its work. Not only has OMEP done valuable work in its field since its creation in 1948, but it has also been a very good place to observe conceptions, debates and struggles on early childhood and early childhood education. I have worked in the OMEP archives in Prague, where I found valuable information about the history of that organization.

I would like to present a contribution on the history of OMEP between its foundation and the 1980s, when it became more institutionalized. At the beginning, OMEP was a very small organization with little means of action, as well as a very Europe-centered organization that relied on the good will of a handful of people. I would like to describe:

1. how OMEP grew, attracting more and more members not only in Europe (especially in Eastern Europe), but also in South America, Asia and finally Africa;
2. how it became more institutionalized and what the difficulties and debates were in that process, especially on the role of the World President (at the end of the 1960s), and the establishment of a regional structure (in the 1970s);
3. how the profile of actors, in their majority women, changed overtime.

OMEP members would certainly be interested in the history of their own organization. For me it could also be an opportunity to meet some long-time members who were engaged in OMEP activities during the 20th century.

The Relationship between Birth Order and the Oral Language Development of Hong Kong Preschool Children: A study of 'guan' parenting style

Individual Presentations 3E

Ms. Pui Ka Joan Lo (Hong Kong Baptist University), Dr. Yuet Ngo Lam (Hong Kong Baptist University), Dr. Tsz Ying Poon (Hong Kong Baptist University)

Throughout the centuries there were scarce research studies on the relationship between children's birth order and their oral language development. Birth order can be perceived as a genetic factor that affects children's oral language development, and also represent differential treatment from parents (Jacobs & Moss, 1976; Pine, 1995). Thus, the current study aims to explore gaps between both variables and its correlates regarding parenting styles. A total of 200 three-year-old children participated in the oral language test and around 164 questionnaires were investigated. Different from previous findings, the oral language tests only showed that the second-born had a significantly higher oral language development than the only child. However, no correlation can be found between birth order and oral language development. Questionnaires indicated that Hong Kong parents besides 'Govern' and 'Love' adopt a 'Guan' parenting style on their children, and the degree of 'guan' were similar across different birth order. Weak positive correlation between 'guan' parenting style and oral language development was found and implied that with a higher degree of 'guan' will result in a higher oral language development. These findings suggested that the degree of 'guan' parenting style is not the sole factor that contribute to significantly higher oral language development in the second-born than the only child. It can be deduced that the second-born have been exposed to a variety of language settings or differential parenting practices within families which promote their oral language development. Although, the current study has its limitations, it remains one of the significant scarce discourse of the topic and it sheds lights on further investigations. Furthermore, interview with parents are suggested, results will also be disseminated.

Keywords: Birth order; Oral language development; 'guan' parenting style; second-born & only child

An Investigation of Gender bias in the Central Role of Disney's Picture books

Individual Presentations 3E

Ms. Linda Fong (Hong Kong Baptist University), Mr. Anthony Yuan (Hong Kong Baptist University)

The impact of gender bias in children's literature has been studied in numerous researches over the past few decades. This purpose of this research study was to investigate the issue of gender role stereotyping in Disney's picture books. 33 children picture books were analyzed for gender role content. Results showed that male overall played dominant roles in the central role of Disney's picture books. The number of "neuters" in central role was also high. Figures illustrated that females appeared more as central roles in the recent Disney's picture books. Both male and female central roles displayed a combination of stereotypical and non-stereotypical traits in Disney's stories, but gender bias was observed in the masculine and feminine traits portrayed by male and female roles. In particular, there was a decreasing trend of masculine traits of Disney's storybooks in recent years. It was predicted that there was a trend of vanishing focus in genders in Disney's production. Findings proved that only a few female characters were described as physically attractive. It was possible that Disney tried to make a change on the latest production to reduce the stereotypical traits in both male and female central roles. This study suggested that Disney picture books might influence young children's perception of physical appearance. Finally, guidelines for kindergarten teachers and parents selecting appropriate picture book selection were suggested.

A Study on Teachers' Beliefs and Classroom Practices in Whole Language Approach in Hong Kong Kindergartens

Individual Presentations 3E

Ms. Li Zhi Yu (Hong Kong Baptist University), Dr. Yuet Ngo Lam (Hong Kong Baptist University), Dr. Tsz Ying Poon (Hong Kong Baptist University)

Whole language approach is perhaps one of the best known language teaching approaches in recent decades, still Hong Kong kindergarten teachers prefer other teaching approaches. Only a few empirical research studies have brought discourses on in-service kindergarten teachers' beliefs and practices regarding their teaching approaches, by employing a mixed method approach, this study therefore focus on the investigation of whole language approach. Questionnaires were collected from 60 in-service teachers of six kindergartens and ten structured interviews were conducted. The results showed that most of the participants had positive beliefs in whole language approach ($M=2.89$, $SD=.28$) and many could transcend into their practices ($M=2.85$, $SD=.27$). Also, age group was found as a key factor that affecting their own beliefs, while years of teaching experiences would influence their classroom practices. Furthermore, both variables would be affected by participants' professional training. The bivariate correlation analyses showed that the stronger beliefs in whole language approach teachers held, the more classroom practices they carried out ($r=.59$, $p<.01$). Contrastingly from the interview data, participants have showed their tendency to believe in other teaching approaches, like direct-teaching and phonics approach. Misconceptions about whole language approach and encountered challenges were thus assumed and will be discussed. Although this study has its limitations in both research sampling and its content, findings suggest that education program regarding whole language approach should be provided for deepening teachers' understanding and to better equip them with the practical skills.

Keywords: Teachers' beliefs; Classroom practices; Whole language approach & mixed method design

Mental Health of Children in Preschool Age: Storytelling and Does it Help?

Individual Presentations 3E

Mrs. Eleonora Glavina (Dječji vrtić Cipelica), Mrs. Berta Bacinger - Klobučarić (Zavod za javno zdravstvo Međimurske županije)

Mental health care has to start at early age because that means investment in mental health in adult age. As one way of strongly encouraging developmental needs of children we chose activity of storytelling. Storytelling enriches vocabulary, helps in designing concepts, encourages creativity. Storytelling contributes in development of social skills. Also it helps to make bonds between a child and adult, which means development of emotional stability. Storytelling opens all kinds of possibilities for development of stimulating activities which can be very interesting to children.

Storytelling as important activity for children's development, their mental health and social skills are promoted in kindergarten in Čakovec, Croatia. Kindergarten teachers were educated about psychological features of storytelling and they got the list of stories for reading to children. They keep diaries about storytelling and activities for children afterwards.

We used Pros/ag scale to see the impact of storytelling and these activities on social and emotional development of children. Scale was used at the beginning and the end of the school year during which storytelling and activities were implemented in every day work. 152 children were tested and results showed that prosocial behaviour increased, while aggressive behaviour did not change. Reason for this maybe lies in fact that stories are full of prosocial elements, while aggressive behaviour and how to manage it, is usually not the theme of the stories.

This project shows a benefit of storytelling on developing prosocial behaviour at children preschool age, so it should be used more often in teacher's every day work.

Key words: mental health, storytelling, prosocial behaviour

Research on Characteristics of Children's Sense of Humor Performance

Individual Presentations 3F

Prof. Shanze Li (Faculty of Education, Southwest University, Chongqing, China), Ms. Chen Cheng (Chuzhou University)

Abstract: Sense of humor has various aspects of value in promoting children's cognitive ability, sociability, body and mental health. Lack of relaxation and sense of humor is a common situation in the preschool education in China. Studying the behavior of children's sense of humor will help to explore proper methods of training sense of humor. The characteristics of the humor performance mainly refer to the actions and things which is funny for children, and the punchline of children.

This qualitative study uses the observation method. Firstly, the humor performance of eight children aged in 5 to 6 years in kindergarten activities, particularly in play are observed and collected. The basic characteristics of children's humor are then analyzed and summarized. The research reveals that the performance of children's sense of humor can be divided into three dimensions (including mismatching, taboo, and depreciating) and a total of nine levels. Due to the different cognition and life experience level, humor senses between children and adults shows obvious differences. Children's sense of humor is in the preliminary stage. It presents mismatching and randomness on superficial phenomenon, and not involving the deep rational logic.

Lastly, this paper provides a series of suggestions for developing children's sense of humor and ideas for the future study in this practice field.

Key Words: sense of humor; children's sense of humor; characteristics of children's sense of humor performance

Do early childhood education experiences really make a difference in children's language achievement in Contemporary China?

Individual Presentations 3F

Ms. Qingying Li (Beijing Normal University), Prof. Minyi Li (Beijing Normal University), Ms. Yanan Guan (Beijing Normal University)

China has issued a universal preschool policy for all children since 2010, in order to build up better human capital from early on. This paper addressed the debate over the significance of early childhood education experiences for children's language achievement within the context of contemporary China. Longitudinal and nationally representative data from China Family Panel Study (CFPS) were used and we selected a children sample of 7-year-old from 14798 families in 2010 dataset, then tracked their language scores in 2014. The children sample was divided into two groups "children with early childhood education experiences" and "children without early childhood education experiences". After the merger and cleaning of the database, the final determination of the children sample was 301. The findings suggest that: (1) In the logic regression model, compared with children from disadvantaged families, children from advantaged families are more likely to have early childhood education experiences. (2) In the multiple regression model, early childhood education experiences showed a significant positive effect on children's cognitive development, especially for language scores. (3) Following that, on the interaction of early childhood education experiences and SES as well as gender respectively, it showed a larger compensation effect on disadvantaged families and girls. Further discussions about how to provide target support for all children and better policy in quality early childhood education have been included.

A Study on 5 to 6 Years old Children's views on Play

Individual Presentations 3F

Prof. Qiu Xueqing (Nanjing Normal University College of Education)

Perspectives on play refer to people's views and interpretation of play. As the main role during the play, how children look at and explain their own play is a pathway for adults to approach into the hearts of children. Adults can deepen their understanding of children's play through children's perception of the play. This study randomly drew 50 children of 5-6 years old, and investigated the content and format of daily activities in kindergarten by individual interview. The findings reveal that children have their unique interpretation of name, characteristics, classification and other aspects of play. Children consider "fun or not", "freedom and rules", "true and pretend", "physical participation and mental participation", "with materials or not" as the standard to determine the characteristics of the play. They also consider "learning skills" as a reference to determine whether it is the play activity. Furthermore, they use "big and small", "simple and difficult", "ordinary and advanced" to classify the play. The 5-6 years old children's interpretation of play emphasis more on the elements such as personal experience, interesting process, unique space, the choice of materials, and independent creation. Based on the analysis of children's view of the play, the researcher makes suggestions for the kindergarten play activities with the consideration of the realities in kindergarten.

Exploring the Essence of Children's Scientific Learning Process and Policy Support

Individual Presentations 3F

Prof. Xiaofang Chen (The Beijing Institute of Education)

According to different cases of children's scientific learning activities and analysis of qualitative and quantitative research, the article finds conclusions of the essences of children's scientific learning process. One conclusion is that this learning process is the "active construction of experiences" rather than "passive acceptance of knowledge". Additionally, the learning process also needs collaboration with rational thinking and perceptual thinking but not "rational thinking" alone. On the basis of observing and analyzing the process of children's scientific learning activities, the article also mentions and makes effective instruction strategies for children's scientific learning process: creating appropriate contexts based on analysis of original experiences; triggering interest of independent inquiring by "questions" and "suspense"; completing meaning construction by critical thinking and skepticism. These strategies also can make detailed explanations of the generation of children's scientific learning process. For instance, the functions of different contexts can help children acquire better understandings. Besides, the using of "exploration" and "criticism" during activities can encourage children continue to discover new things and improve their abilities of creativity. Finally, the article concludes that the process of children's scientific learning is the process of the fully participation of children's wisdom, emotion, body and feeling and also is the process of children's enjoyment of life and the development of life.

Key words: Children

Scientific Learning Process

Exploring of the Essence

Instruction Strategy

Introduction of Large Children's Group on Activity of Practice Research

Individual Presentations 3F

Mrs. Wang Ying (The second kindergarten of ningbo)

Abstract: the new "outline" of children's language development points to clear direction and goals: emphasis on young children's language ability is developed in the process of using; Should provide sufficient time and space to let children use language; Requires teachers to "create" attaches great importance to the supportive language education environment, support children open and equal language learning, support for children in the activities of the extension language experience. From language education practice, we found that many groups about a collective tell more conducive to meet the requirements of the development.

Keywords: grouping, language development

The Research and Development of tribal game in Kindergarten

Individual Presentations 3F

Mrs. Wang Xiaolu (Ningbo city, zhejiang province, the second kindergarten)

The essential characteristics of the “tribe” : This is a kind of life status, including the original ecological environment, simple life style,carpe diem, simple thought,cluster creation and have a common language, culture and ideology. This is very similar to the origin of children:comply with nature and stay in real state. No.2 kindergarten in Ningbo, Zhejiang not only want their children to have this kind of state, but also teachers, parents, until the whole kindergarten’s pursuit of this state.Let education return to nature, return to children,return to the simple life of adults and children. Finally ,own the value of ”Children’s tribe”:enjoy the joy and happiness from cluster life and game.

As children’s most basic and most effective forms of activities, games, they contrast and complement each other.Games because of the effect of children and become rich and colorful.Children because of games and appear more clever and intelligent. Gruss once said:”Childhood is a survival for the game.”When talk about children’s education problem,game is inevitably mentioned and valued,and preschool education is considered to be the only legal “habitat” of game. Based on the premise about respect children’s nature, respect the spirit that development of children.The kindergarten began to explore the course which based on Piaget’s game cognitive theory and suitable for young children, support the development of children’s ability,to find the role of games in children’s ability development and value.Use of natural resources such as “a platform” and indoor resources such as “three streets 、 four rooms”, classroom space and so on,open natural games, social experience tribes games and subject art tribe games.Let children totally immersed in the natural state of the game,growth of the rich individual character.

Curriculum Leadership

Individual Presentation 3G

*Mrs. Jianqing Wen (Anqing kindergarten Jingan Shanghai), Mrs. Wenjing Li (Nanyang Kindergarten Jingan District Shanghai),
Mrs. Wenlei Wu (Sinan Kindergarten Huangpu District Shanghai)*

The theme of this seminar is to focus on “curriculum leadership” in-depth thinking and practical exploration. The project will involve three kindergartens, they are test kindergartens of the Shanghai Municipal Education Commission key project “Shanghai improve primary and secondary school (kindergarten) curriculum leadership action research project” (a total of 11 kindergartens in the city). The first round (2009 -2013 years) had been successfully concluded, and in 2014 won the China National Ministry of education basic education teaching results award. To further deepen the practice of curriculum leadership to enhance the exploration, we have launched the second round of research (2014 -2018), for a period of four years.

The seminar is to interpret the concept of value, connotation of thinking and practical exploration of “kindergarten curriculum leadership”, from the aspects of the process of kindergarten curriculum management, information management under the background of the kindergarten curriculum quality, the management of the kindergarten curricula, the seminar is to interpret the concept of value, connotation of thinking and practical exploration of “kindergarten curriculum leadership”, according to the three reports on the “curriculum leadership” theme.

Does it Matter? In Early Childhood Education, Pedagogical Leadership has a Strong Impact on Children's Commitment

Individual Presentation 3G

Dr. Ulla Soukainen (The City of Turku)

The Orientation Project is a research and development project that has been conducted in Finland, Hong Kong, Singapore and Taiwan since 2008, and is concerned with Early Childhood Education (ECE) (<http://blogs.helsinki.fi/orientate/>). The main purpose of the project is to discover what actually occurs in early childhood education. The method used is observation of the children in daycare centers, accompanied by questionnaires for the teachers. In Finland, there were also self-evaluation questionnaires for the directors of the daycare centers that took part in the project. An SPSS-program was used to analyze the answers, and a factor analysis to group the scaled responses of the directors. Six clusters of answers were observed from the directors: high-quality pedagogy, the leader as developer, weak pedagogical leadership, organizational structures, roles and division of labor, and leadership challenges.

The research showed that those directors who responded, had a strong vision of pedagogy. They were willing to develop early childhood education and infrastructures such as shifts in personnel and meeting procedures, and were well organized in their daycare centers. I compared the observation of the children to these responses of the teachers and to the clusters of the directors using a statistical method. The result was very evident: If a director considered him/herself as a good pedagogical leader, the atmosphere among the personnel was enthusiastic and the children were involved in the activities. Thus, it really matters, if the director is a good pedagogical leader.

Keywords: early childhood education, orientation project, pedagogical leadership

A Case Study of Evaluation Experiences Based on Appreciative Inquiry in a Korean Child Care Center

Individual Presentation 3G

Dr. Jin-Hee Lee (Keimyung University)

In many sectors around the world, the relatively new human endeavors to improve program quality through institutional evaluations, represented by accreditation approaches in many countries, have been often perceived as bureaucratic ordeal for practitioners to survive (Lee & Walsh, 2004; Lee & Stake, 2015), and the field of early childhood education and care has been no exception. This study aims at exploring the possibilities of Appreciative Inquiry (AI), originally developed for organizational learning and extended to program evaluation as one of strengths-based evaluation approaches, actually being utilized in improving quality of early childhood programs with perceived institutional assets and shared visions. Experiences with the 4I (Inquire, Imagine, Innovate, Implement) cycle of child care practitioners in a Korean child care center, serving about 110 children aged from 1 to 5 year olds, for about a year are illuminated with their dream of improving their workforce culture as a learning community. The participating teachers, who pinpointed teaching staff as the most important asset of their institution, focused on further improving their collegial climate and teacher competences through shared learning activities, including arts and crafts, yoga and meditation, and musical performance. This paper illuminates their stories, both successful and discouraging, and lessons gleaned from their experiences, in the hope of turning evaluation experiences more meaningful and useful to stakeholders of program evaluation.

Comprehensive Considerations: Critical Factors of Influencing Teacher Leadership Practice in Early Childhood Education in China

Individual Presentation 3G

Mr. Mo Wang (Education University of Hong Kong)

Over the past years, research on the connection of teacher leadership and quality education has become proliferated. Current research, however, indicates that teacher leadership has gained popularity predominantly in educational reform in Western countries. Given leadership is considered as a key element of the quality early childhood provision, this paper takes into account teacher leadership in China as an illustrative case for discussion. By reviewing the related overseas outcomes in terms of factors that influence teacher leadership practice, it was found that organizational culture, individual, and conditional factors were substantially examined by Western countries, while such critical factors as high expectations on educational attainment of parents, low kindergarten teacher well-being, and high teacher-child ratio were here and now recognized as Chinese characters. In summary, future research including qualitative and quantitative study should be conducted in terms of examining whether all these factors would make influence on the teacher leadership practice in early childhood education in China.

Principals Leadership Practice —Take the Principal of Beijing Normal University Kindergarten for Example

Individual Presentation 3G

Mrs. Zhihong Xiao (Beijing Normal University Kindergarten)

Principal leadership is directly related to the survival and development of the kindergarten. Under the principal's leadership, Beijing Normal University Kindergarten (BNUK) keeps the first-class care and education quality. Now BNUK has been developed for 7 kindergartens and 3 early education centers, which is inseparable from the excellent leadership of the principal. (1) State Power, the level of the principal determines the state of kindergarten development. Principal Huang carries out high-quality international and domestic exchange and cooperation. She grasps the education policy, the education guidelines and the industry trends, What's more, she put forward the strategic goal of "building a domestic leading and world-class professional preschool education institution". (2) Concept of Leadership. Principal Huang has a wealth of experience in education and teaching and high identification ability of education. In rich culture and the history of running a kindergarten, she absorbs the essence, putting forward the educational philosophy of "child-oriented" and education goals of "flourishing happy, love, polite, intelligent, beautiful children". (3) Curriculum Leadership. BNUK improve teachers' quality and understanding of educational concept by training and teaching research and other means. In the development and implementation of the kindergarten-based curriculum, teachers are provided with "instruction manuals" that give teachers full autonomy and help them implement the curriculum autonomously. (4) Moral power. As the soul of the kindergarten, the principal should be a paragon of virtue and learning, and take the lead. Principal Huang worked conscientiously over the past 30 years. In terms of moral nurturing, she corrects herself and sets an example. She is an honest principal, who provided an open, fair and just development platform for each teacher, She respects teachers, and creates mutual respect and love, relaxed and harmonious working environment.

Preschool Education Administrators' Competencies in Their Fields: Teacher's Opinions

Individual Presentation 3G

Mrs. Nurten Gunes (Yıldız Technical University, Davutpaşa Kampüsü Esenler), Dr. Aydın Babyer (Yıldız Technical University, Davutpaşa Kampüsü Esenler)

The aim of this study is to determine Preschool Education Administrators' competencies about their field knowledge according to teachers' opinions. The scale used in the research was composed of 51 items responded on a Likert-type scale. There were also three open ended questions. The scale was piloted with 50 teachers working in pre-primary education institutions. A total of 350 teachers working at public schools and private schools in 7 different regions of Turkey. In the collected data, the opinions of the teachers' administrators about the field knowledge competencies will be evaluated and the scores will be analyzed in relation with the school type, teacher experience, manager's field, managerial experience, manager's education level, teacher's education level variables.

Keywords: Managerial competence; preschool teacher opinions; early childhood education; supervision.

Early Childhood Education monitoring system in a Brazilian city

Individual Presentation 3G

Dr. Eliana Bhering (Fundação Carlos Chagas), Dr. Beatriz Abuchaim (Fundação Carlos Chagas)

This project has been built as a response to current national demand to bring ECE into scrutiny after years of consistent investment in the field. Malta et al (2011; 2012) and Bhering et al (2013; 2014) have developed research that emphasizes the need for immediate ECE quality improvement in the Brazilian context.

The assessment research included 87 ECE public centers in a Brazilian city, that is, 293 pre-schools and 96 crèches classrooms that were assessed by fully trained observers to work with ECERS-R and ITERS-R. Results have mainly suggested that improvement is needed in processes of curriculum implementation, care routines, materials, toys and equipment access.

Through that research, a monitoring system was built in partnership with the local public ECE workers, and its main objective was to follow public policies and practices and to develop strategies to improve education quality. The monitoring system includes five dimensions, which are: access, demand, coverage; children profile and attendance; human resources; building and material resources; pedagogical practice.

The information sources include existing ECE data base, directors' and teachers' questionnaires and external observation, involving actively the institution staff. The monitoring system aims at identifying if policies are fully and well implemented: environments are adequate and well maintained for all children; material, equipment and toys are available in the classrooms; good quality educational interactions are developed; teachers' practice and planning are adequate.

Family as the Key Factor in Education for Sustainable Development

Individual Presentation 3H

Prof. Natalya Ryzhova (Moscow City Pedagogical University)

Key words: education for sustainable development, family education, ECCE, sustainable lifestyle

Many documents in the area of sustainable development and education mention the need for family ESD. It's in the family where a child takes her first lessons about relationships between people and their environment and acquires first skills of sustainable lifestyle. In early age children develop habits and patterns of behavior in social and natural environment. The question arises, what is the specific contribution that family can make to ESD? How can parents be motivated to become involved in ESD? In order to analyze the situation two types of families were distinguished: a family with a child who attends kindergarten, and a family with a child that is educated at home. The analysis of family experience allowed to outline a number of aspects in ESD. Some of them are common for both types of families: "Transportation and us", "How we learn", "How we teach", "How we spare resources", "How we go shopping", "How we play with children", "How we communicate with nature", "How we interact with society".

In order to outline ESD aspects for families with a kindergarten-attending child, cases of successful interaction between kindergarten and families has been analyzed, in particular, in the course of various projects (including ESD OMEP Project). Several areas of cooperation have been emphasized: doing homework, creating models, home experimenting, participating in environmental festivities and events, scientific research in kindergarten, finding information, etc. Special attention is given to links between generations. All the findings are illustrated by cases from practice.

Caring for self, others and the environment: A conversation with ... (a) member(s) of the OMEP UK ESD team

Individual Presentation 3H

Dr. Paulette Luff (Anglia Ruskin University / OMEP UK), Ms. Zoe Lavin-Miles (University of Plymouth / OMEP UK),

Dr. Zoi Nikiforidou (Liverpool Hope University / OMEP UK)

The aim of this round table discussion will be to explore the significance of caring for self, others and the environment in the lives of young children. In OMEP UK we have been working on various aspects of Early Childhood Education for Sustainable Development. We are interested in the types of practical activities and experiences that can promote young children's self-awareness and wellbeing together with development of social values and respect for the environment. We are keen to discuss the importance of ESD with others, in order to develop further insights to guide our work. For this round table, we would welcome people who are willing to share their knowledge and experiences of nurturing children's relationships with place and natural spaces. We will reflect on some of the following questions: What ways of being in a place or space are important for young children? How can children be supported to relate to one another and to adults within familiar and unfamiliar environments? How best can relationships with places and spaces be fostered? We would also like to explore how education for sustainable development can be promoted through relational pedagogy and means through which ESD can be implemented in daily practice. In what ways can children form and develop understandings and experiences based on their relationships with significant others and non-human living things? How are principles of ESD embedded in formal and informal settings? What is the importance of all this in building foundations for a sustainable future?

The Relationship between Pre-Service Early Childhood Teachers' Environmental Education Self-Efficacy Beliefs and their Attitudes towards Sustainable Environment

Individual Presentation 3H

Mr. Turan Gülçiçek (Middle East Technical University), Prof. Refika Olgan (Middle East Technical University)

Abstract

The main purpose of the study is to examine the relationship between pre-service early childhood education teachers' environmental education self-efficacy beliefs and their attitudes towards sustainable environment. The research was conducted in the spring term of 2015-2016 academic year and a total of 129 pre-service teachers participated in the study. Sustainable Environment Attitude Scale (SEAS) was utilized to determine pre-service teachers' attitudes toward sustainable environment in data collection process. Besides, Environmental Education Self-efficacy Scale (EESS) was conducted to identify pre-service teachers' self-efficacy beliefs about environmental education. Descriptive statistics were employed to elicit demographic information of participants and inferential analysis was implemented to analyze the data. Results showed that there is a significant relationship between pre-service teachers' environmental education self-efficacy beliefs and their attitudes toward sustainable environment.

Keywords: Early Childhood Education, Environmental Education, Sustainable Environment, Pre-service Teachers

The implementation of SDG 4.2 in Switzerland from an NGO perspective

Individual Presentation 3H

Mrs. Corinne Wild (OMEP Switzerland, Réseau d'accueil extrafamilial Suisse)

Switzerland is one of the most decentralized countries in the world. In most cantons childcare and early childhood education is locally organized. Moreover childcare is not a federal responsibility and thereby Nongovernmental Organizations (NGOs) are playing a crucial role in the promotion of good quality childcare. The Sustainable Development Goal (SDG) 4.2 defined by the United Nations contains that “by 2030 all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.” However, little is known about how NGOs evaluate the intended implementation of this goal in federal Switzerland. In this article we present a first insight into Swiss NGOs attitude towards the SDG 4.2. We investigate qualitatively whether there are cultural differences in the evaluation of the SDG 4.2 between the German, French and Italian speaking part of Switzerland or not and if other responsibility patterns are observable across the country.

The Literature Review of Education for Sustainable Development of China in Preschool Education

Individual Presentation 3H

Ms. Xiaodan Jin (Korea National University of Education), Prof. Kyungchul Kim (Korea National University of Education)

OMEP began to promote the education for sustainable development(ESD as follow) of children in 2007, which also provides an opportunity for the ESD of China in preschool education. The period of preschooler is very important, in which the bodies and minds of children are in the rapid development. Therefore, ESD in preschool education is significant. This research employed literature research, through analyzing the related studies about ESD of China in preschool education, including “ESD”, “environmental education” and “green education” etc, to get an overall sense of study in this area, to gasp its development direction and to provide basic material for the study.

Conclusions through analysis: first of all, in the process of ESD of China in preschool education, there is a transition from “environmental education” to “ESD”. Furthermore, the research results of ESD in preschool education paid much more attention on the introductory and descriptive researches, introducing the present situation and advanced concepts on abroad and interpreting foreign study achievements. However, few studies aim at the present situation, implement deeply and applied research with practical significance. Finally, most of the researchers who focus on this area are from the kindergarten. The researchers from universities and other research institutions are less than those who from kindergarten.

Suggestions: first, the ESD of China in preschool education is still a weak link. Therefore, studies in this area should be increased and enhanced. The whole transition from other studies like “green education” to “ESD” should be quickening in the future. Furthermore, the study of ESD of China in preschool education should do more work on deeply developmental and applied research which has practical significance. Finally, ESD in preschool education should be the common research topic for the frontline and scientific research institutions, at the same time, increasing the research scope, quantity and depth.

ICT and children: exploring possible relational spaces

Individual Presentation 3H

Dr. Zoi Nikiforidou (Liverpool Hope University / OMEP UK), Dr. Kyriakos Demetriou (LIVERPOOL HOPE UNIVERSITY)

Information and Communications Technology (ICT) plays an increasingly important part in children's lives and despite some ongoing concerns they may bring possibilities that provide opportunities for learning and development. There is substantial evidence that children can explore, discover, play and interact with real and virtual worlds through forming interactions and relationships with diverse environments. They make meaning and interpret these, based on their personal views as well as the socio-cultural aspects attached (Soja, 1996). Technology is a key element of human environments, besides physical space. Thus, its position in the wider space of children's lives is individually perceived and simultaneously reflecting cultural and societal expectations. The aim of this paper is to explore the nature of the relational space between children and technology. A meta-analysis is carried out in order to identify how technology is positioned in children's lives and the ways through which ICT pluralises children's experiences. A systematic review of 22 studies involving young children and their interactions with ICT in different environments, led to the proposal of a model of relational dynamics between ICT and children. This model is an outcome of thematic analysis of the selected studies and consists of 6 overarching key themes. Pedagogical process, quality and accessibility, learning environment and personal development were found to be aspects of plurality of this relational dynamic. In addition, attitudes, challenging the 'digital natives' term and limited learning were found to be obstacles in the formation of this relational dynamic. These findings are analysed in addressing connections to practice and policy and in underlining the significance of a relational approach between ICT and children for a sustainable future.

KEYWORDS: ICT, young children, space, relational dynamics, sustainability

The Age Difference of Preschool Children Identifying Micro-Expressions

Individual Presentation 3H

Ms. Yueting Yang (Xi'an First Nursery School)

Infancy is the critical period in children's rapid development of emotion comprehension, in which children paves the way for future achievement of many important social contact abilities through identifying and understand others' emotion. In social life, distinguishing other person's emotion quickly and accurately and responding actively is beneficial to an individual's existence and development. Using pictures of expression to study children's identification and comprehension is the main approach to the research of their cognition of emotion. It has been confirmed that infants' ability to predict others' psychological state derives from spotting their facial expressions; however, it is often the case that adults employ micro-expressions to conceal their true feelings.

Using pictures of micro-expression as experiment material, adopting Japaneses and Caucasian Brief Affect Recognition Test as measuring tool, this study investigates the identification of micro-expressions ability in children between 4-6 years old. The final findings are the following:

(1) Preschool children have the ability to identifying the mirco-expressions. (2) With the growth of their age, children between 4-6 years old improve the ability to distinguish the micro-expressions, the ability to identify micro-expressions of 6-year-old children is significant overtop 4 and 5-year-old child, the ability to identify micro-expressions of 5-year-old children is significant overtop 4-year-old child.

Kindergarten Music Education Status of the Research Activities

Individual Presentation 3I

Ms. XU JIE (China Welfare Institute Kindergarten)

Abstract: This study seriously reflects on traditional music education activities of the various problems on the basis of Shanghai kindergarten through music education status of the implementation of studies and surveys, Design into “integration” concept of kindergarten music education activities of the experimental teaching Lesson, for kindergarten teaching practice, try to Shanghai two new curriculum reform “to early childhood development-oriented” education ideas into practical education courses. The research results showed that most kindergartens in Shanghai early education has been teaching the passive acceptance into the initiative to explore, establish the correct teaching philosophy: to inspire children to take the initiative to actively study for the purpose of serious interpretation of the true needs of children and personality characteristics, to fully respect children’s learning and development of the individual differences.

Key words : The Kindergarten Music Education Status

What Are the Mathematics-related Teacher Tasks in Early Childhood Settings?

Individual Presentation 3I

Dr. Kam Ling Lao (Open University of Hong Kong)

Research shows that young children's early mathematics experience is a strong predictor of their academic achievement in future. Different from elementary and secondary schools, mathematics is not taught as an individual subject in kindergartens and education institutions for 3- to 6-year-old young learners. Early childhood teachers are expected to facilitate young children's learning instead. To provide developmentally appropriate mathematics-related experiences to young learners, teachers' professional knowledge, including pedagogical content knowledge (PCK), is critical. Teachers should be sensitive enough to the potential mathematics-related learning opportunities in daily practices in an early childhood setting.

Research on teacher knowledge for mathematics teaching usually focuses on the elementary and secondary sectors instead of early childhood sectors while teachers' mathematics-related tasks in the daily practices of the three sectors differ greatly. In a project to investigate teacher knowledge with a focus on mathematics education in early childhood education, a list of mathematics-related teacher tasks in early childhood settings is generated for the development of the knowledge framework, namely, MtEceK framework. In this presentation, the list of teacher tasks and its development process, supported with relevant literature, will be shared.

Keywords:

Early Childhood Education, Teacher Knowledge, Mathematics Education, Pedagogical Content Knowledge

Acknowledgements

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Exploring the Transformational Impact of International Study Visits on Early Childhood Studies Students

Individual Presentation 3I

Ms. Polly Bolshaw (Canterbury Christ Church University), Mrs. Jo Josephidou (Canterbury Christ Church University)

This original piece of research will be of interest to those who wish to consider the impact of international field trips on students studying Early Childhood Education and Care (ECEC) degree programmes. The research is prompted by existing literature that has highlighted the impact on students of long-term study-abroad experiences on students, such as on their cultural awareness, self-efficacy and professional development (Willard-Holt, 2001; Cushner and Mahon, 2002). It seeks to investigate the experiences of four students from the UK who took part in 7-day field trip to Berlin, Germany, which explored a variety of pedagogic and cultural locations focussed on experiences of children throughout the 20th century and in the present day. It explores the extent to which students identify an impact on both their academic knowledge and also ways in which their thinking has been transformed more widely in relation to understanding the world.

Following ethical approval in compliance with the British Educational Research Association (2011) ethical guidelines and university ethical procedures, data was collected using photo elicitation in semi-structured interviews and also examination of students' reflective journals. Using Wilson's (1993) theoretical lens to analyse the data, the research explores the ways in which participants recognise ways in which the experience of an international study visit had an impact academically, professionally and personally on their learning, emotions, perspective and behaviours. It considers how the students identify the experience may also be beneficial for their career prospects, as well as barriers they envisage may prevent other students engaging in international visits. The significance is that it demonstrates that, although short in length, a week-long visit may afford students opportunities to develop cultural and pedagogic awareness, self-confidence and academic knowledge in a similar way to experiences of a longer duration.

Keywords: professional education, internationalisation, field trip, ECEC, Higher Education

Predication on Beijing Kindergarten Learning Position Demand and Policy Suggestion

Individual Presentation 3I

Dr. Li Sha (Capital Normal University), Prof. Xing Wei (Fudan University)

By using classical cohort-component method, 0-6 years old population scale is predicted at three levels: high, middle and low. Comprehensive inspection is made involving 0-6 years old population scale, kindergarten enrollment rate to predict kindergarten learning position demand scale in Beijing from 2016 to 2025. The results show that demand scale of Beijing kindergarten learning position will continue to increase from 2016 to 2020/2021, then slowly fall. But specific numbers of this demand and peak year are different among different levels of prediction. Based on the prediction it's suggested that preschool teacher scale should be reasonable planned and expanded in the future especially nearly 5-6 years.

Sociology Analysis on the Transformation of China's Preschool Education Policy

Individual Presentation 3I

Prof. wang haiying (Nanjing Normal University)

Since 2010, China's preschool education policy is undergoing a quaternary transformation, including standard transformation, value transformation, system transformation and action transformation. Based on Polany's theory of "Great Transformation", the current Chinese preschool education policy transformation mainly due to bottom-up folk "protective reverse movement" and top-down official "protective reverse movement". Among them, the former caused by reversed transmission of public opinion, the latter by the transformation of governance. The article suggested that our country should construct point to in the future, sustainable "developmental" pre-school education policy.

The Value Orientation of the New Kindergarten Job Directive Rules And the Kindergarten Governance Architecture

Individual Presentation 3I

Prof. jun cai (xi'an University)

The new *Kindergarten Job Directive Rules* published by the ministry of education of the People's Republic of China in January 2016 is a legal preschool education administrative regulations and is the legal ground for all activities of the kindergarten. That is also an important guarantee to strengthen the kindergarten governance and propel opening up and administer kindergartens by law. It healed the fracture between the state administrative regulations and the local administrative regulations and has a special legal status in the pre-school education legal system, which constitute an important part of the system of pre-school education. This new regulations endeavors to demonstrate the value orientation of body and mind coordination、subjectivity of activity、inclusive enrollment、participant learning educational environmental、and processive evaluation, ect. It provides the design blueprint and legal basis for the construction of the modern kindergarten management system of government supervision、internal control of kindergarten and parents' participation. There is also an important historical and practical significance for it to guide pre-school education develop healthily and scientifically in the new era.

Transition to school: practices to support children's continuities in learning

Individual Presentation 3I

Dr. Janet Scull (Monash University), Prof. Susanne Garvis (University of Gothenburg)

In Australia children transition from preschool to school at around age 5 and in most instances they engage in a series of orientation visits to become familiar with the teaching staff and learning spaces. This presentation will report on an innovative project designed to support stronger relationships around children's transitioning to school between early years educators.

The purpose of this project was to increase understanding of curriculum and pedagogy to support children's learning across the two early years settings. During this session we will outline the processes early years educators engaged in - including a series reciprocal visits, facilitated conversations, and video stimulated discussion of practice - to build knowledge of language pedagogy and support continuity and progressions in children's learning. We will also share insights from the Relational Agency Framework^[1] used to analyse the data. The framework accommodates practitioner experiences and accounts for the professional relationships in the learning networks.

This work is provided as illustrative of the key role of educators and teachers as active participants in the design and development of transition processes, with a clear emphasis on pedagogies and classroom practice. Further the study highlights the need to foster relationships and collaboration as educators work together to focus on positive learning outcomes for children. Opportunities for sharing practice and building an appreciation of the skills and expertise of educators across sectors was integral to the success of this program.

¹Duhn, I., Fler, M., & Harrison, L. J. (2014). *Review and Evaluation of the Inquiry to Implementation Project - Final Report*. Australia: Victorian Curriculum and Assessment Authority (VCAA).

Key words - Transition to school, professional collaboration, early years pedagogy.

Developing Scientific Literacy in Early Childhood Institutions: a Challenge for Children and Adults

Workshop 5A

Prof. Lidija Vujičić (Faculty of Teacher Education, University of Rijeka), Mr. Karmen Uljanić (Kindergarten Neven, Rovinj)

In the introduction of workshop, it is emphasised that encouraging the development of scientific literacy must be thought of as an exploration process both for educators and children, and as an integral part of the curriculum of early and preschool education institutions (hereinafter referred to as "early childhood institutions"). We explain the importance of encouraging the development of scientific literacy already from an early age on and the reasons for this approach, as well as the importance of understanding, not just theoretically but also practically, the child as a conscious and active human being. Why is the development of scientific literacy, in general, neglected in early childhood institutions, what do we mean by this term and what is the role of an educator in creating opportunities for children to explore the environment that they live in, based on which they can understand the world and their own position in it?

We also make suggestions for further improvement of educational practice in early childhood institutions, as well as for further professional training and development of educators regarding the research of their own educational practice, and ideas on establishing a network of educators/researchers.

Observing children and documenting their activities is one of the most important skills of an educator, which implies gathering different materials about children's activities, such as written notes, diaries, transcripts of conversation (between children and between children and educators), children's artwork, drawings, audio-visual materials, photos, etc., and regular meetings of educators with an aim of discussing the gathered material. How does this material become a tool for transformation or change of the educational practice? To what extent do the weekly meetings and educators' discussions contribute to the perception of the material as a means of research?

Keywords: scientific literacy, documentation, child the researcher, educator the researcher, networked community

Empowering Parents for Stimulating Early Child Development and Learning – Implementation of Action Research in Parenting Support Program

Individual Presentations 4A

Dr. Dženeta Camović (University of Sarajevo, Faculty of Philosophy in Sarajevo)

The aim of this paper is to question the importance of an educational support program for parents who took part in it. The program for parents is organized through an action research model, aiming to empower parents for stimulating early child learning and development in a home environment. Data collection lasted for seven weeks and involved an analysis of reflexive comments from participants, documented through the interactions in the workshops as well as through daily electronic communication. The two main research questions are: (1) What is the importance of an educational support program for parents that took part in it? (2) What are parents' experiences for the duration of the program?

Since it was a research based program through an action research and reflexive parenting, it has opened up opportunities in which parents are able to plan, act, observe and reflect upon common stimulating activities with children in their home environment. Thus, data was collected and analysed to reflect the authentic experiences of parents during the program. This paper presents and analyses the parents' experiences, opinions, beliefs and authentic photographs during their developmental activities with children in a home environment. The paper pays special attention to the description and interpretation of the process of stimulating early childhood development and learning in home environment, as well as analysing and understanding the current educational program for parents and the importance it has on its participants.

Keywords: stimulating early child development and learning, action research, reflexive parenting, parenting program, empowerment;

Strategies of Preschool Teachers in Facilitating Social Interaction of Children in Kindergarten

Individual Presentations 4A

*Ms. Vlatka Družinec (PhD doctoral student of Pedagogy, Faculty of Humanities and Social Sciences, University of Rijeka),
Ms. Doris Velan (PhD doctoral student of Pedagogy, Faculty of Humanities and Social Sciences, University of Rijeka), Dr. Nataša
Vlah (Faculty of Teacher Education, University of Rijeka)*

Children adopt social skills needed for an effective social interaction within their families from the very beginning of their lives while preschool teachers organize program activities and create a stimulating and pleasant atmosphere for them to learn and practice. By utilizing educational strategies the teacher encourages social interactions among kindergarteners and also provides a model for the development of their social skills by demonstrating his/her own characteristics.

The aim of this research is to determine the strategies used by the teacher to facilitate social interaction among kindergarteners. The survey will be conducted throughout February and March of 2017 on one sample, a preschool teacher in Olga Ban Kindergarten in Pazin. Two measuring instruments will be used: the non-participatory observations protocol developed for the purpose of this study which will be used to record the teacher's strategies and also the semi structured questionnaire on the teacher's reflections. As per the arrangement with the teacher the observer will be staying with the group approximately twenty times and in three different time points lasting for five minutes : 08:35 am (breakfast time), 09:20 am (morning circle), 10:05 am (distribution of materials and activities) and observing and noting the strategies used by the teacher. After the data from the teacher's behaviour protocol has been processed and analysed the teacher herself will be interviewed with the focus being on her reflections on the gathered results. The interview will be noted in written form and will be available for viewing by the teacher.

The main results, conclusions and implications of the research will be presented at the conference

Key words: preschool teacher, strategy, social interaction, social skills

The Teaching Aspects of Storytelling

Individual Presentations 4A

Mr. Monika Grgar Rakas (OŠ Velika Mlaka), Prof. Božica Vuić (Sveučilište u Zagrebu, Učiteljski fakultet u Zagrebu)

Storytelling and its development was first mentioned in ancient Greece within the rhetorical context which was the basis for the the acquisition of speaking skills, and was also used in the education of orators (Pandžić, 2001). There has always been a need for storytelling because it is in human nature to change oneself and the world in which one lives. Moreover, according to Kearney (2009), it is in human nature to use stories to search for answers to some existential questions. Stories affect children's overall development, which is why their role in the lives of early and preschool-aged children, as well as children in lower grades in primary education is unquestionable. Velički (2013) asserts that literary communication with a literary text can be achieved through storytelling which needs to be interpretative and interactive. In addition, it enables children and pupils to become better acquainted with their preschool and primary school teacher. Therefore the aim of this research, which was conducted among primary school class teachers in the town of Petrinja, was to determine the extent to which storytelling is present in teaching. Research instrument used for that purpose was an anonymous structured questionnaire, and the results were processed using the SPSS statistical program. Besides the research, this paper will also give an overview of several lessons taught using the ERR (Evocation, Realization of Meaning and Reflection) framework for interactive storytelling in various types of lessons and in different classes.

Key words: story, interactive storytelling, storyteller, research

Stimulation of Art Creativity in Children of Pre-school and Early School Age Through Storytelling Method

Individual Presentations 4A

Mrs. Nina Licul (Akademija primijenjenih umjetnosti Sveučilišta u Rijeci)

The motivation of children of pre-school and early school age for an artistic expression is based on their active emotional relationship with their surroundings. The way in which children experience their surroundings depends on their sensibility and their capacity of translating their impressions into an aesthetical image, as well as on the methods of conveying the emotional state of the leader of the artistic activity into the purpose of stimulating the artistic expression. Using digital technologies from their earliest age, contemporary children lose the emotional relation to visual information; they perceive visual information merely as superficial and accurate facts. Storytelling as the method of awakening the emotional states reflects in the humanistic approach to the child, where the stimulation of emotional and mental experiences affects the development of imagination, the visualization of real and unreal events and the implementation of the experience into the art-making process. Apart from a number of positive effects on verbo-tonal, intellectual and emotional development of the child, this method benefits the development of creative factors and it can even have a therapeutic value. The interdisciplinary and holistic character of storytelling method activates an integral cognitive, psycho-motor and affective development of the child. This paper analyzes the artistic and creative processes of children who participated in museum workshops as part of a storytelling project. The project was based on local heritage stories, which were related to original works of art and told in authentic spaces. The integral approach to storytelling develops the child's receptive abilities and the abilities to produce picturesque thoughts; it enhances the child's experiential and moral sense and develops its capacity to express its forms of thinking by using different art techniques.

Key words: emotional development, artistic expression, stimulation of creativity, storytelling, creativity development

Local Strategy for Early Reading Development

Individual Presentations 4A

Ms. Maja Lesinger (Knjižnica i čitaonica Grada Preloga), Prof. Nataša Novak (Dječji vrtić Fijolica Prelog)

Children today do not read because they have learned that reading is boring, uninteresting, tiresome and useless. Just as they have learned not to love reading, they can learn to love it.

National campaign "Čitaj mi!" (Read to me) in the Public Library of Prelog has resulted in the idea of creating local strategies for promoting early reading in preschool children. In cooperation with Kindergarten "Fijolica" from Prelog, Library organized activities that were designed to encourage children to explore book fund and space for reading, reflection and conversation, while at the same time the idea was to motivate their parents through them to read to their children and with their children, come to the Library and borrow books. Activities in kindergarten encouraged creation of appropriate and timely material and interactive conditions suitable for usage, study, reception and transfer of new experiences, information, skills and knowledge.

Project started with an action research in which we learned what children are interested in and their initial knowledge and experience. Based on the collected responses and proposals, an internal curriculum was created for further manipulation and research. Work on the project was based on direct work, learning from different sources, leaving the kindergarten for research, collaboration, making notes and mutual presentations of new thinking through various activities and forms. The role of educators was the transitive one with a constructive approach to continuous and levelled interaction. The project was video and photo documented for analysis and mutual learning and debate.

The basic results will be used to create local strategy for early reading development, through systematically organized activities and individual, spontaneous activity of the target groups for stimulating verbal and abstract thinking which are the basis for further successful development for facilitated education, successful professional, happy and well-adjusted personal life.

Children Traditional Creative Endeavours

Individual Presentations 4A

Mrs. Smiljana Nedeljko (*Dječji vrtić Cvrčak, PO Novo Selo Rok*), Mrs. Jagoda Srsa (*Dječji vrtić Cvrčak, PO Novo Selo Rok*)

Project objectives:

Confirming the original cultural identities

Getting to know ourselves and our families better as well as the own culture

Tasks: Cherish the traditional heritage, especially the tradition of the immediate surroundings in which children live, the kindergarten surroundings are to be made a place of recognizing, exploration and cherishing the various traditional heritage elements

Project outcome: We concluded that we have got a treasure that is to be cherished, kept and disseminated, children got to know themselves and their families better and confirmed their identity, getting to know and to respect other people's family cultures

The project is still being implemented and it is to continue as long as children are interested in it.

Keywords: tradition, heritage, being different, similarities, customs

From Meeting to Friendship

Individual Presentations 4A

Mrs. Jadranka Jurin (dječji vrtić "Radost" Zadar), Mrs. Vesna Antić (dječji vrtić "Radost" Zadar)

In this study, a project developed within the Erasmus + program whose title is "Democracy in kindergarten 3-6", with several sub-topics from which we decided to promote human values and the development of democratic skills. Through various activities and incentives with children in everyday activities they realized that we are all different, so we should accept one another. Their questions and conclusions have encouraged us to meet with the children of our two objects ("Grigor Vitez" and "Vruljica") as well with children from the school "Voštarnica" (schools for children with disabilities) for which we have contacted professor Darja Švorinić. For the meeting we have chosen the park as a place where children can spontaneously and freely mingle and get to know each other. Children spontaneously started the game and try to start communicating with children from the school, but we noticed the difficulties in communication with each other, and we decided to intervene; We encourage children to sing together songs that they know, encouraged them to help each other using a device in the park (swings, slides ...). With little assistance of professors and educators children continued to play. While we observed the interaction of children we noticed that some children were reluctant to children with disabilities, while a handful of children engaged in the game. After meeting we return to kindergarten and we used incentive from the park and started to talk with children about their experiences. Their reactions were varied by presenting personal experiences with children with disabilities. The project is still in progress and we have planned the following activities involving mutual visits, joint workshops and activities in which we will develop tasks of raising awareness and acceptance of diversity and encourage tolerance.

Keywords: tolerance, diversity, relationships, acceptance, empathy

Biblioteca escolar “Ixtlamachiliztli” del jardín de niños “Agustín Melgar” de la Secretaría de la Defensa Nacional en México

Individual Presentations 4B

Dr. Gabriela Navarrete (Secretaría de la Defensa Nacional)

La historia en su grandeza permite vislumbrar en nuestro presente las respuestas a los problemas que como nación enfrentamos, nuestro pasado adquiere sentido cuando a éste le sumamos las circunstancias que hoy nos rodean. Al conjuntar pasado y presente aumentan las posibilidades de predecir cómo será el futuro, así que retomar y proyectar acontecimientos deberá ser una actividad continua del presente para transformar el mundo en el que vivimos, asumiendo los legados de nuestros antepasados.

La ponencia que se presenta permite conocer las acciones educativas que en materia de estimulación a la lectura realizan directivos, docentes, padres de familia y alumnos del jardín de niños “Agustín Melgar” dependiente de la Secretaría de la Defensa Nacional en México.

No se trata de una investigación educativa; más bien, pretendemos compartir las experiencias escolares, mediante las cuales fomentamos bases culturales, valores familiares, sociales y de identidad nacional que sirven como sustento en la formación del carácter de las niñas y los niños que asisten a nuestra escuela.

La presentación contiene los siguientes aspectos:

1. La importancia y beneficios de contar con una biblioteca escolar.

2. Reseña de la historia de los 39 años de existencia del jardín de niños “Agustín Melgar”.

3. Significado de los murales exteriores e interiores de nuestra biblioteca, lo cual encierra la parte más importante para que los alumnos inicien su aprecio por la cultura mexicana.

4. El proyecto educativo y la forma de trabajo con los niños y los padres de familia.

5. Los apoyos recibidos para fortalecer la calidad educativa a nivel preescolar.

Se debe destacar que la educación proporcionada, es un servicio de seguridad social militar que reciben los hijos del personal militar en servicio activo para mejorar su calidad de vida.

Palabras clave: Educación preescolar, biblioteca escolar, valores culturales, Secretaría de la Defensa Nacional, México.

El derecho a la educación en la primera infancia: Un camino para definir una agenda regional desde la Sociedad Civil

Individual Presentations 4B

Dr. David Calderón (REDUCA)

Los gobiernos no priorizan la inversión en la primera infancia pues el retorno es de largo plazo. Adicionalmente, muchos países no tienen servicios consolidados[1]. Ampliar la cobertura es importante pero no suficiente, debe garantizarse la calidad para no ahondar la brecha entre las familias más y menos vulnerables.

Este trabajo revisa el estado de las políticas para la primera infancia en Latinoamérica e identifica los desafíos que el tema plantea para aportar recomendaciones a los gobiernos. Desarrollamos cuatro elementos para la incidencia con alcance regional[2]:

- Definir metas e indicadores del Desarrollo en Primera Infancia, con enfoque de derecho.
- Promover la creación de mecanismos institucionales con autoridad presupuestaria y articulación intersectorial.
- Fortalecer la gestión de la atención de calidad.
- Construir y consolidar una coalición que impulse el Desarrollo Integral en la Primera Infancia tanto a nivel de políticas públicas como del compromiso ciudadano.

La sociedad civil juega un papel importante en la defensa del derecho a la educación de los más pequeños porque ellos, al no ser un activo electoral, no suelen ser tenidos en cuenta por los gobiernos. Hay que divulgar información sobre la importancia del desarrollo en esta etapa y convocar a la movilización para mayor y mejor gasto público con calidad en la educación de la primera infancia.

Palabras Clave: Primera Infancia, Derecho a la educación, Sociedad Civil, Incidencia en política pública, América Latina

Políticas Públicas de Primera Infancia en El Salvador: Una Evaluación desde la Doctrina de Protección Integral

Individual Presentations 4B

Mr. Francisco Carranza (Fundacion Silencio)

En El Salvador los esfuerzos en la atención integral a la primera infancia han surgido de sectores como instituciones públicas, organizaciones no gubernamentales y organismos internacionales. En el año 2010, el Ministerio de Educación, presentó la Política Nacional de Educación y Desarrollo Integral para la Primera Infancia que busca articular todos los esfuerzos para garantizar a todas las niñas y niños los derechos a la educación y a su desarrollo integral.

Asimismo, en el año 2011 entre en total vigencia la Ley de Protección Integral de la Niñez y de la Adolescencia, de la cual se derivan la Política Nacional de Protección Integral de la Niñez y la Adolescencia, y el Plan Nacional de Acción, que plantean líneas de acción y resultados concretos resaltando de forma especial la atención y desarrollo integral en la primera infancia. Todo este marco normativo plantea el desafío de definir mecanismos de coordinación y articulación entre sectores e instituciones a nivel local, nacional e internacional, con el propósito de establecer acciones integrales efectivas en la promoción del desarrollo pleno de niñas y niños.

A pesar de estos esfuerzos, las niñas y niños de 0 a 7 años continúan siendo los más afectados por las problemáticas sociales presentes en la sociedad salvadoreña: pobreza, exclusión social, violencia, difícil acceso a servicios básicos de salud, nutrición y educación, condiciones precarias de vivienda, contaminación ambiental, entre otras. Por ello, es importante realizar una revisión y evaluación intermedia de las políticas públicas y sus estrategias de intervención de forma que respondan a la integralidad de la atención, los principios de la Protección Integral y la garantía plena de los derechos de las niñas y los niños, realizando los debates necesarios para la mejora de las políticas y sus estrategias.

Palabras claves: primera infancia, atención integral, evaluación, políticas públicas, El Salvador.

El vínculo familias-centro educativo en la promoción de los Derechos de infancia

Individual Presentations 4B

Prof. Gabriela Etchebehere (Universidad de la República)

Palabras claves: *Derechos de infancia- educación- familias- garante*

En nuestro trabajo con niños, niñas, familias y personal de los centros educativos de atención a la primera infancia se da la necesidad de promover acciones garantistas de los Derechos de Infancia a partir del análisis de las prácticas educativas y de crianza. En tal sentido buscamos desde la academia abrir el debate sobre algunas concepciones planteadas en la Convención de los Derechos del Niño(CDN.) y su aplicación en la primera infancia dada las dificultades detectadas en su implementación e interpretación.

Objetivos:

Una de las investigaciones realizadas indagó las acciones que las maestras realizan para promover los derechos de infancia

Por lo tanto es objetivo de esta ponencia profundizar en lo que refiere al vínculo familias-centro educativo que aborda dicho estudio:

- Describir las acciones que realizan las maestras de educación inicial desde el vínculo con las familias, para fortalecerlas en su rol de garante de los derechos.
- Identificar las dificultades en las familias para el ejercicio de este rol de garante desde la corresponsabilidad familias-centro educativo.

Metodología y conclusiones:

Se trató de un estudio de carácter cualitativo, que mediante 4 grupos de discusión realizó una descripción y exploración de los discursos y prácticas vinculadas a promoción de los Derechos de Infancia en las maestras de Educación Inicial.

Del análisis los datos recogidos se identifican acciones con las familias que contribuyen al abordaje conjunto para la promoción de los Derechos de infancia.

Dentro de los obstáculos planteadas en relación al ejercicio de rol de garante de los Derechos, se describen algunas dificultades de las familias en dicho rol. Se analiza cómo estos aspectos influyen desde la corresponsabilidad familias- centro educativo en la garantía de los derechos de infancia.

Dificultades para acercarse al fenómeno de la migración internacional en la primera infancia dentro del contexto chileno.

Individual Presentations 4B

Dr. Paula Barbosa (Pontificia Universidad Católica de Chile), Dr. Cynthia Adlerstein (Pontificia Universidad Católica de Chile)

Hace más de tres décadas que las ciencias sociales han comenzado a considerar la infancia como una construcción social (Dahlberg, Moss y Pence, 2005; James y Prout 1990; Jenks, 1996; Pávez, 2013). Desde esa perspectiva al hablar del fenómeno migrante durante la primera infancia se originan preguntas respecto a cuál es la construcción social que se está haciendo del niño migrante, en este caso, cuál es la construcción social que se hace del niño migrante desde las políticas, la estadística y la educación en Chile.

El panorama actual de la migración en Chile ha cambiado sus formas tradicionales (Riedeman, 2017), sobre todo en los países que arrojan migrantes al país. Las leyes vigentes que regulan actualmente la legislación migratoria del país datan del año 1975 (Departamento de Extranjería y Migración, 2016). Existen dificultades propias del contexto para comprender el impacto del fenómeno migrante en el país. Por ejemplo, hasta marzo de 2016 no existía un único informe que presentara datos duros y constantes sobre el fenómeno. Dentro de estas condiciones, además existen elementos en la forma de presentar la información que restan claridad a la presencia de niños migrantes. También se encuentran las propuestas temporales, como el llamado RUT 100 que han resultado hasta el momento insuficientes para incluir a los migrantes en el sistema escolar chileno y salvaguardar así sus derechos.

El tema de la migración y su relación con la infancia es relevante ya que si entendemos al niño como un actor social (Pávez, 2013) y ciudadano (Canché, 2012), el no visibilizar su presencia de manera acorde a las circunstancias lo vulnerabiliza y dificulta el acceso a sus derechos. La intención de esta investigación es mostrar las dificultades concretas para acercarse al fenómeno de la migración internacional de la infancia en Chile y mejorar así la visibilidad del mismo.

Modelo Educativo para el Bienestar Personal y Social

Individual Presentations 4B

Prof. Alicia Jasna Schwartzmann Karmelic (University SEK)

Con demasiada frecuencia observamos hechos, actitudes o comportamientos impropios, distantes, por cierto, de las aspiraciones de convivencia que anhelamos para las nuevas generaciones.

Es del caso imaginar cómo a partir de la oportunidad que nos ofrecen los primeros años de vida podríamos intencionar inducir y organizar acciones educativas que guíen hacia una comprensión recíproca, empática y compasiva, edificando día a día un mañana mejor con lo que hacemos a diario en las aulas.

Se presenta una propuesta de modelo educativo, que desea contribuir al conocimiento práctico de educadores, asistentes u otros agentes de la comunidad, de modo tal, que puedan mediar pertinentemente los vínculos interhumanos. De manera que los niños y niñas desarrollen habilidades pro sociales y expresen sus emociones sin herir ni agredir, ejerzan en plenitud sus hábitos democráticos, cooperen, resuelvan problemas con sentido creativo, valoren la diversidad en todas sus dimensiones, perfilándose paulatinamente como ciudadanos conscientes de sus deberes y derechos.

Este modelo considera el afecto y el estilo de vínculos como ejes centrales, intentando ofrecer un espacio de encuentro comunicativo que aglutine las condiciones apropiadas, dentro de la institución educativa, para satisfacer las necesidades vitales de niños y niñas cautelando primeramente el respeto a su naturaleza. La base del modelo se centra en una concepción osmótica del aprendizaje” y las implicancias que trae aparejada esta idea para los roles de profesionales y técnicos.

Se procura contribuir con un modelo o propuesta flexible, más allá de las diferencias familiares, culturales o étnicas, adaptable a contextos variados, aportando a una vida futura con altos estándares de bienestar integral, contribuyendo a forjar cimientos esenciales para un futuro personal- social sustentable y pleno.

Palabras Claves: Modelo Educativo, Vínculos Interhumanos, Concepción Osmótica del Aprendizaje, Bienestar Personal y Social.

Co-construcción de un Currículo Culturalmente Pertinente Para los Niños y Niñas, Metodología y Lecciones Aprendidas: Los Casos de Castro-Chiloé y San Bernardo-Santiago

Individual Presentations 4B

Mrs. Loredana Ayala (Universidad Central de Chile), Mrs. Ximena Rebolledo (Universidad Central de Chile)

La co-construcción de un currículo culturalmente pertinente, es uno de los grandes desafíos en la Educación para la Primera Infancia hoy en día. Esta nueva mirada, se centra en dar participación efectiva a la comunidad, donde son ellos los que toman decisiones en relación a cuales son los saberes propios de la cultura que deben distinguirse e insertarse dentro de las prácticas educativas.

Para esta construcción curricular, se trabaja con cultores representativos de la cultura de la comuna, agentes educativos y las familias, los que identifican, seleccionan y consensúan ciertos valores y ejes culturales significativos de la cultura de pertenencia de los niños y niñas, que deben ser intencionados dentro de la propuesta educativa de los diversos establecimientos presentes en la comunidad.

Las etapas que se vivencian a lo largo de este proceso, se centran en encuentros con la comunidad educativa, quienes validan las propuestas que se elaboran para cada uno de los estamentos: niños y niñas, familia y comunidad circundante. Por lo tanto, el acompañamiento, posterior a esta validación, se focaliza en observar los avances que realizan en cada una de las propuestas presentadas y validadas por la comunidad.

Para esto se requiere capacitar, reflexionar y acompañar a los agentes educativos en diversas etapas, ofreciendo apoyo y sistematizando los avances y dificultades propias de un proceso de implementación.

Esta presentación mostrará los casos de las comunas de Castro en Chiloé y de San Bernardo en Santiago de Chile, dando cuenta de las etapas realizadas y las lecciones aprendidas en este proceso.

Key words

Currículo culturalmente pertinente, Primera infancia, participación, construcción curricular

Enseñando con el cerebro en mente

Individual Presentations 4B

Dr. Gilberto Pinzon (Education First)

Hoy más que nunca, las nuevas tecnologías e investigaciones en neurociencia nos ayudan a saber y comprender más del cerebro. Neurólogos, psicólogos y educadores están conjugando esfuerzos para tratar de entender las conexiones entre el cerebro, la mente y los procesos de aprendizaje. Aun cuando se han generado muchos neuro-mitos, especulaciones y sobre simplificaciones alrededor de los recientes hallazgos de la neurociencia, podemos decir que existen un conjunto de descubrimientos alrededor del cerebro y su funcionamiento que nos permiten incorporarlos al diario quehacer del docente en el aula de clase. El objetivo de esta presentación es compartir la nueva información y algunos neuro-mitos en el área de cerebro y aprendizaje.

Children with Autism in Early Childhood Education and Care

Individual Presentations 4C

Prof. Claudia Maier-Hoefer (Applied University of Lutheran Church of Darmstadt)

The videography of three autistic children in an integrative child day-care centre in Germany over a period of 4 months enables the camera to capture the paths that these children constantly follow, without any sign of an identifiable destination or a meaning that can be shared with the community constituted by the majority of the group. The way in which they link up with people and space does not correspond to a “conjunctive experience” (Karl Mannheim) that establishes social cohesion imparted via a habitus of specific togetherness in a milieu (Pierre Bourdieu). Instead, their presence in the group interrupts this cohesion and micro structure, forming “lines of flight” (Gilles Deleuze and Félix Guattari). In addition, the children with autism enable wholly new assemblages of relationship (data evaluated using the documentary method of Ralf Bohnsack) to be established with other children and material reality, with these contradicting the expectations of the care staff and their professionalism which correspond to the macro structure in accordance with their respective educational attitude. In order to share this presence with the children with autism, in his 1970s project in the French Alps Fernand Deligny traced these lines and places occupied by the autistic children by their own actions. This way of being with the children (tracing the paths) and not being distressed by the fact that they cannot be integrated into the community and rendered “healthy” and “normal” was referred to by Deligny as “présence proche”, a close proximity to the children. I would like to discuss what this approach can signify for the discourse of inclusive education in theory and practice.

Keywords: inclusive education, children with Autism, qualitative research in integrative day-care-centre, new assemblages of relationships with people and spaces, présence proche/ close proximity

Early Childhood Relationships: Peer Relationships in Inclusive Preschool Settings

Individual Presentations 4C

Dr. Ksenija Romstein (Faculty of Education in Osijek)

Quality peer relationships and participation of children with disabilities are considered to be pillars for successful relationships in adulthood. To find out the main characteristics of peer relationships and level of participation of children with disabilities, an ethnographic survey was conducted, i.e. video-recordings of peer interaction has been made. Collected data was analyzed according to Strauss and Corbin's Grounded theory, precisely axial coding of molar activities (interaction sequences) was conducted. Overall 253 molar activities were analyzed (duration 8 hours, 38 minutes). Results showed three main levels of participation of children with disabilities in peer interaction: (1) exclusion (28,85%), inclusion (43,87%) and full participation/involvement (27,27%). Excluded children sited alone away from others, walked around the classroom with no contact with other children, practiced solitary play, and stereotypes, etc. Included children were imitating others, followed instructions of others, and actively respond to others' initiative, etc. Full participation/involvement was seen in a child' initiative (including initiating conflicts, and cheating during play), teaching others (scaffolding), and exclusion by free will, i.e. rejection of participation as act of own choice, etc. These results shows presence of various forms of participation of children with disabilities, varying from response to other's initiative, and providing initiative and support, as well as rejecting others ideas and actions. This can be considered as a starting point for researching participation of children with disabilities in early education contexts, as part of sustainable social and individual life in adulthood.

Keywords: Early childhood, grounded theory, inclusive education, peers

Children's Metaphoric Expressions- the Meaning of Friendship

Individual Presentations 4C

Dr. Krystyna Nowak-Fabrykowski (Central Michigan University)

The purpose of this research is to analyze children's concepts of friendship. Through their symbolic representations, children can demonstrate what they know, what they experience in their families and in the societies where they live. Many experiences of young children are grounded in and influenced by environmental factors described by Bronfenbrenner (2004) in his ecological theory as different systems. Ethnographic research using Spradley's (1979) theory of meaning shows that meanings are derived from symbolically coded concepts. Each symbol has references that can help uncover the meaning hidden in the metaphor where X- is a symbol and Y is a reference. In his research, symbolic meanings are analyzed by analyzing children's drawings and comments on the topic /concept of 'friendship'. The researcher asked children to draw a picture of friends and asked 3 questions: 'What did you draw?' 'Why are they friends?' and 'A friend is like....'. Forty three children attending the Child Development and Learning Laboratory at a Midwest University in the USA and another forty-three children attended from the University Laboratory at one of the central cities of Poland served as a population for this study. The results demonstrated that children in both countries were able to draw how many friends they had and differentiated them from playmates. In the USA, children associated friendship with helping another person and secondly with playing with someone. In Poland, children associated friendship with playing and smiling.

The significance of these findings is that even the very young children understand the meaning of friendship and can distinguish who their friends are. Young children also are able to provide specific connotations of the term 'friend'.

Key words: Friendship, metaphore

The Role of Early Childhood Education in Developing Social Competence of Roma Children

Individual Presentations 4C

*Prof. Adrijana Višnjić Jevtić (University of Zagreb, Faculty of Teacher Education), Ms. Matea Galinec (DV "Cvrčak"),
Dr. Goran Lapat (University of Zagreb, Faculty of Teacher Education)*

Social competences are developed from an early age and they are prerequisite to overcome the demands that society places before the individual. Children from marginalized groups are often isolated within society, so this type of competence can be challenging for them. Their inclusion in institutions of early and pre-school education contributes to the development of social competence mainly because of opportunities to practice social skills.

This study starts from the assumption that social skills acquired in early childhood are precondition for successful realization of social interaction during primary education. The aim of this study was to determine is there correlation between longer attendance of ECE institution and developing social competence of Roma minority children. Primary school teachers participate in the research by assessing social competence of 50 Roma children attending second grade. Sub-samples included 25 children who were included two years in the ECE institution, and 25 children who were include for one year in the ECE institution. The results show that there is correlation between social competence of children and length of institution attendance.

Key words: early childhood institutions; inclusion; Roma children; social competence

Culturally and Linguistically Responsive Assessment in the Early Childhood Classroom

Individual Presentations 4C

Dr. Elisa A. Hartwig (Teachers College, Columbia University)

Authentic assessment in the early childhood years refers to the on-going process of collecting examples of each child's everyday classroom experiences that reflect their continued development and learning. Data is collected through observations, photo and video documentation, and child portfolio collections created during classroom activities, such as artistic representation, play-dough, dramatic play, block play, conversations about read-aloud stories, cooking activities, etc. These portfolio collections are formative, interdisciplinary, and often include child-selected and play-based activities – they are part of an early childhood educator's daily work.

Assessment in the early childhood years is critically tied to issues of social justice both in theory and in practice. Early childhood assessment oriented toward cultural and linguistic responsiveness involves on-going observation and attentiveness, reflects *and expects* difference in how children demonstrate their learning, draws on their unique strengths, includes and engages families in reflecting on their child's development, and professionalizes teachers to understand their students. It is critical that early childhood educators develop their capacity to adapt assessment practices so that *all* children have the opportunity to demonstrate what they know and can do. In this way, culturally and linguistically responsive assessment leads to a stronger relationship between teachers, students, and families.

Keywords: assesment, relationships, social justice, teachers,

When the GERM Hosts the Antidote: The Surprising New Birth of Israel's Anti-GERM Pre-K Policy

Individual Presentations 4C

Mrs. Noa Shefi (The Institute for Democratic Education), Dr. Gadi Bialik (Tel Aviv University)

In May 2016, the director of the Preschool Education Department in the Ministry of Education (MOE) was presented with the conclusions and recommendations for implementation of a change in policy for early childhood education. The proposals summarized a change process involving the participation of all early childhood education inspectors, academics, local authority representatives, and representatives of the teaching staff. The broad scope of public stakeholders participation, the great trust placed in them for this process and the creative experimental educational methods used to design the policy formation process are anti-GERMian characteristics that emerged during the work process, indicating that an essential shift had occurred. But it was not only the method of work on the formulation of the policy that had anti-GERMian characteristics; it was also the content of the policy decisions themselves. Among other things, they sought to promote pedagogies of the whole child and focus on social and emotional aspects of assessment, at the expense of ones that mainly focus on quantitative achievements in reading, writing and sciences, as was the case in many GERM policies. From a very distinctly neoliberal early childhood education system there began a clear noticeable movement towards an anti-GERMian policy reinforcing the public aspect of the system in the social democratic sense of the term.

The differences in motor Skills of Boys with Regard to the Time Spent in Kinesiology Activities

Individual Presentations 4D

Ms. Ivana Igrac (DV "Vjeverica" Zagreb), Prof. Vatroslav Horvat (Sveučilište u Zagrebu, Učiteljski fakultet u Zagrebu)

It is a well known fact that physical activity has a big influence on children's overall growth and development (physical, cognitive, emotional and motorical). By encouraging children to participate and enjoy in sports activities we are helping them to avoid possible future medical issues and learning them how to build a habit of healthy living. There are main motorical abilities in every physical activity that vary due to different factors.

The main goal of my paper was to distinguish all the differences in motor abilities (agility, repetitive strength, flexibility and static strength) between preschool girls according to their time spent in physical activities.

The research was conducted among 165 subjects during three consecutive academic years. All the subjects were females, all of them attended nursery schools in Zagreb and for this survey they were divided into two groups. The first group participated in a 60 minutes complete sport programme four times a week, opposed to the second group that participated in the same programme but only twice a week.

For the needs of this survey, four motor variables were measured three times; agility, repetitive strength, flexibility and static strength. To get the final results of this analysis, I used the survey results that were conducted at the end of the academic year that is - the results gained by the final measurement.

The survey results indicate significant differences between the girls in the first and the second years of participation in kinesiology activities in the agility assessment test, and between the girls in the third year of participation in kinesiology activities in the agility assessment and static strength assessment tests.

Key words: children, development, motor skills

The differences in Motor Skills of Boys regarding on the Time Spent in Kinesiology Activities

Individual Presentations 4D

Ms. Martina Jelic (DV "Vjeverica" Zagreb), Prof. Vatroslav Horvat (Sveučilište u Zagrebu, Učiteljski fakultet u Zagrebu)

Preschool period is ideal not only for the development and education regarding eating and health habits, but also for the overall development in the psychomotor area. Therefore, physical activity is highly important for the child's health due to its contribution to the lifelong development and maintenance of their abilities. The aim of this paper is to determine the differences in motor efficiency between the boys who participated in the sports programme integrated in the overall kindergarten activities four times a week and the boys who participated in shorter sports programme twice a week during the period of three academic years. The survey was conducted in the Zagreb kindergarten "Vjeverica" including 55 boys aged 4-7. The boys were divided in two groups regarding their participation in the kinesiology activities. The experimental group consisted of boys exercising four times a week in duration of 60 minutes, and the other (control) group consisted of boys who worked out twice a week for 60 minutes. For the needs of this survey, four motor variables were measured based on which motor abilities of preschool boys can be assessed: agility, repetitive strength, flexibility and static strength. Basic descriptive parameters were determined in the survey: arithmetic mean (AS), standard deviation (SD), maximum result (Max), minimum result (Min) between the experimental and control groups for the motor skills assessment of four variables. The differences were determined by t- test for independent samples. The survey results indicate significant differences between the boys in the first and the third years of participation in kinesiology activities in the agility assessment test, and between the boys in the second year of participation in kinesiology activities in the agility assessment and static strength assessment tests.

Keywords: agility assessment, physical activity, static strength assessment

The position and role of men in early and preschool education from the perspective of female preschool teachers

Individual Presentations 4D

Mrs. Danijela Blanuša Trošelj (Faculty of Teacher), Mrs. Linda Frković Lenac (Kindergarten Rijeka)

Professional identity or image that one has of his or her own activities within a profession is the result, among other things, of the social identity of that profession. In every profession there are certain subgroups that share certain dominant characteristics, sometimes atypical for a group of professionals. In such situations, their professional identity depends on how other members of that profession see the effect of this subgroup.

Men in early and preschool education are a significant minority in the profession of preschool teachers, and as such form a specific subgroup. Their professional identity, in addition to belief, behavior, experiences, and motives related to the profession, are also built on beliefs, behaviors, experiences, and motives based on gender roles. Their professional identity is also affected by the attitudes of their female colleagues, who create a professional culture to which men must adapt or try to influence.

Due to the nature of research in which we seek to gain insight into the personal paradigm of the participants, we used qualitative methodology for this research. The paper analyzed responses collected in three focus groups. The study included 16 female preschool teachers, who differed in the phase of professional development, education, and experience of working with male preschool teachers. Ten of them have experience working with men, and six were inexperienced. The aim of this study was to collect opinions on the roles of preschool teachers and position of preschool teachers. Thematic analysis revealed two key units in the professional identity of the men - position and role through the prism of understanding fellow female teachers. At the same time, preschool teachers with experience in working with men added the experiential dimension, and their thinking somewhat differs from that of their colleagues who have no experience in working with men.

Intergenerational Care and Education in Japan — In Terms of Reciprocal Benefit during Life-long Development —

Individual Presentations 4D

Prof. Toshiko Kaneda (Tokyo international welfare college)

How many practices of intergenerational care and education are there in the world?

In Japan there was only one intergenerational (integrated early childhood and senior) center (called “Koutouen”) in the 1970s. But since the 1990s, more and more such centers have been made every year.

There are three types of centers; visiting type, event type and natural type. It is expected that the natural type of center will be increasing.

In this paper, we will;

1. Introduce intergenerational care and education in Japan to exchange such practices in other OMEP countries.
2. Discuss theoretical ideas that cause reciprocal effects in developing children, elderly people and other generations in intergenerational care and education.

I have established my own Developmental Hypothesis of Life-Long Development according to the activities below.

I would like to explain the causes of reciprocal effects in my Hypothesis.

Each generation has a different prime activity. In intergenerational care and education, each generation joins the same action while engaged in their own prime activity.

For example, the prime activity for a preschool child is “Play”, for elderly people it is “Reflective Labor” and for the middle generation it is as a coordinator or a teacher and is called “Creative Productive Labor”.

If children play traditional games learned from the elderly generation, while being helped by coordinators, the Prime activities of all three generations can be satisfied with intergenerational “Play”. Children can play to learn a new way, elderly people can use the wisdom that they gained in their younger years, and middle aged people can capitalize on their abilities. As each generation is helping to develop each other, this becomes a reciprocal benefit.

Parents' Insights on Mathematical Experiences of Six-year-olds at Home

Individual Presentations 4D

Mrs. Tamara Pribišeč Beleslin (University of Banja Luka. Faculty of Philosophy)

A study analysed the parents' responses of 128 children aged six to seven years, on the issue of children's mathematical experiences at home. Research question was associated with insights on the emergence of mathematical experiences in a variety of everyday activities in home environments, of the children attended kindergarten for one or more years (57 children), and the children attended kindergarten only a month (71 children). Content analysis was used as a method, quantitative and qualitative in nature (Bern, 2000). Data were observed through the matrix of frequency occurrence of mathematical concepts, and through searching for the patterns relating to the similarities and differences.

Qualitative categories were analyzed as "spaces for learning of mathematical knowledge, operations, skills and attitudes in the home environments". The most dominant was *the place of purchase*, and "exchange of goods", which included complex mental processes with abstract mathematical contents. Understanding the *time relationships and the passage of time*, set within a past, present or future, was reflected in children's comprehension as a determinant of an event or a determinant of human development. *Automatism in arithmetic processes*, specially in addition, division and multiplication, respectively, appeared on a manipulative, a verbal, and a mental level. *Noticing properties of numbers* directed to labels, symbols, meanings, estimation, the place-value representation, principle of cardinality and usage of ordinal relations.

Implication of the study is related to assumption, that the family is the first, rich and complex environment favourable for multiple ways of young children's learning. Consequently, understanding of children's previous experiences they bring into institutional educational context should be taken seriously, especially within the process of preschool curriculum planning, developing and evaluating. The curriculum could be 'stretched' more broader to the development of relations with the families and the actions for the 'curriculum sustainability' towards micro-systems such as home environments.

Knowing and Language use: 6-year-old Children Explaining Physical Phenomena and the Linguistic Means through Which They Do So

Individual Presentations 4D

Dr. Annika Åkerblom (Gothenburg University), Prof. Niklas Pramling (Gothenburg University)

The purpose of the present study is to investigate how 6-year-old children in interviews explain physical phenomena (concerning gravity) and their use of language. How children understand the physical world has been a much debated interest in educational psychology since the pioneering work of Jean Piaget (e.g., 1926/1960). Piaget's response to the challenge of gaining access to children's understanding was the invention of the clinical method (1960). In the present study we contribute to the two strands of this long-lived research tradition, that is, we investigate how children understand physical phenomena while at the same time analyzing the meta-issue of how we in research produce insights into this process.

In the interviews we conduct our analysis on, the interviewer challenges the children to explain what from a scientific point of view would be conceptualized in terms of gravity, both as an abstract feature and as lived experience. The interviewer also uses the strategy of shifting between asking the children about physical phenomena and asking them about the language they use to speak about these phenomena. Conceptualized in Vygotskian terms (1999), the interview serves not only as a means of mapping what understanding the children have already developed, but also to some extent see their development in the making, that is, to provide a zone of proximal development.

The analysis focuses the relationship between children's understanding of something spoken about – in this case gravity – and their understanding of the language with which they speak about this phenomenon. The result is presented as cases, exemplifying different understanding, followed by a summation of the metaphors and mental-state terms used. Finally, we review our findings and discuss their implications for our understanding of how children making sense and as implications for science for young children.

Collaboration between Teachers, Collaboration between Children

Individual Presentations 4D

Dr. Angeliki Vellopoulou (Greek Ministry of Education & O.M.E.P. Greece), Dr. Eleni Didachou (Greek Ministry of Education & O.M.E.P. Greece), Mrs. Anna Giannopoulou (Greek Ministry of Education), Mrs. Vassiliki Mantzouratou (Greek Ministry of Education & O.M.E.P. Greece-Patras' Department), Mrs. Niki Stathopoulou (Greek Ministry of Education), Mrs. Angeliki Kokkosi (University of Patras & O.M.E.P. Greece-Patras' Department)

This research project exploited collaborative action research in order to promote the professional development of a kindergarten teacher group on the subject of facilitating children to strengthen their collaborative skills. The action research group worked for three years, starting from October 2013 on the occasion of the O.M.E.P. (Organisation Mondiale pour l'Education Préscolaire) Greece activities -O.M.E.P. Patras' Department-, and consisted of six kindergarten teachers who had different roles (researcher, critical friend, facilitator). Each year, the group repeated the action research cycles aiming at improving their knowledge on the one hand regarding the action research methodology and on the other hand on the development of cooperation skills in children. The research group designed, implemented and evaluated collaborative educational activities in kindergarten classrooms. The specific activities were integrated in the kindergarten curriculum covering different learning areas. Data collection strategies complied with the criterion to be 'friendly' to the kindergarten education framework, embedded in the everyday practice (for example critical episodes' observation and brief descriptions, diary recordings, children's works, photographs). Through participating in a collaborative form of self-education, group members were able to enrich both their research methodology knowledge (familiarity with research procedures directly linked to everyday teaching practice) and their teaching practices (organizing an integrated program of activities aiming at the development of collaborative skills in kindergarten children). It seems that action research can be an appropriate framework for kindergarten teachers' self-education and professional development.

Keywords: Action research, collaborative skills, kindergarten teachers' self-education, teachers' professional development

The relationship between Attachment, Self-regulation of Motivation and Academic Efficiency

Individual Presentations 4E

Dr. Marjan Ninčević (Hrvatski studiji Sveučilišta u Zagrebu), Prof. Dunja Jurić Vukelić (Hrvatski studiji Sveučilišta u Zagrebu)

During the early social-emotional development, through the relationship with their parents and families, children develop attachment style which they will tend to when establishing emotional bonds later in life. Studies show that attachment style determines the child's emotional characteristics and level of self-regulation, which is, in the context of learning and working, closely associated with high achievement motivation and intrinsic motivation – curiosity for new content, challenges, and pleasure in learning. Parents determine the development of intrinsic motivation by encouraging curiosity, independence, perseverance and the pursuit of new knowledge. Recent research study various indicators of the child's cognitive skills, including academic success, and are focused on the earliest period of development in which critical environmental influences enable subsequent development of quality thinking. The aim of the present study was to examine attachment styles, the degree of self-regulation of motivation and academic efficiency among students. The study included 118 students of the University of Zagreb. The results indicate that the most common attachment style is preoccupied style, characterized by a negative model of self and positive model for others, and the high level of academic efficiency.

Keywords: attachment, self-regulation of motivation, academic efficiency

Characteristics of Sustainable Kindergarten as Places Of Education for Sustainable Development of Kindergarten and Preschool Age Children

Individual Presentations 4E

Dr. Dunja Anđić (Učiteljski fakultet u Rijeci)

The aim of this preliminary study was to design a measuring instrument on the characteristics of sustainable kindergarten. The term sustainable kindergarten understands and by analogy the concept of sustainable development, dimensions of sustainability (environmental, social, economic) that are through the practice of kindergarten teachers and children in the institutions of kindergarten and pre-school education realised. In this paper, we deal with the characteristics of the three dimensions of sustainability that make sustainable kindergartens. The purpose of this study is measuring instrument or questionnaire designed, and as a basis is relevant literature used, which is based on education for sustainable development and the concept of sustainable development. Through a questionnaire, we conducted preliminary research on a sample of teachers of kindergartens. This paper presents the results and displayed the measurement characteristics of the tested instrument. The research resulted in the scale with a high score measures reliability, while the factor analysis identified factors that explain a significant part of the variance. However, it is clear from the results that there is a significant interconnection between items. Ultimately, this study suggests further development of the measuring instruments which could be explicitly measured and conduct research, and on this basis to develop approaches, content and methods, as well as education, training and competence of educators focused on the holistic approach in the development of all dimensions of sustainability which encourage and better working practices in education for sustainable development in kindergartens.

Keywords: teachers, sustainable kindergartens, dimensions of sustainability, education for sustainable development.

Sustainable Family in Sustainable Society

Individual Presentations 4E

Dr. Diana Nenadić-Bilan (University of Zadar), Dr. Jasminka Zloković (Faculty of Humanities and Social Sciences in Rijeka)

The concept of sustainable development has been extensively developing since the middle of last century, as a result of the increasing pollution of the natural and social environment. Although three fundamental pillars of sustainable development are consisted of social, economic and environmental components, this article paper is addressed entirely to the social component of sustainable development, that is to examine some of the dimensions of sustainable family as a component of the social component of sustainable development. In the most previous studies of the social components of sustainable development attention was given to the factors and processes that contribute to meeting the basic needs of individuals and society, and in accordance with generally accepted civilization values such as freedom, security, equality, solidarity and maintaining cultural diversity. There is a lack of research of sustainable family in the context of the sustainable flows of social development. Demographic changes in the family occurring during the twentieth century has strongly influenced the family structure and its functioning. Pluralization of family forms, lack of social support to families, as well as difficulties in the reconciliation of work and family roles, undermined the sustainability of modern families. The family relationships have a strong impact on the direction of child development and its functioning from an early age during the life cycle. The paper is based on the importance that the very principle of sustainability of the family is the foundation of sustainable society and sustainable future. Starting from the basic dimensions of family relationships, the focus of sustainable development should be directed towards strengthening the family, and creating family friendly micro and macro environment, especially when family cohesion is threatened.

Keywords: sustainable family, empowerment and family relationships, child development, sustainable society

Stimulation of Curiosity and Critical Thinking in Preschool Children

Individual Presentations 4E

Mrs. Aleksandra Vujmilovic (CENTAR ZA PREDSKOLSKO V/O)

Theoretical concept: Children's questions, which are an expression of the natural curiosity, are changing usual perspective on the phenomena, concepts or information. Starting from the fact that questioning is the best indicator for critical thinking, these questions can be, and sometimes are even more important than answers. We teach children (bioethics, e.g.), but it is more important to support their questions related to it.

Motive: Research findings of "Pedagogical and methodological value of children's questions in an organized process of pre-school education", implemented at the Center indicate: "that teachers don't have enough theoretical knowledge nor practical training on encouraging children's questioning, and they should apply innovative methods for stimulating it." Mr. Tanja Vujic (2014)

Research goals: To motivate educator to enrich its current approach in communication with children and to design models, techniques and learning materials through it in order to encourage the children in asking questions and in developing critical thinking.

Methodology: The action research-activity in order to change; monitoring form (text, image, video).

Discussion: We recorded many children's questions, ideas and conclusions using techniques that encourage critical thinking: asking and recording the questions, argumentation for and against, variation of possible answers to the question, observation of similarities and differences, predicting consequences, testing possible solutions, creative techniques: "Brainstorming", "Mind maps", "Association".

If recorded children's questions are indicators of critical thinking and forerunner of great ideas, we need to ask ourselves: "How often do we go to the imaginative worlds lead by children's questioning?"

Implementation: Educators were slowly changing its approaches in communication through educational workshops and monitoring forms. We have created innovative activities, learning materials and recording of children's questions through educational documentation which further motivated children and the educators. They should be the motive and the purpose.

Key words: communication, curiosity, children's questioning, critical thinking, didactic material

Kindergarten as Protective Factor in Development of Pre-school Children Who Live in Various Risk Life Conditions

Individual Presentations 4E

Prof. Sanja Tatalović Vorkapić (Faculty of Teacher Education, University of Rijeka), Prof. Ivana Mihić (Faculty of Humanities and Social Sciences in Novi Sad), Ms. Martina Matovina (Kindergarten Rijeka)

Taking into account the importance of protective factors in the development of children growing up in risks, this research is aimed at analyzing the relationship between risk assessment of these different conditions and a kindergarten as a protective factor. Risk conditions in childhood are operationalized through these categories: children with disabilities, children who are members of Roma minority, children from the social care, children from low stimulating families, children from families with chronically ill member(s), children with divorced(ing) parents, and children whose mother suffers from depression. The kindergarten as a protective factor has been defined by self-evaluated possibilities of pre-school teachers to work with children from families with risks.

The study included 161 pre-school teachers from different early and pre-school institutions in the Primorsko-Goranska county. The Scale for assessing the risk conditions of children and capacity of kindergartens to work with families at risk was applied. This measure consists of two sub-scales that were made in 8 equivalent forms, reflecting 8 different risk conditions.

The elevated levels of the riskiness of particular conditions of pre-schoolchildren and expected difficulties in their development were determined. Pre-school teachers evaluated they have moderate possibilities for the work with children from families at risk, and a higher level of benefit that children can have from being in kindergarten. Correlation analyses resulted with significant positive correlations between the levels of risks, the expected difficulties and the benefit that children could have from being in kindergarten, but only for some of the explored types of risk. The contribution of this study lies in the significant implications for improving educational practices in the direction of articulating the needs for further training and education of pre-school teachers in the context of different developmental risk.

Professional development as a fundamental dimension of self-esteem

Individual Presentations 4E

Dr. Jelena Perunović Samardžić (JPU Bambi)

Contemporary changes in education were systematically associated with the need to change and preparing teachers for practical work area. In order for these skills to be applicable in practice, and with visible results, it is necessary to develop a set of competencies. In order to develop professional competence and build the right way it is necessary to constantly work on the professional development of employees in preschools because preschools first link in the educational chain.

Thus, we examined the attitudes of employees in pre-school institutions, are understood under the professional development. The survey included 223 teachers of preschool education, 10 pedagogues and 13 directors of preschool institutions from the territory of Montenegro. We used the scale of assessments Likertovog type, which is drafted for the purposes of this survey, in which respondents were asked to express their agreement with statements that speak about what we mean by the professional development of teachers. This research is viewed through the experiences and the experiences of respondents and the results that we get this research will help us to change and improve current practice. Based on this research we have carried out a series of conclusions and recommendations for further work on the professional development of employees in preschool institutions of Montenegro.

Any reform of education is recognized as a key success factor of professional development of the educational process such as teachers, educators and directors of preschool institutions as they were respondents in the surveys.

To have teachers who are daily professional development is necessary for him to develop awareness of self-esteem in relation to the profession in which he works, because if it does not respect the profession and do not work on their professional development difficult that we will have self-esteem in any way.

Key words: professional development, competence, self-esteem.

Developmental function of pedagogical documentation model in co-construction of Preschool curriculum of the Republic of Srpska

Individual Presentations 4E

Mrs. Staka Nikolić (Pedagogical Institute of Republic of Srpska)

The paper presents a model of pedagogical documentation that forms an integral part of the Preschool curriculum of the Republic of Srpska: Workbook for preschool, Workbook for assessment of development and learning process of a child, and Workbook for other professionals in preschools (pedagogues, psychologists, social workers, language specials, defectologists, and others). Models are focused on the child and serve teachers, professional associates and managers of preschool institutions to better perceive and promote all the values of the Preschlo curriculum by insisting on the system supporting the development and learning of young children in the institutions of preschool education of the Republic of Srpska. Models of pedagogical documentation, like an open curriculum, applicable to all preschool institutions regardless of their founders, program orientation, organization, size and ownership. Model strongly supports each children and their development by insisting on team work of teachers and other professional associates, aimed at joint reflection on the planning, documenting, evaluating educational activities, monitoring behavior, learning, and children's play. Timely "recording" and documenting developmental changes in children, with the aim of adequately responses to them. Therefore, models assume the character of developmental documents for practice, overcoming the usual, the administrative function of pedagogical documentation.

The Play and Resilience World Project: Phase 2

Symposium 2 "Play and Resilience Project: Phase 2"

Dr. Maggie Koong (OMEP), Dr. Patience Awopegba (UNESCO Regional Office for Southern Africa), Dr. Liangjing Guo (OMEP China), Mr. Laurent Ndiaye (The University of Hong Kong)

In January 2016, OMEP launched the Play and Resilience World Project with the aim of promoting young children's resilience and potential to foster a peaceful and sustainable future through play, conducted in a safe, child friendly, and stimulating environment. The first phase of the project consisted of the identification and dissemination of good practices. From 36 project entries submitted from 18 countries, seven projects were selected for their outstanding qualities and potential, and the representatives of these projects presented their experiences at the first Play and Resilience Symposium during the 2016 OMEP World Conference.

In January 2017, the new phase was launched, with a view to operationalising the play and resilience concept by developing and piloting play materials in rural China and Africa. Resilience research points to the importance of building both the child's inner strengths (e.g. self-control, thinking skills, confidence, positive outlook, responsibility and participation) and outside support (e.g. caring relationships, positive role models in families and communities, family and community resources). Therefore, the project will encompass three levels (the child, microsystem and macrosystem) and focus not only on children but also on the agents in their immediate and broader environment.

This year's Play and Resilience Symposium will elaborate on the conceptual framework and performance indicators for this second phase of the Play and Resilience World Project and introduce the contexts, demands, existing resources and good practices in rural China and Africa as identified through community consultations and needs assessment. The symposium will then invite the audience to provide comments and exchange ideas and experiences.

Play and Resilience

Symposium 2 "Play and Resilience Project: Phase 2"

Dr. Maggie Koong (Victoria Charitable Trust Fund), Dr. Liangjing Guo (East China Normal University), Dr. Patience Awopegba (UNESCO Regional Office for Southern Africa)

In January 2016, World OMEP launched the Play and Resilience World Project with the aim of promoting young children's resilience and potential to foster a peaceful and sustainable future through play, conducted in a safe, child friendly, and stimulating environment. The first phase of the project consisted of the identification and dissemination of good practices. From 36 project entries submitted from 18 countries, seven projects were selected for their outstanding qualities and potential, and the representatives of these projects presented their experiences at the first Play and Resilience Symposium during the 2016 OMEP World Conference.

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Education for sustainable development and the glocal teacher - an international collaborate project within ECE between China and Norway

Symposium 4 "Education for sustainable development and the global teacher - an international collaborative project in ECE between Norway and China"

Mrs. Åsta Birkeland (Western Norway University of Applied Sciences), Prof. Yong Jiang (East China Normal University), Dr. Minyi Li (Beijing Normal University), Mrs. Siv Ødemotland (Western Norway University of Applied Sciences), Ms. Yifang Wang (East China Normal University), Ms. Chuchu Zheng (East China Normal University), Ms. Jingyi Xu (Beijing Normal University)

The aim of this self-organized symposium is to discuss how an international program (UTFORSK) within kindergarten teacher education can contribute to education for sustainable development. The key concern in this international program is to strengthen the capacity for social and cultural sustainability through participation and dialogue in educational exchange activities. International education in higher education is a mean to acknowledge the importance of thinking in terms of inter-linked systems and to recognize the ways in which people, places, and things are connected across space and time.

The UTFORSK program is a collaboration between Western Norway University of Applied Sciences, Beijing Normal University and East China Normal University. Participants in the program include students, teacher educators/researchers and kindergarten teachers. Activities implied in the program are student and teacher mobility, kindergarten staff mobility, research groups and educational activities on undergraduate and postgraduate level.

The symposium will illuminate different projects and activities that will strengthen the relations between researchers, students and kindergarten staff in both countries.

1. **Introduction** by Associate professor Åsta Birkeland
2. **The glocal teacher** - Curriculum reform, kindergarten teacher empowerment and development by Professor Jiang Yong, East China Normal University and postgraduate students Zheng Chuchu and Wang Yifang.
3. **Sustainable development** -A comparative study of early childhood curriculum documents focused on education for sustainability in China and Norway by Dr. Li Minyi, Associate professor Åsta Birkeland and postgraduate student Xu Jingyi
 1. **Norway-China kindergarten network** –Building a network through drama education by Associate professor Åsta Birkeland and Siv Ødemotland

Asia Pacific Region: What and how to document children's learning?

Symposium 5 Asia Pacific Regional Symposium 'What and how to document children's learning'

Dr. Hazel Lam Mei Yung (China Women's University), Dr. Jessie Wong (Victoria Educational Organisation), Prof. Tomita Hisae (Chiba University), Mrs. Young Mi Han (Ewha Womens University), Dr. Heejin Kim (Ewha Womens University), Dr. Lia De Vocht-van Alphen (University of Canterbury), Ms. Kathryn Hawkes (Inspired Kindergartens), Dr. Lily Wong (Advent Links-SAUC Education Center for Children and Family Studies), Dr. Udomluck Kulapichitr (Chulalongkorn University), Dr. Rathdow Phisalaphong (Nakhon Pathom Rajabhat University)

As Sustainable Development Goals (SDGs) are newly set, global community has recognized education as the most important area for achieving other goals. Especially goal target 4.2 and 4.7 inform us the importance of accessibility and quality learning. Goal target 4.2 particularly focusing on early childhood education states "by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education". Goal target 4.7 states that "by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

Ban Ki Moon, General Secretary of United Nations talks about education for all as the first initiative for sustainability. At the same time he says that focus should change from education to learning, since many children in the world are in education, but do not learn properly. In those curricula that allow children's voices and places, the values of children's influence and participation in their own every-day life and learning are central. In order to provide meaningful learning for young children, teachers and parents should be able to listen to their voices.

A recent initiative regarding monitoring has been developed by UNESCO, UNICEF, the World Bank, WHO, and OECD to measure and assess early learning and child development. This is intended to provide open-source, freely-accessible measures to enable countries to monitor the progress towards national and global goals of young children's competencies.

However, it is not free from criticism, because those approaches do not reflect complexity and context in learning. Teachers and parents wish to document the variations in children's early learning and development to understand and support their learning. It should be noted that this process should be contextually appropriate. OMEP AP regional symposium will focus on documenting children's learning this year.

Changing the Kindergarten, Influencing the Community: Kindergarten Teachers Leading Sustainable Change in Ghana

Workshop 6A

Ms. Sarah Wilner (The Golda Meir MASHAV International Training Center), Mr. Ran Cohen Harounoff (The Institute for Democratic Education)

The goals of the workshop are to show the process of change that occurred among participating kindergarten teachers while taking part in a training program lead by “MASHAV – Israel’s Agency for International Cooperation”, its training branch “The Golda Meir MASHAV International Training Center (MCTC)”, its partner “The Institute for Democratic Education” and in cooperation with “The Ghana Education Services”, which took place between 2008 and 2016. Training programs in the topic of early childhood education were implemented in three main cities throughout the country, Accra, Kumasi and Tamale, and over 500 educators participated in training activities either in Ghana or in Israel.

This workshop will be based on our experience implementing the training project, and will discuss the influence and impact the kindergarten teachers have had in their classrooms, with the children in their classrooms and the families of the children. We will also explore the way the kindergarten teachers have influenced their schools, their communities and the educational system of Ghana at large.

The entire process of change within the early childhood education system in Ghana, started with the kindergarten teachers at the grassroots level. Kindergarten teachers developed into community leaders and early childhood education experts and influenced their surroundings. Teachers became themselves trainers and mentors which created a multiplier effect inspiring and shaping the way hundreds of kindergarten teachers teach in Ghana and affecting the education of thousands of children.

During the workshop, participants will experience some of the approaches and activities used during the training program in Ghana, and we will discuss how this process can be a catalyst for sustainable change within communities and within early childhood education.

Keywords: Kindertgartens, early childhood education, sustainable, community, change, education, teacher training

Collaboration for Children's Health and Well-being in Sweden

Symposium 10 "Children's health, well-being and education - collaboration among professionals"

Dr. Ingrid Engdahl (Stockholm University, OMEP Sweden), Ms. Elisabet Nyléus (OMEP-Sweden), Dr. Ida Bertell (Stockholm University), Dr. Sofia Frankenberg (Stockholm University)

This study aims at describing the collaboration between Preschools, Schools and Child Health Centres in Sweden, in the best interests of the child. Since the 1940's, Child Health Care Centres have been a public and free option for children from birth to starting school. At that time, only around 5 % of the children participated in day care settings or kindergartens. There was a close collaboration between the professionals, and nurses and doctors visited the preschools regularly.

Today, almost all Swedish children start attending preschools during their second year of life. However, since late 1970's, there is no formal regulation of the collaboration, and thus, it is more or less up to individuals if there even exists a collaboration. In addition, this means that parents get very different support from these two services for children and it varies throughout Sweden.

Praxis around transition from preschool to school and children's health care in school are not satisfactory nor equal in Sweden.

In order to find out more, OMEP Sweden in collaboration with Stockholm University and Stockholm Regional Council sent out a questionnaire to in total around 1 000 preschools and child health care centres in 22 Swedish cities, together representing a balanced sample. Additionally, a questionnaire will be sent out to parents to get their experience and suggestions for the future. A pilot study, covering the transition from preschool to school, is also carried out, using qualitative interviews with nurses and teachers. Preliminary results indicate that collaboration seldom takes place, that the professionals don't know each other, and that the on-going privatisation of preschools, schools and centres have made collaboration difficult.

The data is being analysed during the spring of 2017, and the results will be presented and discussed during the OMEP seminar.

Mental State Talk in Deaf Dyads – Parent and Infant Interaction

Symposium 11 "The importance of adults in social learning"

Prof. Carin Roos (Karlstad University)

The presentation is part of the Swedish National Research School on Communication and Relations as Foundations for Early Childhood Education (FoRFa), funded by Swedish Research Council (grant no. 729-2013-6848).

This study is an ongoing project conducted in collaboration with Professor Erland Hjelmqvist and PhD Kerstin Falkman at Gothenburg University. It is a part of a larger, longitudinal project with the aim of *focusing early communication and social interaction* between 12 young deaf infants and their deaf parents and siblings.

The aim of the study presented here is to describe early social interaction between deaf infants (0-6 months of age) and their deaf parents with focus on mental state talk. The more specific purpose is to investigate how parents make reference to their infants' own volitional states (eg. try, want, need) or what the parents presume the infants think about, e.g. mind-minded kind of talk, in these dyads in relation to the visual awareness needed in a signing setting. The literature has described parents' mental talk and infants' gestural communication in hearing dyads but there are to our knowledge no study describing what deaf parents talk about this early in their children's lives. The current study preliminary results show that the earlier reported research describing hearing parents' mental state talk with their hearing infants can be compared with and are much alike the interaction in deaf dyads. We suggest therefor that this may have great implications for to inform and to stimulate hearing parents with deaf babies to learn and use signs during early years even when decision have been made to operate on them with cochlear implants and later possible development of speaking. The results and this suggestion emanating from our research will be discussed in the presentation.

Keywords: deaf infants, deaf parents, mental state talk, visual awareness, Sign Language

Teaching and Learning in Swedish Preschool

Symposium 11 "The importance of adults in social learning"

Ms. Ester Catucci (Gothenburg University/ Mälardalen University)

The aim of the present study is to investigate how Swedish preschool teachers, responding to children action, contribute to what children can learn and create meaning of.

The introduction of a Swedish preschool curriculum in 1998, as well as the revision of the curriculum in 2010, underlines the importance of preschool as a place for learning and wellbeing. Preschool is, as well, considered as the first educational institution children encounter.

According to the Swedish educational law (2011,) the responsibility for the teaching relies on preschool teachers; hence what is supposed to happen in preschool is teaching-learning, under the leadership of preschool teachers. Yet "teaching" is a concept that is neither used in the preschool curriculum, nor is it widespread in preschool teachers' discourse about their profession.

This study is inspired, theoretically, by John Dewey's pragmatism, and the analytical tool that is presented here has been developed by scholars in this tradition. Teachers' responses are, according to the analytical tool, viewed as epistemological moves. Analyzing the interplay between teachers and children makes it possible to shed a light on how those responses effects children's learning. Consequently, teachers' interplay with children through epistemological moves is conceptualized as teaching.

The study has been designed as a case study. One preschool group (3 preschool teachers and 12 children, aged 1 to 3 years old) has been followed during spring 2016. Field notes and videos have been used as the primary way for data collection.

The results show that preschool teachers use different moves during different activities and a discussion is addressed concerning the didactical consequences.

The presentation is part of the Swedish National Research School on Communication and Relations as Foundations for Early Childhood Education (FoRFa), funded by the Swedish Research Council (grant no. 729-2013-6848).

Keywords: Teaching, learning, pre school, John Dewey, video

Social Learning: Leisure Time Center Staff's Perspectives

Symposium 11 "The importance of adults in social learning"

Mrs. Kristina Jonsson (Mälardalen University)

The overall aim of the study as the basis to this presentation is to gain knowledge of social dimensions in the Swedish leisure time center. This by examining leisure time center staff's perspectives of their work with pupils' social learning, specifically aiming to find out which knowledge and abilities leisure time staff consider important for pupils' social learning. Social abilities has by previous research shown to be important for both school achievement and personal well-being. Through leisure time centers social learning is linked to the knowledge assignment in school, however often described as informal, lacking knowledge and research on its didactic intentions.

Group interviews were conducted and a total of 21 leisure time staff, divided into four groups, participated. The theoretical frame for the study is Bronfenbrenner's bioecological theory. Through that framework pupils' learning in the leisure time center can be understood as an outcome of the interaction between various factors in the surrounding environment. The result from this study shows consistent ideas about what leisure time staff consider important for pupils to acquire in social learning. Abilities considered important include pupils' emphatic ability, among the ability to listen to each other and to show consideration and respect to other people. The leisure time center staff also emphasize knowledge about how one's behavior and verbal outcome can affect fellow pupils.

The presentation is part of the Swedish National Research School on Communication and Relations as Foundations for Early Childhood Education (FoRFa), funded by the Swedish Research Council (grant no. 729-2013-6848).

Keywords

Social learning, leisure time center, leisure time center staff, bioecological theory.

Teacher's Actions Related to Children's Participation in Free Play

Symposium 11 "The importance of adults in social learning"

Mrs. Anita Gustavsson (Karlstad University)

This study is conducted in a Swedish preschool, in the context of free play. Research has shown that in free play, preschool teachers most of the time, observe, follow and overlook children's play and to a lesser extent support the children. It is rare to see teachers engaged in sustained collective play situations. Mostly teachers respond to children's individual needs. More knowledge is needed regarding pedagogy and play situations, and how teachers can support children's participation in play and at the same time take into account children's own culture. The aim of this ongoing study is to identify, describe and theorize communicative events between teachers and children related to children's interpersonal participation in free play.

Rogoff's (1990,1995) concept guiding participation will be used. Participation as the concept in use here refers to the interpersonal process of communication defined as sharing attention, engagement, feelings, activity, thinking, purpose and coordination of perspectives.

Video-observations make it possible to study communicative events between teachers and children in free play. Tentative results show two categories. The first category when the communication relates to children's interpersonal participation and the second that doesn't. Communicative events between teacher and children mostly relates to children's individual doing and not to children's interpersonal participation.

This study will contribute to and extend our knowledge about teachers' actions related to children's interpersonal participation and hopefully meet a gap in the field of knowledge regarding early childhood education praxis in free play.

Keywords: Preschool, teacher's actions, children's participation, free play

The presentation is part of the Swedish National Research School on Communication and Relations as Foundations for Early Childhood Education (FoRFa), funded by the Swedish Research Council (grant no. 729-2013-6848).

Simposio: Debates políticos y pedagógicos en América Latina a la luz de la Agenda 2030

Simposio 13 Debates políticos y pedagógicos en América Latina a la luz de la Agenda 2030

Prof. Mercedes Mayol Lassalle (OMEP - Vicepresidencia Regional para América Latina)

La Atención y Educación de la Primera Infancia (AEPI) en América Latina tiene una historia rica y diversa. Dentro de las políticas de AEPI podemos reconocer una enorme variedad de políticas públicas, estrategias y formatos diferentes gestionados por áreas de gobierno como Educación, Desarrollo Social, Salud y otros especialmente creados a tal fin.

Esta diversidad ha generado sobre los procesos implícitos en el cuidado y educación de los más pequeños: las representaciones de la infancia y sus derechos y las concepciones acerca del desarrollo, el aprendizaje y la enseñanza del sujeto humano, los actores que deben estar a cargo de la AEPI, la formación de los educadores, etc.

El campo pedagógico siempre se halla en conflicto y está cruzado por ideas y propuestas que provienen no sólo de las *ciencias de la educación* y la academia, sino de saberes vinculados a las concepciones de otras disciplinas, tanto como de las creencias y acciones de muchos sectores de la sociedad.

Entendemos que el discurso pedagógico latinoamericano puede abordarse asumiendo tres características particularmente relevantes: se trata de una estructura abierta, inestable y cambiante. Abierta en la medida en que incorpora y pierde elementos de modo constante, por lo tanto las relaciones de cada uno de sus componentes se encuentran en permanente estado de modificación, y por lo mismo está abierta a una radical historicidad.

Uno de los caminos es la construcción y el sostenimiento de una actitud crítica y, al mismo tiempo, esperanzadora sobre la educación, desafiándonos a trabajar sobre la coherencia en nuestra profesionalidad. Si no se redefinen ciertas teorías y espacios pedagógicos de la educación infantil, tanto a través de las políticas educativas integrales, como a través de la acción del colectivo docente, seguirá siendo muy incierto y muy desigual el presente y el futuro de la educación infantil.

OMEP at the United Nations and UNESCO

Symposium 15 OMEP at the United Nations and UNESCO

Dr. Judith Wagner (Whittier College), Prof. Eunhye Park (Ewha Womens University), Prof. Rima Salah (Early Childhood Peace Consortium), Dr. Maria Pia Belloni Mignatti (OMEP), Prof. Ingrid Pramling Samuelsson (Gothenburg)

OMEP has Special Consultative Status at the United Nations and UNESCO. This gives our organization both the privilege and the responsibility of advocating at global and national levels for the rights and best interests of the world's youngest children, especially refugees and others living in the most difficult circumstances. In this session, representatives to the UN, UNICEF, and UNESCO will present up-to-the-minute information about OMEP's leadership of the UN Committee on Migration and about a new early childhood sustainability Resource Bank we've established with UNESCO. We'll share information about OMEP's collaboration with UNICEF on water, sanitation, and hygiene (WASH) in early childhood settings and discuss OMEP's efforts to promote early childhood in the UN Sustainable Development Goals on education, health, peace and many others. Most importantly, you will learn how *you* can become involved in OMEP's public policy and advocacy work even if you do not live near UN or UNESCO headquarters. Let's use the power of our organization's voice to ensure that world leaders put their promises to young children into action.

Measuring Early Learning and Development for Roma Children

Symposium 16 Measuring Early Learning and Development for Roma Children

Mrs. Lauren Pisani (Save the Children), Mr. Luke Heinkel (R4D), Ms. Kavita Hatipoglu (R4D), Ms. Olena Hloba (Step by Step Ukraine), Ms. Natalia Sofy (Step by Step Ukraine), Ms. Elena Misik (Step by Step Macadonia), Ms. Suzana Kirandziska (Step by Step Macadonia)

Children's early learning environments at home and in preschools develop the foundations of cognitive and social-emotional skills, which affect academic achievement and success later in life.[1] Research has found that Roma households are 3 times more likely to be at risk of living in poverty and only half as likely to be enrolled in preschool compared to non-Roma peers.[2]

Little information is available about the quality of early learning opportunities for Roma children and the effects of these programs on children's development. However, recently Roma Education Fund (REF) and the Open Society Foundation (OSF) have invested in gathering more evidence about the conditions in which Roma children are living and learning. Both organizations are now using Save the Children's International Development and Early Learning Assessment (IDELA) to build evidence about Roma children's early skills.

This panel will include evidence from organizations working to fill early learning gaps for Roma children. Results for Development Institute (R4D), in collaboration with Deep Dive and the Centre for Interactive Pedagogy and Romanipen will present baseline evidence from an impact evaluation of a Roma parenting program in Serbia. The Ukrainian and Macedonian Step by Step Foundations will present on their use of the IDELA tool to measure of the quality of existing ECCD programs aiming to improve support and training for facilitators and Roma parents. Save the Children will present cross-country IDELA evidence from Roma communities and others around the world.

[1] Black, M.M., Walker, S.P., Fernald, L.C., Andersen, C.T., DiGirolamo, A.m., Lu, C., McCoy, D.C., Fink, G., Shawar, Y.R., Shiffman, J., Devercelli, A.E., Wodon, Q.T., Vargas-Barón, E., & Grantham-McGregor, S. (2015). Early childhood development coming of age: science through the life course. *Lancet*: 1-12.

[2] World Bank. 2014. *Diagnostics and Policy Advice for Supporting Roma Inclusion in Romania*. Washington, DC.

Leadership and Quality of Early Childhood Education in China

Symposium 8 "Leadership and Quality of Early Childhood Education in China"

Prof. Wei Yao (Northeast Normal University), Dr. Qiong Wu (Northeast Normal University), Dr. Haimin Liu (Northeast Normal University of China), Prof. Fei Dan (Shenyang Normal University), Dr. Nan Lin (Shenyang Normal University), Dr. Fang Jin (Shenyang Normal University), Dr. Changqing Suo (Shenyang Normal University), Prof. Ming Zheng (Northwest Normal University), Dr. Hao Liu (Capital Normal University), Prof. Zhenyou Yu (Capital Normal University), Dr. Jia Song (Capital Normal University), Prof. Kejian Li (Zhejiang Normal University)

With the reform and development of Chinese society, early childhood education (ECE) has become the important component of basic education, as well as the foundation stage of national educational system. It has received increasing attention from the government, the society and families. The government has promulgated a series of policy documents to support and encourage development of ECE. The promulgation of "providing all children with quality education", "prioritized development of ECE in poverty-stricken areas" and Professional Standards of Kindergarten Principals has improved ECE in China rapidly. This symposium entitled "leadership and quality of early childhood education in China" closely revolves around the hot issues of China's ECE reform to carry out deep investigation and rethink the issues in this reform.

The papers entitled "The Investigation of the Current Situation of Child-care Education for Leadership of Kindergarten Leader" and "Exploration of Characteristics and Forming Process of Excellent Kindergarten Leader Groups", explore the current situation of the leadership of kindergarten leaders and excellent kindergarten leader group characteristics using the empirical method and specific data and cases. "Government Action for Promotion of Early Education in Poor Rural Areas of Northwest China from Quantity to Quality" discusses the development route for ECE in rural areas. The development route above-mentioned is oriented by the government, supported by normal universities on specialties, and city and countryside integration and overall promotion with full coverage. "The Growing Environment for Children Development: The Influence of Class Quality and Family Education Resources and Their Interaction", and "The Exploration of Threshold Effect of Kindergarten Education Quality and Children's Development under Chinese context" analyzes the factors of quality of ECE in kindergartens through assessment.

The research on the kindergarten principals' leadership of childcare education and its affecting factor

Symposium 8 "Leadership and Quality of Early Childhood Education in China"

Prof. Wei Yao (Northeast Normal University), Dr. qiong wu (Northeast Normal University), Dr. Haimin Liu (Northeast Normal University of China)

Abstract: In order to understand the kindergarten principals' leadership of childcare education and the factors to affect it, this research conducted the survey research on 46 kindergarten principals from 28 provinces in China. According to the research, the kindergarten principals' leadership of childcare education is at a high level (4.517±.20). This result is directly related to the samples of research. Among the kindergarten principals, 77.8% of them have teaching more than 10 years, 83.4% of them gain the bachelor degree or higher degree, 75% of them are 40 years old or older. According to the research, 63.9% of them think they can improve the leadership of childhood care and education actively, 41.7% of them think the routine work affects the leadership of childcare education and only 27.8% of them think they have enough time and energy to lead the childcare education. 83.3% of them think it is helpful to attend the training in order to improve their skills of leading childcare education, but only 41.7% of them think they can have the chance to attend this kind of training. 47.2% of them think it is important to communicate with the childcare education with experts and peers but only 36.1% them have this kind of chance to communicate with experts and 58.3% of them have the chance to communicate with the peers. In order to improve the leadership of childhood care and education, based on this analysis, it is necessary to offer more chances to kindergarten principals to communicate with experts, cut down the non-business work for them in order to keep their time and energy to develop the childcare education, improve the cooperation with the senior managers in order to balance the different tasks.

key words: kindergarten principals, leadership of childcare education, affecting factor

Study on the Group Characteristics and Formation Process of Excellence Kindergarten Principals—for the symposium entitled “Leadership and Quality of Early Childhood Education in China”

Symposium 8 “Leadership and Quality of Early Childhood Education in China”

Prof. Fei Dan (Shenyang Normal University), Dr. Nan Lin (Shenyang Normal University), Dr. Fang Jin (Shenyang Normal University), Dr. Changqing Suo (Shenyang Normal University)

Excellence kindergarten principals have the guiding and instructive significance to the professional development of kindergarten principals and kindergarten teachers. Excellent kindergarten principals is a complex group, with the characteristics of diversity and individuality. There is a high need to make analyses for these principals from multi-level, and sum up their characteristics in order to learn the group characteristics of these excellent principals. Based on the principle of purposeful sampling, this study selected 50 excellent kindergarten principals working in Liaoning Province, and used the quantitative and qualitative methods to explore the personality characteristics and professional characteristics of these principals. The study investigated the group characteristics and professional development of the principals, and also explored the strategies and means to cultivate excellent kindergarten principals. Findings provide implications for teacher education and the cultivation and development of young kindergarten teachers and management talents.

Nourishing Environments for Children’s Development: Impacts of Classroom Quality, Family Educational Resources and Their Interaction in China—for the symposium entitled “Leadership and Quality of Early Childhood Education in China”

Symposium 8 “Leadership and Quality of Early Childhood Education in China”

Dr. Hao Liu (Capital Normal University), Prof. Zhenyou Yu (Capital Normal University), Dr. Jia Song (Capital Normal University)

Classroom and family are two essential niches in the eco-system in which young children live. Taking an ecological approach, the current study investigates the impacts of classroom quality and family educational resources on children’s development and how they interact with each other. A sample of 1125 children from 95 kindergarten classes from Beijing and Shanxi province are assessed in social development, cognitive development, language and early literacy, and motor development. The qualities of the teacher-child interactions in these children’s classes are assessed observationally using CLASS. Information of their families’ educational resources including their parents’ socio-economic status, the educational investments and family learning and/or leisure activities is collected through questionnaires. The result shows that classroom quality and family educational resources have significant impacts on children’s development both in a unilateral and interactive way.

Researchers in a Kindergarten Lab - Challenges for Children and Educators

Workshop 7A

Mrs. Morena Ravnić (kindergarten Maslačak), Ms. Anita Smokrović (kindergarten Maslačak)

Kindergarten “Maslačak”(dandelion) is surrounded by nature that profoundly inspires children to explore the world around them. We have created a child care environment in which children are able to experience nature with all their senses. Children’s extensive interest in exploring and learning about the world motivated us to create and design more extensive and constant research with children. In our well-equipped kid laboratory we offer them the opportunity to explore nature and carry out various experiments. Through research, we try not only to awake their creativity and curiosity, but also to popularize science, raise their environmental awareness and enhance their sense of responsibility. Using didactic equipment, models and similar tools, ecology has become a part of the game, in which the principles of sustainable development are adopted quickly and efficiently.

For all workshop participants we are going to create a stimulating work environment using a TV show filmed in our kindergarten, big posters, photographs (A3), videos, PowerPoint presentations and different ecological games. The participants will be informed about the methods and ways in which children explore and experience the world in their play by manipulating various materials and tools. It will be shown how we converted a part of our kindergarten into a place for research activities, how we use teaching equipment, models and other tools in our laboratory to promote scientific literacy in our children and, finally, how the work has been documented. One of the goals is to stimulate further reflection and support competencies in our participants regarding research activities in kindergartens. In this workshop we present the work of reflective practitioners who strengthen their own professionalism and become competent in their child-focused approach.

Keywords: child, preschool teacher, research, laboratory, science, ecology

Development of Early Childhood Education in Rural Areas

Workshop 7B

Mrs. Xueqin Cheng (Pre-school Department of Education Bureau of Anji County)

A child is a complete person composed of body, mind and personality. The development of toy materials should provide children with adequate physical and sensory experience opportunities, adequate exploration space and comprehensive development opportunities. The development of universal, low-cost toy materials provides children in rural areas in unfavorable situations with the opportunity to have play. This is of great significance to the protection of children's rights. After 15 years of exploration, in research and development of toy and teaching aid materials, Anji has been strived for following children's development needs. By adhering to simple resource-based view, and effectively taking advantage of natural resources and articles of daily use everywhere, we have developed more than 150 categories of diversified, low-cost Anji play toys, and broken the bottleneck problems caused by shortage of play equipment. Anji play toy materials with mobile, diversified, high-exploration, multiple functions, strong and durable features and functions, can be used by all children. In the constant development and practice of toy materials, teachers continue to discover and understand the relationship between toy materials and children's plays, learning, development, but also continue to achieve professional development.

Keyword: Play; Toy and Teaching Aid Materials; Pre-school Education in Rural Areas

“Getting values down to earth” Implementing Innovation and Promoting skills of the 21st Century

Workshop 7C

Mrs. Ofri Wagner Lebel (IDE: Institute for Democratic Education), Mr. Asaf Gad Gon (IDE: Institute for Democratic Education)

There is a growing consensus about the change needed in educational practice in order to meet 21st century demands and challenges. Skills such as Creative thinking, collaboration, leadership and self-direction are just a few of the skills defined by the OECD report as skills of the 21st century. The present work address that demand, by suggesting a model of intervention in preschools that implement innovation and promote an educational environment compatible with those skills.

The program is built as a process of supervision and instruction to the educational staff. First, the staff set together a core value which they would want to promote. Proceeding that a “value map” is created, referring to the operational ways in which the skills will be exhibited through the selected value (for instance: which expressions of creative thinking we would expect to find after promoting the value? etc.). In the next phases of the process, the staff and the children are creating new or renewed regularities in the daily preschool routine, that promote the core value based on the “value map”, with occasional observations made by the staff in order to assess the progress. Many of the regularities created, take the form of a game, thus allow the children to function independently under a common set of rules.

Promoting the 21st century skills through regularities, assumes that a great deal of learning in ECE occurs in authentic daily experiences. Therefore, we suggest that establishing a preschool setting based on children’s high involvement and independence is the appropriate ground to nurture such skills.

The workshop includes an introduction of the model through a study case, followed by “hands on” experience with some of the tools applied in the program, closing with a reflection on the experience and an open discussion.

Keywords: Innovative pedagogy, ECE, Experiential Learning

“Mom, there’s a monster in the closet”: How do attachment, trauma and anxiety disorders interact ?

Workshop 7D

Mrs. Doris D Hooghe (traumacentre Belgium)

In this workshop I would like to broaden the view on attachment trauma and highlight the importance of acknowledging EAT as a hidden epidemic.

Based on my clinical experience I have noticed that the significance of early attachment trauma in the development of anxiety symptoms becomes more and more apparent.

As literature suggests, the quality of the attachment relationship affects the development of a secure attachment bond. I hypothesize that the diminished quality of the attachment relationship underlies the development of anxiety symptoms.

The availability, responsiveness, mentalization abilities, etc. of the parent create a secure base from which the child can explore and develop.

The absence of those features in the child-parent relationship causes traumatic stress within the child and impacts its psychological and neurological well-being.

Insecure attachment influences the neurobiology and results in dissociative processes (hyper- and hypo-arousal) expressed through different types of anxiety disorders.

Deriving from neurobiology, there is a clear link between anxiety, depression and aggression.

The internal working model stems from insecure attachment and influences the child’s capability to regulate and causes adverse behavior.

From an intergenerational point of view, insecure attachment style in parents causes the absence of affect and stress regulation capabilities in children and leaves them with the inability to regulate their anxiety.

Treatment strategies combine neurobiological, attachment and trauma insights and include body oriented therapy, affect and stress regulation strategies, restructuring the internal working model, the therapeutic relationship, etc.

“When the Children Teach at School”: The Implementation of an Educational Programme in Preschool Education

Individual Presentations 5A

Ms. Elissavet Georgiadou (Preschool Teacher , Director of Sxoleio tis Fysis (School of nature)), Mr. Tilemachos Kalmpourtzis (Game Designer of Sxoleio tis Fysis (School of Nature)), Dr. Vassiliki Pliogou (Dr. in Science Education-Aristotle University of Thessaloniki, Academic coordinator of Dept of Early Childhood Studies and Special Education, Metropolitan College of Thessaloniki, President of OMEP’s Regional Committee of Thessaloniki, Greece), Ms. Evropi Spanidou (Head of Preschool Teachers, School of Nature)

This paper outlines the rationale for and the purpose of implementing a project titled “Teach to Learn” which was based on a process of children changing roles inside the class in preschool education. More specifically, this project aimed at placing children into the teaching position along with their teachers and parents and then, they educated themselves on a specific topic. This project was carried out through five stages. In the first stage, special emphasis was placed on building students’ confidence with the aim of educating the rest of the preschoolers mainly through games which make students feel comfortable and lead them to act in a relaxing and stress-free environment. In the second stage, children were engaged in activities in which they raised their awareness about a topic of their interest by searching for information using various sources. Throughout the next stage, the children in cooperation with their parents and teachers designed their own ‘teaching’ process focusing on fostering a multimodal learning environment which facilitates children’s learning and accommodated different learning style and needs. The next stage was devoted entirely to the implementation of their designed instruction making use of games, videos and creative activities that are highly effective at this education level. In the last stage, children were involved in discussion activities where they expressed their feelings and thoughts about the whole process of taking on the role of a teacher. Therefore, students, teachers and parents fostered a learning community at school and the children realized the importance of teaching, developing also metacognitive skills. In this way children enhanced and shared their knowledge with their peers. This process equips children with awareness of their learning process and needs and children’s interaction is of high importance for their future tendencies.

Exploring Early Childhood Educators' Beliefs and Practices about Outdoor Play in a Preschool Setting

Individual Presentations 5A

Dr. Ji Hyun Oh (University of Colorado Colorado Springs)

The purpose of this study was to gain understanding of preschool teachers' beliefs about young children's outdoor play and to describe individual teachers' personal experiences with regard to outdoor play. For primary data collection, three in-depth individual interviews were administered and concept maps were collected as secondary data to portray individual participants' beliefs and knowledge to supplement the findings of this study. For data analysis, Charmaz's (2006) constructivist grounded theory was employed using two steps of coding. Major emerging themes generated from this study included: 1) Teachers value outdoor play for educational, developmental, and well-being purposes, 2) Teachers perceive that natural outdoor environments promote learning and development in their own unique ways, and 3) Teachers attempt to provide quality outdoor play by performing various roles during outdoor play. First, the preschool teachers' beliefs about the value of outdoor play included promoting freedom. The teachers also perceived that outdoor play is beneficial for facilitating young children's development in different domains, such as physical, social, emotional, and creative. Second, the preschool teachers' beliefs about young children's outdoor play in natural environments included benefits such as promoting hands-on learning, sensory development, and use of imagination and creativity. In addition, the teachers in this study perceived that interactive experiences in the natural environment enable young children to develop their sense of appreciation of nature. Third, the preschool teachers in this study served various roles for providing outdoor play. The teachers perceived being a safety supervisor as their most important role during outdoor play. Additionally, barriers for providing outdoor play were specified, and they appeared to be related to the teachers' preparations and planning for providing outdoor play. The implications for researchers and practitioners will be discussed at the end of the presentation.

KEYWORDS: teacher beliefs, outdoor play, preschool, natural environments, learning and development

The Effect of Seljuk Cognitive Education Programme on Cognitive Development of Second and Third Grade Primary School Children

Individual Presentations 5A

Dr. Bengu Turkoglu (Necmettin Erbakan University)

This research was studied with the purpose of analyzing the effect of “Seljuk Cognitive Education Programme” on cognitive development (language ability, shape-space ability, reasoning ability, discrimination ability, numerical ability and general ability) of second and third grade primary school children. The Seljuk Cognitive Education Program is a training program consisting of 25 board games for cognitive development. One of the true experimental design, pre-test and post-test control group model was applied. 120 children (60 experimental, 60 control group) were included in the workgroup. As data gathering tools, general information form contains questions for children and parents and Thurston’s Primary Mental Abilities Test 7-11 in order to test statistically the effectiveness of Seljuk Cognitive Education Programme on cognitive development of second and third grade primary school children were used. Seljuk Cognitive Education Programme was applied “regularly and controlled” to the children selected to the experimental group in addition to experience in their environment during 12 weeks, 2 days a week and 1 hour per day that’s totally 24 hours by the investigator. In terms of research findings, it is determined that “Seljuk Cognitive Education Programme” is quite effective on cognitive development of children in the experimental group. Besides the language ability, shape-space ability, reasoning ability, discrimination ability, numerical ability and general ability of children in the experimental group developed at the end of The Seljuk Cognitive Education Program.

Keywords: Cognitive development, cognitive games, primary school education

The Effect of Seljuk Cognitive Education Programme on Social Skills Development of Second and Third Grade Primary School Children

Individual Presentations 5A

Dr. Bengu Turkoglu (Necmettin Erbakan University)

This research was studied with the purpose of analyzing the effect of “Seljuk Cognitive Education Programme” on social skills development (basic social skills, basic speaking skills, advanced speaking skills, relational start-up skills, relational maintenance skills, ability to do business with group, emotional skills, self-control skills, ability to cope with aggressive behavior, the ability to accept results, the ability to provide guidance and cognitive skills) of second and third grade primary school children. The Seljuk Cognitive Education Program is a training program consisting of 25 board games for cognitive development. One of the true experimental design, pre-test and post-test control group model was applied. 160 children (80 experimental, 80 control group) were included in the workgroup. As data gathering tools, general information form contains questions for children and parents and Social Skills Evaluation Scale 7-12 in order to test statistically the effectiveness of Seljuk Cognitive Education Programme on social skills development of second and third grade primary school children were used. Seljuk Cognitive Education Programme was applied “regularly and controlled” to the children selected to the experimental group in addition to experience in their environment during 12 weeks, 2 days a week and 1 hour per day that’s totally 24 hours by the investigator. In terms of research findings, it is determined that “Seljuk Cognitive Education Programme” is quite effective on social skills development of children. Besides the basic social skills, basic speaking skills, advanced speaking skills, relational start-up skills, relational maintenance skills, ability to do business with group, emotional skills, self-control skills, ability to cope with aggressive behavior, the ability to accept results, the ability to provide guidance and cognitive skills of children in the experimental group developed at the end of The Seljuk Cognitive Education Program.

Keywords: Social skills development, cognitive games, primary school education

The Practice Research on Design and Guidance of Reading Areas

Individual Presentations 5A

Ms. Chunyan Hu (Soong Ching Ling Kindergarten)

This Research focuses on the strategies for designing and guiding the reading areas at the background of early reading. Through such research methods as the document retrieval, interviews and observation, it has found out the total number, types, and sources of books in the reading areas of every classroom library, and their service condition so as to sum up the experience in how to provide reading materials for the reading areas of different ages and create a good reading environment.

The article concludes main points in creating and guiding the environment of reading areas, through observing and analyzing problems in environmental creation and use according to children at different ages, the provision of reading materials, and the education value found by teachers. It recommends daylighting, site selection and wall decoration for reading areas, and summarizes the reading guidance to children at different ages so as to availably help children gain reading experience, and form the good reading habits and suitable reading methods, and help teachers more effectively take advantage of classroom book corners to organize reading activities and develop children's reading abilities.

The Development and Guidance of Cooperative Games for Year One Level (5-6 year old) Children

Individual Presentations 5A

Ms. Jin Zhou (Soong Ching Ling Kindergarten)

Keywords: Cooperative game; Different level; Development and Guidance

This thesis introduces the cooperative ability level of 5-6 year old children through two collaboration experiments of children, and explains how to design more suitable cooperative games for children with different collaborative ability level. In addition, this research helps teachers better understand how children collaborate and learn, and teachers can take corresponding teaching strategy in daily practice to improve efficiency in teaching.

In this thesis, author carried out experiment, made observation, conducted questionnaire survey and referred to bibliograph.

This thesis is composed by 4 major parts. First, bring up the questions. Second, conduct analysis of the different level of year one children's collaborative learning. Third, Design cooperative games for children with different collaborative ability level. Fourth, introduce the guiding strategy for teachers to develop children's collaborative ability.

Effects of Dialogic Reading Using Picture Books on a Child with Developmental Language Delay

Individual Presentations 5B

Ms. Chun Wing Wong (Hong Kong Baptist University), Mr. Anthony Yuan (Hong Kong Baptist University), Dr. Sum Kwing Cheung (Hong Kong Baptist University)

Early language skills play an important role in young children's academic learning and interpersonal relationships. It is therefore important to identify effective strategies to promote the language development of children, including those with special educational needs. This study aimed to examine the effects of dialogic reading using picture books on the language skills of a child with developmental language delay. The dialogic reading program of this study consisted of six sessions. In each session, a new picture book was read with the child using dialogic reading techniques, and anecdotal records were used to capture the child's reading behaviors. In addition, the target child was pre- and post-tested on five areas, including: (1) receptive vocabulary, (2) expressive vocabulary, (3) mean length of utterance, (4) listening comprehension ability, and (5) storytelling ability. Results showed that the child showed improvement in all five areas from pre-test to post-test. Besides, over the program, the child was observed to become more responsive to the questions being asked, take more initiatives to speak about the book, and speak more fluently. It was noticed that picture book reading had provided a fun context for the child to speak. The illustrations in the picture books, in particular, had facilitated the child to learn new vocabulary and understand the story. The use of dialogic reading techniques had further provoked the child to practice language skills in the zone of proximal development. These findings suggest that kindergarten teachers can use more dialogic reading techniques when reading picture books with children, including those with developmental language delay. More training can be provided to kindergarten teachers on how to engage children to become active participants during picture book reading and adjust the difficulty level of questions to address children's individual developmental needs. (Keywords: dialogic reading, picture books, language skills, developmental language delay)

Bridging the Pedagogical Divide for a Positive Transition to School

Individual Presentations 5B

Dr. Cathie Harrison (Australian Catholic University)

The transition to school is a significant milestone for young children and their families. The importance of children's transition in terms of later educational success and social adjustment to school has been recognised as significant. A growing body of international research also demonstrates that a positive transition to school is important for the development of feelings of belonging and self-identity. In this presentation I will share details of the implementation and results of a research project undertaken in urban and regional areas of NSW, Australia. The research explored the question, 'How do principles of play-based learning support pedagogical continuity for children starting school?' The project investigated the use of play-based pedagogies to support children and their families in the transition to school. The methodology of the project involved teachers in prior to school and school settings coming together for an extended series of professional learning workshops. The teachers from the different settings were paired, and given three full days to shadow each other in their respective services. They were subsequently supported by the researchers to share their insights regarding the differences in pedagogical approaches between prior to school and school settings. Further professional learning regarding principles and practices of play-based learning were provided. The results of the project indicate that the shadowing and sharing experiences facilitated in-depth teacher conversations and served as the catalyst for practitioner inquiry projects undertaken by the teachers in their settings which resulted in changes in teaching practices and approaches involving play-based learning.

Keywords - Transition, play-based learning, practitioner inquiry, self-identity

The Concept of Play/Playing from Perspective of Kindergarten Teachers

Individual Presentations 5B

Dr. Eva Severini (Comenius University in Bratislava/Faculty of Education/Institute of Educational Sciences and Studies), Prof. Dušan Kostrub, Phd. (Comenius University in Bratislava/Faculty of Education/Institute of Educational Sciences and Studies), Dr. Jana Kropáčková (Charles University/Faculty of Education/ Department of Primary Education)

The scientific study presents results of research of the concept of play/playing in aspect of kindergarten teachers; analyzes principle of spontaneous and controlled play. Play is the main formative childhood activity, as well as a means for a child to acquire diverse learning experiences. Play/playing eliminates superiority in knowledge, because during play knowledge is mutually formed together between the playing subjects. Play provokes intelligence while acting and operating subjects in terms of their further development. Our study focuses to differentiate misunderstandings use of plays in the process of education of highlighting the specifics through professional essays. We used simultaneously conceptual maps and interviews with research subjects. The research was carried out using a qualitative methodology in order to identify specific educational events related to play. The determining factors were the mental representations of the research subjects - kindergarten teachers. It is also a comparative scientific study because research participants were involved from the Slovak Republic and the Czech Republic. Research design, its implementation and the conditions were equal for both countries involved in the research. Comprehensive research material was subjected to qualitative analysis using the method of constant comparison, while integrating categories and their properties and providing the theory. The aim of this scientific study is to present two different concepts of the play/playing.

Keywords: play/playing, spontaneous play, controlled play, kindergarten teachers, qualitative methodology

Case Study on Development and Learning of 4-5 Year-old Children's Counting Ability

Individual Presentations 5B

Ms. Liting Zhang (China Welfare Institute Kindergarten)

This case study focused on a 4.5 year old child in Shanghai, based on with researching material collected from literature, observation and interview, aimed at ascertaining the counting ability of the child under observation and the developing and learning characters during the child's obtaining process.

The study shows that 4-5 years old children have gained ability of counting the total number of a group of items less than ten but with occasion mistakes when total number over ten. Child in the age group of 4-5 also developed the conscious of counting numbers by small groups but in a rather immature level, thereby they are in the transition stage between counting individually and counting by small groups. During the children's obtaining process of counting ability, the gestures utilized by them indicated strong characters. With respect of the hand movement, it developed through three stages from touching to pointing at the items and ultimately the children can count numbers with only the association of eye sights. In this viewpoint, the development of children's counting ability follows the rules proved by existing research results. However, the observation from this study also indicates that when the counting task goes beyond the counting ability mastered by child, the gestures employed by the object will be likely to degrade to former stage. With respect of the mouth assistance, children aged between four and five initiated from counting loudly to rather quietly and ultimately they will be able to count only to the heart.

Therefore, the research suggests that teachers should observe the level of counting ability gained by each child to detect the child's zone of proximal development and give them timely "bracket" when needed; the educational counting activities should be designed with simulation of real-life situations.

Children in the Nature and Teaching for Sustainable Development on Examples of the Swallow (*Hirundo rustica* L.) and Sand Martin (*Riparia riparia* L.) as Bioindicators

Individual Presentations 5B

Dr. Darinka Kiš-Novak (The University of Zagreb, Faculty of Teacher Education)

Local regional and national identity are difficult to define, but there are areas such as natural science, which in particular provide a number of options. By singling out the content about life proximity, the child is being introduced to the world of phenomena and processes that surround him/her. This paper starts from the prior knowledge and experience resulting from the child's immediate environment, i.e. the milieu such as family environment, their language and their local region. By using examples of the swallow (*Hirundo rustica* L.) and the sand martin (*Riparia riparia* L.) as bioindicators, children are being introduced through games and learning through activities in nature to sustainable future, because a dramatic drop in the number of swallows and sand martins is caused by the destruction of their habitat, drying out of wetland areas and the use of pesticides that kill insects, their main food source.

Key words: children, learning, natural science, sand martin, swallow.

MATRYOSHKA: The beauty of Russia

Individual Presentations 5B

Dr. Nektarios Stellakis (University of Patras), Ms. Larisa Shevchenko (OMEP Russia)

This presentation is about an exchanged cultural program between OMEP Russia and Greece, which took place during winter 2016 in the framework of Russia-Greece Year. OMEP Russia with the support of non-profit Organization for the Development of Child “Children’s World” prepared a “Magic Box”, a specially designed educational resource for Matryoshkas, the all over the world well know Russian dolls. In the box there were various materials such as videos showing the production of Matryoshkas, presentations about its history and various models. OMEP Russia members brought the “Magic Box” in Greece and presented the educational material to their colleagues. Moreover, they invited them to participate in a contest by encouraging their pupils to draw their own Matryoshkas. A lot of kindergarten groups, one primary school and a group of twenty students in Early Childhood Department of University of Patras participated in the project. Their projects and the produced artifacts were send to Moscow, to OMEP Russia Committee. Additionally, another “Magic Box” with toys from ancient Greece was send as a response to the Russian initiative. This second “journey” has not finished yet. We think that this simple and at the same time rich and fruitful project is a continuation of Cultural Project “What is Europe?” and can be another good example to be followed by other OMEP Committees in order to strengthen bounds and build relationships among our members in European Region or even elsewhere.

Analyzing the Relationship between Preschool Children's Competitive Styles and Their Play Skills

Individual Presentations 5B

Prof. Gülden UYANIK BALAT (Marmara University), Ms. Zeynep KILIÇ (Marmara University), Ms. Şeyma DEĞİRMENCİ (Marmara University)

Competition that often observed phenomenon in the behaviors of kindergarten children (Sheridan & Williams, 2006; Tsiakara & Digelidis, 2012) has many different definitions. Competition can be defined as desire to win in interpersonal environments; desire to be better than the others; enjoying competing with others; focusing on a goal and eliminate other individuals to achieve that goal or not wanting to share the determined goal with others (Deutsch, 1949; Dobb, 1952; Helmreich & Spence, 1978; Riskind & Wilson, 1982; as cited in Yenidünya, 2005). Competition is considered in two dimensions as interpersonal competition and target (purpose) competition by Pierson (1990) and this definition put forward point of view that covers all other definitions. Even though competition often occurs in the behaviors of preschool children, it has been seen that there are very limited researches about children and competition in the literature. Tsiakara and Digelidis (2012) pointed out that children compete about comparing their physical features, abilities or skills with their classmates. It is possible to say that play is the most-staged area including competition in children's lives. It is possible to find studies/researches about children's play and play skills in literature; but there is very limited study about the competitions in the play of children or comparing the play skills and competitive behavior of children. For this reason, this study was designed to examine the relationship between competitive styles and play skills of preschool children who are actively competing in their life. Tools that used in this study are Preschool Competition Questionnaire (Uyanık Balat, Akman & Arslan Çiftçi, 2017) and Knox Preschool Play Scale (Değirmenci, 2016). The data of this study has been collected from approximately 150 children who continue to preschool education in autumn term of 2016-2017 academic year, in İstanbul and analysis of the data has been ongoing.

Preschool Teachers' Learning to Understand and Support Children's Initiative: A Classroom-Based Assessment Approach

Individual Presentations 5C

Dr. Shuang Huang (Capital Normal University), Prof. Liyan Huo (Beijing Normal University)

Abstract

“Approaches to Learning”(ATL) was viewed as one of the most important domains of early childhood development by many early learning experts because the components are domain-general. In China, “pay attention to children’s ATL” was first put forward in “Learning and Development Guidelines for 3 to 6 Years Old Children” in 2012. However, preschool teachers rarely understood ATL and found it difficult to notice and support children’s ATL in daily activities. Since initiative was considered as the key element of ATL in children’s learning and development by many researchers, this study examined the impact of classroom-based assessment on the beliefs and practices of preschool teachers concerning initiative, which include four aspects such as making choices and plans, participation, problem solving, and appropriate adventure implementation. Project of initiative assessment was conducted by eight teachers in four classes. Results suggest that, the teachers had a more systematic and profound understanding of initiative, had a more objective and comprehensive assessment of children’s initiative, had a more in-depth reflection on the next instructional design and how to support children’s initiative by a Classroom-Based Assessment Approach.

Keywords

Approaches to Learning; Initiative; Classroom-based assessment; Preschool teachers

Teaching in vulnerable communities: responses from Early Childhood teachers

Individual Presentations 5C

Dr. Jane Kirkby (Monash University), Dr. Anne Keary (Monash University), Ms. Jane Spencer (Community Kinders Plus), Ms. Emma Boag (Community Kinders Plus)

This paper reports on the outcomes of the first stage of an innovative partnership project that saw Allied Health professionals and EC Educators crossing traditional practice boundaries to work with young children in an identified vulnerable community in outer Melbourne, Australia. Those working in the early childhood field are increasingly being asked to implement programs that aim to mitigate the impact of disadvantage (European Commission, 2013; Frawley, 2014; Leseman & Slot, 2014); this requires a highly skilled workforce and a more cohesive approach to multiagency work (Payler & Georgeson, 2014).

In Australia, while the rate of vulnerability across one or more readiness domains has decreased from 2009-2012 (Commonwealth of Australia, 2014), the recent 2015 report *'Educational opportunity in Australia 2015: Who succeeds and who misses out'* noted that approximately one in five children still are vulnerable in terms of developmental milestones at school entry (Lamb, Jackson, Walstab & Huo, 2015). Children who are behind in two or more developmental milestones face considerable challenges to succeed in the formal school setting, with potentially long term effects on life outcomes. Significantly, most of these children are in low socio-economic communities.

Boundary crossing is a response to the impetus for multi-agency work to address disadvantage and provokes "new understandings, identity development, change of practices and institutional development" (Akkerman & Bakker, 2011, p. 142). This project brings together speech pathologists, occupational therapists and EC teachers, professionals who have previously had limited interaction, to address the potential impact of disadvantage evident in the participating kindergartens through identifying opportunities for program enhancement for a vulnerable community. Findings from interview and focus group data collected will be discussed with regard to dimensions of teachers' professional practice and identity. Further, the potential for further boundary crossing work and curriculum planning implications will be presented..

The Impact of a Mandarin Chinese Early Literacy Intervention on Xinjiang Uyghur Minority Preschoolers' Development of Mandarin Chinese Narrative and Expository Discourse: A Randomized Controlled Trial

Individual Presentations 5C

Mr. Chuanjiang Li (East China Normal University), Ms. Qianqian Pan (University of Kansas), Dr. Liangjing Guo (East China Normal University), Mrs. Xiaolan Yang (East China Normal University), Mrs. Lanbin Min (Xinjiang Normal University)

Background: More Uyghur minority preschoolers whose first language is Uyghur language (L1) are coming into bilingual kindergartens for learning Mandarin Chinese (L2) in recent years. Narration and explanation are two important academic discourse genres that are related to academic success in the early years. The idea that early literacy intervention promotes language development for bilingual children and contributes to later academic achievement is supported by many empirical studies. **Methods:** We used a randomized controlled design to estimate the different efficiency of a one-year longitudinal L2 early literacy intervention on the development of L2 narrative and expository discourse of Xinjiang Uyghur preschoolers. Among the total 216 4-6 years old children (104 boys), 110 were assigned randomly to the intervention group. The intervention group was provided specific L2 picture-book literacy education. All groups were administered L2 assessments including narrative and expository discourse before the intervention, after 5-month intervention and 11-month intervention. Restricted Maximum Likelihood was used to estimate the fixed and random effects and the Akaike Information Criterion was used to compare the model. **Results:** Children who received the L2 early literacy intervention reported a significantly great increase in the accuracy of applying of three core story grammars in picture book narration. Moreover, according to Language Sample Analysis's outcome, the basic L2 narrative discourse could develop naturally in its own miraculous way, however the development of complex L2 narrative discourse and semantic diversity was accelerated by the intervention. At last, the growth model revealed a significant acceleration effect on basic and complex of expository discourse. **Conclusions:** Findings highlight the importance of L2 early literacy intervention for promoting minority preschoolers' L2 integrity of narration macrostructure and lexical diversity of narrative discourse as well as grammar complexity of expository discourse. **Key words:** early literacy intervention, the Uyghur minority, narrative discourse, expository discourse

Assessment in the Early Years: The Perspectives and Practices of Early Childhood Educators

Individual Presentations 5C

Ms. Anna May Navarrete (Dublin Institute of Technology)

In recent years there has been growing attention on the importance of assessment in early childhood education, especially in relation to supporting children's learning. This paper is a section taken from a Master's dissertation that aimed to investigate early childhood educators' perspectives and practices regarding assessment in the early years. Particularly, the paper focuses on the approaches and strategies early childhood educators utilised in doing assessment within their settings, and the sources of support and challenges they associate with it. Adopting a qualitative design, in-depth interviews were conducted with eight educators from different settings in Ireland, and thematic analysis was used to identify emergent themes. Findings highlight the view of assessment as a process and a product, as well as the practice of ongoing, continuous assessment. Furthermore, data suggests that collaboration plays a role in assessment practice, particularly collaborating with colleagues and parents. Through the lens of the Child's Rights Perspective, responses also reveal that there are mixed and ambivalent views towards children's active participation and collaboration in the assessment process. The study also suggests that time, structural factors such as use of tools, routines, and adult-child ratios, and qualifications and training of educators contribute to the ease in which assessment is carried out. Delving into educators' perspectives and practices on early years' assessment can offer insight on what actually happens in settings and the thoughts and attitudes that direct them. Moreover, it can shed light on different issues educators are faced with, allowing a glimpse of the dynamics present between children and adults in early years' settings. The researcher hopes that the findings of the study can direct future research investigating issues surrounding assessment practice, as well as children's agency in assessment.

Keywords: early years' assessment, educator perspectives, assessment practices, child's rights perspective

Knitting in China — An Action Research on Knitting curriculum in Kindergartens

Individual Presentations 5C

Ms. Li Jiangmei (Ningbo Wenyushun Kindergarten)

Ningbo, a highly urbanized and developed city in Zhejiang province, China, has maintained many traditional Chinese arts in daily life. One example is knitting: it has been ubiquitous in Ningbo for hundreds of years. Today, it remains popular as a favored pastime and an essential economic activity for many reasons: it is a pleasurable and social activity; the materials involved are simple and inexpensive; there are many different techniques involved; and knit-work products are as diverse and interesting as the people who make them.

Pre-school children in Ningbo often have access to different woven items in their daily life, such as knitted clothing items, woven fabrics and fishing nets. They will also visit weaving shops and knitting shops throughout their childhood and are exposed to different techniques in their homes. Thus, knitting forms an important role in the lives of thousands of children across the region.

According to the theoretical concept of “open, orderly, and linking” we should make full use of the resources of the kindergarten and its ecology to advance early childhood education. On the basis of the characteristics of Chinese knitting art, and pre-school children’s interest and need for knitting as a cultural custom, we have established a knitting curriculum during 4 years of practice. This practice is loved by the pre-school children and will play an important role in helping them reach their developmental milestones.

Some effective strategies used to support Pre-school children’s knitting activity:

- To extend the knitting masters’ archival brochures; set-up a 500 meters knitting resources network diagram.
- Optimization strategy: optimizing knitting guidance strategy; children’s song sensei strategy; Assistant for strategy; color adjustment strategy; Material development strategy; Interesting teaching strategy;
- Establish knitting culture foundation; immersion experience; achievement experience;

The knitting curriculum has been promoted in more than 20 kindergartens in Ningbo area now.

Developing a Play-Based Curriculum for Outdoor Activities Through Encouraging Children's Initiatives

Individual Presentations 5C

Mrs. Fu Guoqing (Chengdu No.16 kindergarten), Mrs. Wu Xiaodong (Chengdu No.16 kindergarten)

Abstract: The goal of kindergarten education is to realizing each child's unique potential. To achieve this goal, kindergarten curriculum should originate from the children, follow the children, and inspire the children. Under the guidance of such vision, we attempted to develop a curriculum for children's outdoor plays by enabling the children to be creators of their own agendas. The children share a "Inter-Subjectivity" role with the teachers and take initiatives to develop a variety of activities.

In the Outdoor Activities, teachers only presupposes and prepare the game environment, does not preset the game play, Teachers make the game target implied in the game material ,so that the children can be developed through interaction with the environment. Teachers concerned about the interest and needs of young children in the game, and attention to give children a certain challenge, so that children's game is not only satisfied with simple repetition and happiness, but by building a stent to improve the learning ability of young children.

As a result, the outdoor plays in our kindergarten have become colorful and rich. The activities that used to be seen only in playgrounds are now taking place everywhere in the kindergarten. We believe that such a curriculum can fully develop the potential of the children.

Kew Words: Children active construction outdoor plays Curriculum construction characteristic Implementation path

Conceptualization and Assessment of Key Competencies for Children in Preschools – A Case Study in Southwest China

Individual Presentations 5C

Mrs. Yumei Han (Southwest University, Chongqing, China), Prof. Xiaoping Yang (Faculty of Education, Southwest University, Chongqing, China), Prof. Naiqing Song (Faculty of Education, Southwest University, Chongqing, China), Mr. Shan Wang (Chongqing University of Education), Mr. Aixiang Shen (Faculty of Education, Southwest University, Chongqing, China), Mr. Changgen Pei (Southwest University), Ms. Yuping Han (Southwest University)

This study explores the conceptualization and assessment of key competencies that children are expected to develop in three-year preschools (age 3-6) in China. Assessment of children development has been put into the central place of early childhood education quality evaluation system in China. In the global trend of defining and developing students' key competencies in the 21st century, to define and select key competencies for children in preschools are of great significance in that children's competence development would lay a solid foundation for the future academic performance, even the lifelong learning path and social life, and that the conceptualization of children's key competencies would lead to new education goals and objectives, curriculum and instruction strategies as well as quality evaluation standards in the early childhood education area. Based on sense making theory and framework, this study adopted multiple stakeholders' perspectives and grass-root voices to conceptualize and operationalize key competencies for children in preschools in Southwest China. On the ground of children development theories, Chinese and international literature related to children development and key competencies, and current key competencies frameworks by UNESCO, OECD and other institutions and nations, the authors developed a checklist questionnaire, and a semi-structured interview survey. With the self-developed tools, the authors conducted a two-phase sequential mixed method study to address three main questions: (a) How is early childhood key competency defined? (b) What domains constitute the key competency framework for children in three-year preschools in China? (c) How should the key competencies been assessed? Rudimentary findings led to a key competency framework composed of 5 domains and 16 indicators, and showed that different stakeholders held consistent highlight on competencies in the "physical development and health domain" and consistent ignorance of "character domain" concerning children's independency, self-regulations, social responsibilities.

Key words: key competencies, child development, conceptualization, assessment

Technology Integration for Teaching and Learning in K-12 classroom settings: eMINTS Instructional Model

Individual Presentations 5C

Dr. Dong Hwa Choi (Park University)

Teaching with technology can deepen student learning by supporting instructional objectives. However, it can be challenging to select and use the “best” tech tools while not losing sight of your goals for student learning. Thus, professional training opportunities are critical for teacher to integrate technology into their teaching. eMINTS stands for enhancing Missouri’s Instructional Networked Teaching Strategies; it is a professional organization that provides a 2-year training for educators who plan to implement authentic learning with technology. In eMINTS classrooms, students work in groups on different projects about real-world problems that teach them to use technology and online resources, and do other types of research. Teachers who have been trained to use eMINTS instructional model apply technology to design/ implement lessons, assess learning outcomes, and communicate with parents. Also, students in eMINTS classroom utilize technology to collaborate with peers and make presentations using free online programs (i.e., Pawtoon, Heiku Deck, Prezi), movies, and podcasts. I am a certified eMINTS instructional specialist and have taught college courses that are designed to integrate technology for teacher candidates in preschool to 12th grade.

This presentation will provide the following issues on technology integration for teaching and learning.

- Creating authentic learning , high quality lesson, learning community, and assessment using technology
- Technology tools for preschool to 12th grade
- Learning outcome of technology-based learning
- Presenting one college course regarding technology integration

Benefits to participants

- Learn how to design technology-based teaching
- Share participants’ professional experiences on this topic
- Implications to improve teaching using technology

Motivation of male students for preschool teacher profession

Individual Presentation 5D

Ms. Ružica Tokić (Faculty of Education in Osijek)

In contemporary pedagogy, family has gone through different changes. The number of single parent families is on the rise. There is usually no father figure in lives of these children. Furthermore, children who are enrolled in kindergarten are exposed only to female influence. There is not enough men in kindergarten; therefore, it is necessary to talk about male kindergarten teachers. In Croatia, the term “aunty” is used, which emphasizes that kindergarten teaching is a female job. Eurostat statistical data (2015) show that female teaching staff is dominant in pre-primary education with 95%. The number of female preschool teachers in France is 83%, in Netherlands 86.6% and in the United Kingdom it is as high as 90%. Male preschool teachers are a rare breed in Croatia too, only 2.3% work in preschool institutions. This paper examines motivation of male students for becoming preschool teachers. First part of the paper provides summary of relevant research in this field. Second part presents grounded theory, a research methodology developed by sociologists Glaser and Strauss. In the light of this theory, interviews with male students enrolled in Undergraduate pre-school education in Osijek and Slavonski Brod were conducted. The aim of the research was to find out what motivated them to be part of a “female” profession. The results have shown that male students are intrinsically motivated, ready to fight stereotypes and see their future job as a calling not as a job, or a profession. The students highlighted main problems of modern families but also their role as men in upbringing and educating children. This topic sheds new light on family pedagogy, opens up an unexplored area of research in Croatia. Male kindergarten teachers are a minority group and deserve a chance to bring new perspectives in kindergarten teaching.

Hong Kong Pre-service Kindergarten Teachers' Beliefs and Practices Regarding Early Childhood Special Education

Individual Presentation 5D

Ms. Lok Yee Lee (Hong Kong Baptist University), Ms. Candy Ka Yee Cheng (Hong Kong Baptist University), Ms. Wu Pui Yui (Hong Kong Baptist University), Ms. Qi Qing Huang (Hong Kong Baptist University), Ms. Ka Wai Kwok (Hong Kong Baptist University), Dr. Tsz Ying Poon (Hong Kong Baptist University)

For few decades, research studies have shown that positive beliefs regarding Early Childhood Special Education (ECSE) offer positive influences to teachers' practices. While little is known about pre-service teachers' belief-practice gap, this study therefore developed a two-folded survey design, 1) 61 pre-service kindergarten teachers questionnaires were collected, and 2) Four of the participants were interviewed. The results of Pearson's product moment correlation analyses showed that there were significant positive correlations between beliefs and practices; and between confidence and practices. Result of the independent sample t-test showed that Year Four students' beliefs toward ECSE were significantly less positive than Year Three students. Furthermore, ANOVA test showed that there were significant differences in beliefs between Year Four students who are non major in Special Education (SE), Year Four students who are major in SE and other Year Three students. Findings implied that Year Four students have learnt in-depth knowledge of SE, however, they have more doubt in learnt theories or concepts especially when they implement them. Solely positive beliefs were not motivating Year Four students in the real settings. When referring to the interview data, the researchers believed to the certain extent that both Year Three and Year Four student teachers are facing some physical and psychological stress when teaching or in contact with children with special educational needs (SEN), which affect negatively their willingness to teach children with SEN or to become a SE teacher. More psychological preparation should be in placed to enhance the stress/expectation management of pre-service SE teachers. Previous experiences through voluntary work with children with SEN might also be helpful to reduce the belief-practice gap.

Keywords: Teachers' beliefs; Teachers' practices; children with special educational needs; professional development of pre-service teachers

From CBE to WAKE- The Path of Professional Growth for the Teachers from Gold Apple Group

Individual Presentation 5D

Ms. Chenling Xia (Golden Apple Education Investment Limited Corporation)

Abstract: Promoting quality professional development in teachers in a scientific and effective way is important to realize quality preschool education for Gold Apple Group. On this basis, we firstly introduced CBE competency-based education model into in-service teacher training, emphasizing practical skills and personalized learning. Currently, we have established the WAKE curriculum and pay more attention to the teacher's self-development and motivate teachers to put more passion on professional development.

The development of WAKE Professional Development Curriculum is as follows. At the first stage, we explored teachers' demands for professional development (What). We provided on-demand training and customized training for more than 1,600 teachers through big data analysis. We conducted online and offline seminars, interviews, questionnaires and other different approaches to collect and learn the demands for professional development of teachers at different stages of development.

At the second stage, we provided alignment-training, such as growth classroom for teachers and teacher workshops. The teachers are engaged through diversified professional improvement methods, such as expert lectures, visit, participatory discussion, case study, practical operation.

With characteristics and Kindergarten-based training at the third stage as the core, the kindergarten at which the teachers work follows up their professional growth plan enhance guidance and planning of teaching and research for the kindergarten and personalized development for teachers. "Tutorial system" allows the characteristic famous teachers to help professional development of young teachers, and also trains their own comprehensive capacity, promoting development of professional career.

Enlightening self-learning is essential at the fourth stage. Self-learning facilitates sustainable development. For instance, characteristic famous teachers lead the development as tutors; providing booklist navigates self-learning; trying internet + mode and opening online courses and remote broadcast platform reduce space-time limitation, providing teachers more opportunities to study.

Keyword: Professional development of teachers; Self-development

The Government to Perform his Duties and Safeguard Mechanism Research in the Development of Preschool Education —Based on the Evaluation of Stakeholder

Individual Presentation 5D

Ms. Li Xiaoli (Fu Yi Yuan kindergarten in Chaoyang District of Beijing)

With the reform and development of the preschool education in China, the government responsibility problem is getting more and more attention. In order to promote the development of local governments to carry out pre-school education responsibility, the state council formulate the implementation of “three years of preschool action plan”.This study adopts questionnaire survey, interviews,The results of the survey show that:Local governments in the development of preschool education is generally played a dominant role in the process, in the construction of teachers team and garden has made positive efforts, But for local governments to carry out the relevant state preschool education work.governments to safeguard mechanism has carried on the beneficial exploration, such as signing responsibility pledge , establishing pluralistic supervision evaluation mechanism, establish a joint meeting of preschool education, execute special funding system, through the financing guarantee government takes office, etc.

Key words : preschool education popularization; the government responsibility; the government perform their duties; Safeguard mechanism; stakeholder

Jeu symbolique et premiers apprentissages du langage écrit: pratiques enseignantes au Québec

Self-organized Symposium 12 "Jeu symbolique et premiers apprentissages du langage écrit: pratiques enseignantes au Québec"

Dr. Marinova Krasimira (Université du Québec en Abitibi-Témiscamingue), Dr. Christian Dumais (Université du Québec à Trois-Rivières), Dr. Thomas Rajotte (Université du Québec en Abitibi-Témiscamingue), Dr. Ginette Plessis-bélaïr (Université du Québec à Trois-Rivières), Ms. Roxane Drainville (Université du Québec en Abitibi-Témiscamingue)

Au Québec, une dualité entre l'approche développementale et l'approche scolarisante entraîne un débat social qui suscite une remise en question de la place du jeu symbolique pour l'émergence de l'écrit au préscolaire. Dans ce contexte, les auteurs de ce symposium présenteront les résultats de trois recherches québécoises portant sur les pratiques des enseignantes du préscolaire pour le soutien des premiers apprentissages du langage écrit. La première recherche, quasi-expérimentale, subventionnée par le Fonds de recherche du Québec - Société et Culture, (responsable K. Marinova) a permis de collecter des données auprès de 120 enseignantes à l'aide d'un questionnaire invitant les répondantes à se positionner par rapport aux 18 pratiques développementales et aux 18 pratiques scolarisantes, puis à exprimer leur appréciation quant à la valeur du jeu comme contexte et moyen d'apprentissage. Nous présenterons d'abord les résultats de l'analyse descriptive permettant de dresser un portrait des pratiques enseignantes et de leur distribution sur un axe « scolarisante développementale ». Ensuite, nous présenterons les résultats de l'analyse de corrélation entre la valeur accordée au jeu par l'enseignante et la nature de ses pratiques prédominantes. Des données qualitatives viendront approfondir notre compréhension quant au potentiel du jeu utilisé par les enseignantes pour l'émergence de l'écrit. La deuxième recherche, collaborative, (responsables C. Dumais et G. Plessis-Bélaïr) menée en milieu plurilingue et pluriethnique s'est intéressée au jeu symbolique comme lieu de développement du langage oral et de l'émergence de l'écrit. Ses résultats seront discutés et les dispositifs ludiques élaborés pour favoriser le développement langagier seront présentés ainsi que leurs retombées dans la pratique enseignante. Une troisième recherche, qualitative, (responsable R. Drainville) a permis de décrire des pratiques évaluatives de l'émergence de l'écrit se situant dans le jeu symbolique et ayant pour objectif de soutenir les premiers apprentissages de l'écrit. Deux cas étudiés seront présentés.

Education for Sustainable Development (ESD) Awards

Symposium 3 "Education for Sustainable Development Project"

Prof. Ingrid Pramling Samuelsson (Gothenburg), Prof. Eunhye Park (Ewha Womens University)

Innovative Practices in Education for Sustainable Development: This session will highlight exciting sustainability projects presented by the winners of OMEP's 2017 Education for Sustainable Development (ESD) Awards. Members of the Working Group on ESD will also provide information about OMEP's global leadership in the area of early childhood ESD. There will be time for participants to share their ideas in all three dimensions of sustainability: environment, economy, and equitable, just societies.

Kindergarten Curriculum Reform in China: History and Studies

Symposium 9 "Kindergarten Curriculum Reform in China: History and Studies"

Dr. Liangjing Guo (Nanjing Normal University), Prof. Qiying Kong (Nanjing Normal University), Ms. Li Zhang (Nanjing Experimental Kindergarten), Ms. Xiaoqin Hong (West Nanjing Road Kindergarten in Shanghai)

In the early 1980s, with the implementation of China's reform and opening-up policy, while learning the ideas from domestic educators (such as Chen Heqin) and foreign development psychology and early education theory, Ministry of Education in China initiated a new curriculum reform. Some pre-primary institutions and university researchers have worked together for a long time to construct their own curriculum ideas and practical methods, and have influenced the formulation of national curriculum. This session presents several reflective studies on Chinese kindergarten curriculum reform for the past 30 years: (1) a review of the slow changes in key concept over the past three decades, including the goal of early education and the approaches to teaching and learning, which have been emphasized in the government documents and research literature; (2) the reflective review of Nanjing Experimental Kindergarten on the evolution of their "comprehensive curriculum" over the past thirty years, who was the pioneer of curriculum reform in China in 1980s; (3) the reflective review of West Nanjing Road Kindergarten in Shanghai on their action research on the "play curriculum" over the past twenty-eight years; (4) evolution of the family-kindergarten cooperation in the course of China's kindergarten curriculum reform since 1949, focusing on the expectation of the parents for cooperation.

Kindergarten Curriculum Reform in China: History and Studies

Symposium 9 "Kindergarten Curriculum Reform in China: History and Studies"

Ms. Li Zhang (Nanjing Experimental Kindergarten)

The Historical Review of Constructing integrated curriculum of Nanjing Experimental Kindergarten over 30 years

Zhang Li, Principal, Nanjing Experimental Kindergarten

Nanjing Experimental Kindergarten is the earliest experimental kindergarten in Jiangsu Province. It has taken a leading role in curriculum transformation from the subject-based curriculum to integrated curriculum in China as early as 1983 and opened a prelude to the reform of Chinese kindergarten curriculum. The curriculum studies continued more than 30 years and experienced four stages, with the cooperation with several generations of professors in the Department of Preschool Education in Nanjing Normal University. Now around the core ideal of "entirety, experience and life", we clarified the curriculum objective system of "healthy and harmonious physical and mental development", established theme-based curriculum implementation approach, in which children could explore the complete life experience, and also developed a curriculum-embedded system of monitoring children's progress. According to us, integrated curriculum is not just a curriculum model, but also an educational concept. The integrated curriculum supporting children's experience construction and reconstruction with theme-based activities has become one of China's major curriculum models for early childhood education.

Kindergarten Curriculum Reform in China: History and Studies

Symposium 9 "Kindergarten Curriculum Reform in China: History and Studies"

Ms. Xiaoqin Hong (West Nanjing Road Kindergarten in Shanghai)

Play Curriculum: Effective Learning through Joyful Play

Hong Xiaoqin, Principal, Shanghai Nanxi Kindergarten

Chinese cultures have very long history, and the schools carry the heavy responsibility for cultural inheritance and development. Throughout the ages, we can see the continuous dispute between rigorous education like "tiger mom" and "containing education in amusement" in China. In curriculum reform today, we still face the issue of achieving social requirements while meeting the development needs of children at the same time. This is an inevitable issue for running a good quality kindergarten in the Chinese cultural background.

Over the last 28 years, our kindergarten has explored a coordinating relationship between "play" and "learning". We have advocated the educational concept of "play happily, and learn effectively", and developed the "play curriculum". Three effective learning paths of "learning by playing" have come to form, including (1) role play - supporting children's spontaneous learning in play by dressing them up as a variety of social roles and generated activities. (2) play in different areas - children choosing from different materials and exploring their own purposeful activities. (3) collective play - teachers leading children to play with rules and guiding and promoting children to "learn through play".

We have also carried out the empirical research on the children's state in play through observation, focusing on their "independence, pleasure, cooperation, regularity, creativity and concentration". The evidence proves that play curriculum provides children with the opportunity to experience "play happily" and "learn effectively" at the same time. The play curriculum enhances children's approaches to learning and learning abilities.

Kindergarten Curriculum Reform in China: History and Studies

Symposium 9 "Kindergarten Curriculum Reform in China: History and Studies"

Prof. Qiying Kong (Nanjing Normal University)

The Evolution of family-kindergarten relationship and cooperation in China since 1949

Qiying Kong, Professor, College of Educational Science, Nanjing Normal University

Chinese society has changed a lot since 1949, women with young children increasingly working outside of the home and the number of nuclear families growing dramatically. With these changes and also the change of preprimary education system, the relationship between the kindergarten and family in China has evolved slowly and the evolution shows the following characteristics:

- The role of kindergartens develops gradually by the role of educating children and serving parents equally, in the other word, emphasis that those kindergartens should serve for the parents especially mother who would like to go out for work, into the function that focus more on children education.
- Growing diversity was shown on the form of cooperation of family and kindergarten, which turn from that teacher preach and parents accept to interactions between teachers and parents or parents and parents, even to the combination of online and offline activities in the Internet Era. The form of cooperation of family and kindergarten also shows the characteristic that developed from that parents meet the requirements of kindergarten passively to that both teachers and parents take part in activities as subjects. Also, it shows the development stages that from guide parents, to meet parents' requirements and finally grow with parents.
- In terms of the content of cooperation, it develops from mainly conservation and imparting knowledge as a supplement into paying equal attention on conservation and education and attaching importance to abilities and behaviors.

Evolution of the Key Concepts of 30-year Kindergarten Curriculum Reform in China

Symposium 9 "Kindergarten Curriculum Reform in China: History and Studies"

Dr. Liangjing Guo (Nanjing N)

In 1981, Chinese Ministry of Education issued the Kindergarten Education Guideline to restore the pre-primary education system which was destroyed in the Cultural Revolution(1966-1976). The key concept stated in the Guideline was intelligence development through "subject-based lessons". With the implementation of China's reform and opening-up policy, while learning the ideas from domestic educators (such as Chen Heqin) and foreign development psychology and early education theory, some university professors cooperated with kindergarten team to explore theme-based integrated curriculum, in which children's comprehensive development was emphasized. These small-scale reforms were supported by the Ministry of Education and led to the issue of the Guiding Outline of Kindergarten Education in 2001, which functioned as curriculum standard. The key concept changed into enhancing children's comprehensive development and preparing them for a life-long learning society through "active educational activities". Since then, Chinese early educators have been exploring how to transform the school-like teaching into scaffolding children's active learning in prepared environment.

Leading for Understanding: Create a Sustainable Culture of thinking and Learning that will go beyond the school walls.

Workshop 8A

Mrs. Ana Maria Fernandez (Education First Inc.)

The world is changing at daunting speed, with implications difficult to assess. Effective organizational leaders need to understand the skills necessary to lead their teams to success in an unknown future. Fostering a Culture of Understanding in the workplace is a crucial step to accomplish this. School leaders, in particular, model learning and leading skills for teachers, students and entire communities. They need to visualize challenges, identify the necessary abilities to successfully conquer them, and apply leadership skills that engage colleagues and the community into collaborative inquiry towards the support of a Culture of Understanding and Learning. During this workshop, you will learn about Understanding in Action, and the 4 step system and strategies necessary to inspire and support Learning at Work.

Being a listening teacher: Movement and playfulness as a tool for teachers training

Workshop 8B

Mrs. Carmit Bartov (Institute of Democratic Education (I.D.E)), Dr. Anat Porat (Kibbutzim College and The Institute for Democratic Education)

Listening is the in-depth observation of the children and the attempt to understand and approach the children's perspective as far as possible in order to respond to their intellectual and social-emotional needs. Listening takes place when the children are seen as human beings who have a voice worth listening to. In this manner, the teacher can get to know the children and adjust the educational setting and the curriculum to their needs. The option given to the children to learn and to express themselves through various languages that suit them is also part of how the teachers listen to the children. Moreover, since the teachers also take part in the learning process, they also listen to each other through the team reflection procedures. Thus, it is important that teachers training will model the educational process parallel to the processes the student teachers generate with the children in the kindergarten. This workshop will demonstrate how movement improvisation and playfulness are tools for understanding the essence of listening to others as part of the teacher training process.

Learning "through one's body" creates a non-verbal experience of presence in the 'here and now' and allows one to listen to themselves and to others on several physical and emotional levels. This non-verbal learning experience will expand the choices and actions of teachers in their work with children, while listening to the quality of communication and dialogue. Teachers will also acquire a simple tool, creating a space for monitoring the children from a different place, and listening to the quality of the movement. The verbal analysis of the experience will enable expansion of consciousness and assimilation of the learning tools of optimal listening and dialogue.

Multiple Parties' Coordination Promotes Action Research of Preschool Education Development in the Rural Areas of Western Region—— with Early Education and Development Program for Children in the Rural Areas of Guangxi Province as an Example

Workshop 8C

Prof. Limin Hou (Guangxi Normal University), Mrs. Huiyuan Wu Huiyuan Wu (Guangxi Normal University)

In recent years, due to the great importance attached to the national level, the western regions have carried out rural kindergarten construction work. The regions have also incorporated preschool education into the people's livelihood projects. Therefore, pre-school education in rural areas in the western regions, which have been left in the corner for so long and to which few people pay attention to, have been injected with driving force of development. Pre-school education in rural areas have experienced an unprecedented development. However, due to the limited government support, management strength and experience, China's kindergartens in rural areas are still in the "coverage first and quality improvement later" stage. There is still a great gap to meet the national planning goal of "popularization of preschool education", that is, to improve the enrollment rate of the pre-school children to kindergartens and popularizing the quality of pre-school education. Based on this, under the premise of limited public quality resources, exploring and building a diversified model of pre-school education in rural areas has become an important task to promote the current pre-school education in rural areas. In this context, we launched the Early Childhood Education and Development Program in Rural Areas of Guangxi. The program research team tried to explore a way of cooperation between the government and the society in the construction of pre-school education in rural areas - namely, under the premise of governmental guidance, we formed a tripartite collaborative action mechanism of "government-led co-ordination, support and guidance of technical team and non-governmental organizations to participate in communication". The project provides a useful exploration of experience for the development of pre-school education in rural areas.

The Power of Making Thinking Visible from early childhood on

Workshop 9B

Dr. Gilberto Pinzon (Education First Inc.)

Over the past few decades, education has been devoted to conquer knowledge through understanding. There is a growing awareness of the importance of encouraging higher thinking skills to seek out individual and collective learning. On this session, Presenters will share young children's work and their experience implementing the Visible Thinking approach from Harvard University with the combination of other strategies to foster children's thinking in six preschools in Florida and other schools in America and Spain. Participants will explore the power of documentation, thinking routines and concept maps when making thinking visible in the classroom using a Thinking Based Program for youngsters. This workshop will demonstrate how teaching for understanding through making thinking visible helps to create a culture of thinking and learning that goes beyond the classroom, fostering individuals from the early years to live balanced lives full of meaning and wisdom.

Empirical Research on Language and Social Development for Left-behind Children at 4 to 6 Years Old in Rural Areas of Shaanxi, China—for the workshop entitled “Development of Early Childhood Education in Rural China”

Workshop 9C

Prof. Cheng Xiulan (Shaanxi Normal University), Prof. Zhanlan Liu (National Institute of Education Sciences)

The questionnaire survey, work analysis, action research and other methods with combination of quality and quantity are applied to research on language and social development of nearly 300 left-behind children in 10 kindergartens in 4 counties and 1 district of Shaanxi Province. The results show that the project improves language communication and social development ability for left-behind children at 4 to 6 years old; The teachers' and parents' report of children's language development and social development ability was weakly correlated in the pre-test and was moderately correlated in the post-test; There is no gender difference in language communication and social development ability of children; There is no age group difference in the ability of language communication and social development in teachers' evaluation, but there is significant difference in parents' evaluation. The results show that children's performance in language communication and social development in children between 4 to 5 years of age is much better than those under 4 years. Children's language and social skills develop rapidly between 4 and 5 years of age. The left-behind children between 4 and 6 years are particularly eager to have their parents' company, play, concern and love. The interval and times for parents and children to meet with each other has no significant impact on children's language and social ability development, but children who have longer interval and less times to meet their parents, have lower language and social skills scores. Parents of left-behind children have deep love for their children, concern, hope and expectation. They pay more attention to children's life and learning, and pay less attention to their spiritual and emotional needs. The teachers from the project kindergartens and support kindergartens have significantly improved their professional ethics, education and teaching ability and scientific research ability.

Building a Relationship between the English Language and Young Learners

Workshop 9D

Mr. Steve Watts (Wattsenglish)

Many teachers and parents know the importance of learning English as a second or foreign language, but how can we get that across to the children and really motivate them? Very young children are simply not able to comprehend that they are learning English because they will need it when they are job hunting as adults! Therefore we need to approach it through fun and games with meaningful personalisation. This workshop will focus on ways to create a need for the English language in young learners with practical games and activities any teacher can play with their classes.

Keywords: activities, games, young learners

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OMEP photo contest results

"The Child in the World - the World within a Child"

The competition for the photo contest was open from 1st of September , 2016. to 6th of February 2017. During that time, 51 applications were received with the total of 98 photos from 6 countries (Croatia, China, Bosnia and Herzegovina, Bulgaria, Greece and Chile).

We would like to thank everyone who participated and sincerely congratulate to the elected.

Commission members:

Antonija Balic Simrak, Assoc.Prof. Art.
Edita Rogulj, Lecturer
Renata Simac, Teacher

shortlisted 32 photos which will be displayed at the OMEP conference in the form of virtual exhibitions during the conference as well as on our web page: www.omep.hr

From the following shortlist of six images, three photos were elected to win the awards:



The first prize goes to the author **Morena Ravnić from Pula, Croatia**
Title: Measuring the trunk, 2014



The second prize goes to the author **Tamara Pribiševo Beleslin from Banja Luka, Bosnia and Herzegovina.**
Title: Lines connect, 2016



The third prize goes to the author **Su Xiaoling from China.**
Title: Father and Son, 2016

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2018



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