THE EUROPEAN EARLY CHILDHOOD EDUCATION RESEARCH ASSOCIATION

Aims of EECERA

To provide a rigorous academic forum in Europe for the promotion, development and dissemination of high quality research into early childhood education.

To facilitate collaboration and cooperation between European researchers in this field.

To encourage the clear articulation and communication of the connections between research, practice and policy.

To offer interaction, development, and support to those interested in early childhood education.

To raise the visibility and status of research into early childhood education.

THE RESEARCH NETWORK ‘BARNEHAGELIV’

This 18th Annual EECERA Conference is organised by the research network ‘Barnehageliv’ (Preschool Life). Research in the field of early childhood education and care (ECEC) is relatively new in Norway, consisting of small research groups attached to preschool teacher educational institutions. In 2004 the research network ‘Barnehageliv’ was established in cooperation between Queen Maud’s University College, Vestfold University College and University of Stavanger. In 2007 it was extended with Oslo University College. The intention of the research network is to strengthen the research competence and knowledge production within the field of early education. ‘Barnehageliv’ has especially focused on practice-based research and developmental work of the preschools’ inner life; how children experience their participation in everyday life in the ECE institutions. During the first four years the work in the research network has given synergy effects like: frequently professional meetings, common applications for grants, self-organised symposia, and papers have been presented and published. An open access refereed journal ‘Nordisk barnehageforskning’ (Nordic Journal of Early Childhood Education and Care Research) has also been established this year. Actually, the 18th Annual EECERA Conference in Stavanger is a joint project of the network.

Future research within the field of early childhood education, at least in Norway, has several challenges to consider: we need to do more research; more international publications are needed; the quality varies and the quality assurance is partly insufficient. There is a majority of qualitative studies and accordingly a shortage of quantitative or mixed methodology in this field of research. The need for more research-based, a broad spectrum of knowledge and an advanced methodology is essential. In future, research based knowledge gained in Nordic ECE-institutions to a higher degree has to be published internationally. To meet these demands the establishment of a practice-based school of research is one of the actual tasks the research network is working on. The EECERA-conferences are of great importance, both in regard to strengthening the field of research and to develop quality for all children in ECEC institutions.
18th EECERA ANNUAL CONFERENCE
Reconsidering the Basics in Early Childhood Education
Stavanger, Norway 3rd - 6th September 2008

CONFERENCE PROGRAMME
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WELCOME FROM THE CONFERENCE CHAIR

Dear Colleagues,

On behalf of the European Early Childhood Education Research Association I am honoured to welcome you to EECERA’s 18th Annual Conference. For several years the research network Barnehageliv, (Preschool Life), consisting of Queen Maud’s University College, Vestfold University College and University of Stavanger, has been working together on questions concerning research and development in the field of early childhood education. As conference organizers we are very pleased that so many colleagues from all over the world want to participate at the conference.

With this year’s theme, Reconsidering the basics in Early Childhood Education, participants will take part in a critical discussion about todays as well as future perspectives and challenges in early childhood education and care. Early childhood education is based on certain values, some of which are defined in the UN Convention on the Rights of the Child. In the conference the way these values are translated into policies and practices will be questioned. The understandings and realisations of these basic concepts in academic subjects such as education, pedagogy and didactics will be analysed. The promotion of children’s rights implies, a set of fundamental concepts, holding a variety of challenges and dilemmas. The children’s right to be active participants in activities in their own every day life in day care institutions, as well as their right to be protected and cared for, implies a set of values which can be viewed as problematic and is worthy of consideration and questioning. A main goal of the conference is to explore these basic concepts in early childhood education as they are stated in national documents and frameworks across Europe and as they appear in pedagogical practices.

Through keynote lectures, symposia, paper and poster presentations we will address these basic questions in early childhood education and care in Europe and for the rest of the world. In his keynote lecture Dr John Bennet, engaged in work for OECD, UNICEF and UNESCO, will address Public policy and early childhood systems in Europe. Dr. Berit Bae, Oslo University College, focuses in her keynote on Children’s right to participate - pitfalls and possibilities. Dr. Lilian Fried, Dortmund University adress in her keynote speech on There is nothing as practical as good theory? - Preliminary consideration of historical and recent "basics", exemplified by environmental education. In her keynote Dr. Hillevi Lenz Taguchi, Stockholm University, raises questions like Justice in early childhood education? Justice for whom and for what? Dr. Collette Tayler, University of Melbourne, talks about Promoting creativity and the arts in early childhood education and care programs in her keynote. Dr. Stig Brostöm, University of Aarhus, focuses in his keynote at Transition to school - liberation or adjustment. These are all themes of great importance and show us that this conference is of high value for the field of early childhood education and care.

I would very much like to thank the Ministry of Education and Research in Norway, the Union of Education Norway and the University of Stavanger for their generous contributions to the conference. I also would like to thank my colleagues and the staff, especially my colleagues in the research network Barnehageliv, for their invaluable contributions. Together we managed to make the conference viable. All of us that have prepared the conference would like to thank the EECERA Standing Committee for the opportunity to arrange this year’s conference in Norway.
At the conference in Prague in 2007, the concept *we-ness* was used to characterize the atmosphere of mutual enrichment and empowerment, and the pleasure of being together. I really hope that everyone will experience this also during the stay in Stavanger. On behalf of the Scientific and Organising Committees, I do hope that you all will enjoy the conference and have a great time together with colleagues and friends here at the 18th EECERA Conference in Stavanger!

Sincerely,

Marit Alvestad

Chair of the 18th EECERA Conference
Conference Chair
Marit Alvestad, University of Stavanger, Norway

Local Organising Committee
Monika Röthle, University of Stavanger
Sissel Mørreaunet, Queen Maud’s University College, Trondheim
Hege Hansson, Vestfold University College, Tønsberg
Elisabeth Ianke Mørkeseth, University of Stavanger
Arne Bråten, Union of Education Norway
Mette Høgsand, University of Stavanger
Arnljot Corneliussen, University of Stavanger
Andreas Kristiansen, University of Stavanger
Hallvor Lyngstad, University of Stavanger

EECERA Scientific Committee
Maelis Karlsson Lohmander, Göteborg University, Sweden
Júlia Formosinho, University of Minho, Braga, Portugal
Chris Pascal, Centre for Research in Early Childhood in Birmingham, United Kingdom
Liana Ghent, International Step by Step Association, Czech Republic

Local Scientific Committee
Marit Alvestad, University of Stavanger
Frode Søbstad, Queen Maud’s University College, Trondheim
Thomas Moser, Vestfold University College, Tønsberg

Conference sponsors
Ministry of Education and Research – Main conference sponsor
Union of Education Norway – Main conference sponsor
University of Stavanger – Main conference sponsor
Queen Maud’s University College
Routledge/Taylor & Francis
Stavanger Municipality
Union of Education Rogaland
Vestfold University College

Exhibitors
Community Playthings
EECERA
Fagbokforlaget
Open University Press, McGraw-Hill Education
Routledge/Taylor & Francis
SAGE
Sandvik AS
Stiftelsen Kanvas
Union of Education Norway/The magazine “Children in Europe”
CONFERENCE PROGRAMME

Buildings:
1 Kjølv Egeland’s House
2 Arne Rettedal’s House
3 Kjell Arholm’s House
4 Hagbard Line’s House
5 SiS Sport Center, Lunch Hall

Wednesday, 3rd September 2008

09.30 - 17.30: Registration Building 1 Tjod Hall
09.00 - 12.00: Meeting of the EECERA Board of Trustees Building 3 Room 146
09.30 - 12.30: Special Interest Group (SIG) meetings I Building 3 Room 037
13.00 - 14.30: Meeting of the Editorial Board of the EECERA Journal Building 3 Room 037
12.00 - 14.30: Study visits to Kindergartens (optional) Building 1 Tjod Hall
14.30 - 15.00: Coffee Break Building 2
15.00 - 17.00: Post Visit Discussion Group at University Building 2 Room Ø130
15.00 - 17.00: Meeting of EECERA Electoral College Building 3 Room 037
19.00 - 21.00: Opening Reception, hosted by the Mayor of Stavanger Atlantic Hall, Radisson SAS Atlantic Hotel, Olav V gate 3, Stavanger

Study Visits to Kindergarten

The meeting point is the Conference Registration Desk, University of Stavanger. The participants will be divided in groups and travel to the Kindergartens with local guides. After the visit the guide will drive you back to the University for Coffee Break and participation in the Post Visit Discussion Group, chaired by Arne Bråten, Expert on Early Childhood Education (Union of Education, Norway)
Thursday, 4th September 2008

08.00 - 08.45: Registration Building 1 Tjod Hall

07.15 - 08.20: Shuttle Bus from hotels to University

08.45 - 09.25: Opening Ceremony Building 1 Tjod Hall
Chair of Eecera 2008, Associate Prof. Dr. Marit Alvestad
Rector of University of Stavanger, Prof. Dr. Aslaug Mikkelsen
Minister of Education in Norway, Bård Vegar Solhjell
President of EECERA Prof. Dr. Chris Pascal

09.30 - 10.15: Keynote 1, Former Manager Dr. John Bennett Building 1 Tjod Hall

10.15 - 10.45: Coffee break

10.45 - 12.15: Symposium Set I

12.15 - 13.30: Lunch Building 5 SiS Sport Center

13.30 - 15.00: Symposium Set II

15.00 - 15.30: Coffee break

15.30 - 16.15: Keynote 2, Associate Prof. Dr. Berit Bae Building 1 Tjod Hall

16.15 - 17.30: Poster Presentations Building 1 Exhibition Area

16.30 - 18.00: Annual General Meeting of the EECERA members Building 1 Tjod Hall

18.00 - 18.30: Shuttle Bus to hotels

19.00 - 22.00: Optional Evening Programmes
Friday, 5th September 2008

07.15 - 08.20: Shuttle Bus from hotels to University

08.45 - 09.30: Keynote 3, Prof. Dr. Lilian Fried  
Building 1 Tjod Hall

09.30 - 10.00: Coffee break

10.00 - 11.30: Symposium Set III

11.30 - 12.00: Coffee break

12.00 - 12.45: Keynote 4, Associate Prof. Dr. Hillevi Lenz Taguchi  
Building 1 Tjod Hall

12.45 - 13.00: Information Section  
Building 1 Tjod Hall

13.00 - 14.15: Lunch  
Building 5 SiS Sport Center

14.15 - 15.45: Symposium Set IV

15.45 - 16.15: Coffee break

16.15 - 17.45: Symposium Set V

16.15 - 17.45: Sig Meetings

17.50: Shuttle Bus to Hotels

19.15: Bus from Smart Hotel Forus, Alstor and Park INN to Conference Dinner

19.30: Conference Dinner at Restaurant Røde Sjøhus

23.00: Bus from Conference Dinner to Alstor and Smart Hotel Forus
Saturday, 6th September 2008

07.15 - 08.20: Shuttle Bus from hotels to University

08.45 - 09.30: Keynote 5, Prof. Dr. Colette Tayler  
Building 1 Tjod Hall

09.30 - 09.45: Coffee break

09.45 - 11.15: Symposium Set VI

11.15 - 11.45: Coffee break

11.45 - 12.30: Keynote 6, Associate Prof. Dr. Stig Broström  
Building 1 Tjod Hall

12.30 - 13.00: Closing Session  
Building 1 Tjod Hall

Closing of the Conference by the Vice President of EECERA Maelis Karlsson Lohmander  
Farewell by the Chair of the 2008 EECERA Conference Marit Alvestad

13.00 - 14.00: Lunch  
Building 5 SiS Sport Center

13.00:  
Departure for Pulpit Rock (lunch at the ferry). Return to the city centre,  
approximately at 20.00 in the Evening.

14.00 - 18.00: Optional Sightseeing Tours

Bus departure from the University for other Optional Sightseeing Tours.
KEYNOTE ADDRESSES

Thursday 4th September, 2008

09.30 - 10.15 Keynote 1       Room: Tjodhallen
Public Policy and Early Childhood Systems in Europe
Dr. John Bennett, Former Project Manager
Early Childhood Education and Care
OECD Paris
France

15.30 - 16.15 Keynote 2       Room: Tjodhallen
Children’s Right to Participate – Pitfalls and Possibilities
Dr. Berit Bae, Associate Professor
Department of Early Childhood Education
Oslo University College
Norway

Friday 5th September, 2008

08.45 - 09.30 Keynote 3       Room: Tjodhallen
There is Nothing so Practical as Good Theory? - Preliminary
Consideration of Historical and Recent "Basics", Exemplified by
Environmental Education
Dr. Lilian Fried, Professor
Adult Education and Early Childhood Education
Institute of Social Pedagogy
Dortmund University
Germany

12.00 - 12.45 Keynote 4       Room: Tjodhallen
Justice in Early Childhood Education? Justice for Whom and for
What?
Dr. Hillevi Lenz Taguchi, Associate Professor
Centre for Gender and Educational Studies
Stockholm Institute of Education
Sweden

Saturday, 6th September, 2008

08.45 - 9.30 Keynote 5       Room: Tjodhallen
Promoting Creativity and the Arts in Early Childhood Education
and Care (ECEC) Programs
Dr. Colette Tayler, Professor
Early Childhood Education and Care University of Melbourne,
Australia
11.45 - 12.30  Keynote 6  

**Transition to School – Liberation or Adjustment**

Dr. Stig Broström, Associate Professor,

*School of Education, University of Aarhus, Denmark*
## SPECIAL INTEREST GROUPS (SIGS)

<table>
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<tr>
<th>SIG:</th>
<th>ROOM:</th>
<th>Day/Date:</th>
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<tbody>
<tr>
<td>Professionalism</td>
<td>AR- Ø212</td>
<td>Tuesday, 2\textsuperscript{nd} September</td>
<td>14.00 - 18.00</td>
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<tr>
<td>Transitions</td>
<td>AR- Ø212</td>
<td>Wednesday, 3\textsuperscript{rd} September</td>
<td>9.30 - 11.30</td>
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<tr>
<td>Children's Perspectives</td>
<td>AR - V209</td>
<td>Wednesday, 3\textsuperscript{rd} September</td>
<td>10.30 - 12.00</td>
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<tr>
<td>Learning and Participation</td>
<td>KA – 021</td>
<td>Wednesday, 3\textsuperscript{rd} September</td>
<td>9.30 - 12.00</td>
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<tr>
<td>Creativity</td>
<td>KA - 050</td>
<td>Wednesday, 3\textsuperscript{rd} September</td>
<td>9.30 - 12.00</td>
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<tr>
<td>Birth to Three</td>
<td>HL - 206</td>
<td>Friday, 5\textsuperscript{th} September</td>
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<tr>
<td>Mentoring</td>
<td>KA - 049</td>
<td>Friday 5\textsuperscript{th} September</td>
<td>16.15 - 17.45</td>
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**You will find these rooms located in:**

- **Building 2:** AR - Ø212, V209
- **Building 3:** KA - 049, 050
- **Building 4:** HL - 206
SOCIAL PROGRAMME

WEDNESDAY 3RD SEPTEMBER 2008

19.00 - 21.00 Opening Reception Hosted by the Mayor of Stavanger

All Registered Participants are Welcome

Venue: ATLANTIC HALL at Radisson SAS Atlantic Hotel, Olav V’s gate 3 in the City Centre

The hotel is in walking distance from many of the accommodations. The public busses also stop near the SAS Atlantic Hotel. Do not forget your invitation/ticket to this reception, which must be shown at the entrance. For those who have not registered yet, please ask our conference assistants at the entrance door of Atlantic Hall for assistance. They will hand out the ordered tickets. Only snacks and drinks will be served during the reception.

12.00 - 16.00 Boattrip to the Lysefjord

We enter the sightseeing-boat for this four–hour boat trip into the Lysefjord at Skagenkaien in the city centre. The first part of the tour, between many islands, gives a good idea how the Norwegians live in this area. We cruise into the beautiful 42 km long Lysefjord, a pearl in the Norwegian scenery. The glaciers formed the fjord landscape during a series of ice ages. In this fjord one of Norway’s many spectacular wonders, the Pulpit Rock, is located. The rock formation is just 600 meters above the sea level and we cruise directly under it. We make a stop at the idyllic beach at Helleren where tea/coffe and waffles are served. As an alternative we make a stop at the restaurant Lysefjordsenteret where you may visit the fish farmer. Cruising back to Stavanger we enjoy a nice view of the city from the seaside.

Price: NOK 350

The starting point for this boat trip is the part of the harbour called Skagenkaien, and the boat is marked Trip to Lysefjorden. The boat trip ends at the same quay, Skagenkaien. Please do not forget your ticket, which must be shown when you embark.

THURSDAY 4TH SEPTEMBER 2008

18.15 - 22.00 Guided city walk and/or Traditional Dinner at Hall Toll

18.15 - 20.15 City walk and the Norwegian Canning Museum

The tour starts with a visit to the Norwegian Canning Museum. The canning industry played an important role in Stavanger from the end of 19th century right up to end of the 1950s. Here you can watch the exhibition of labels used for the industry, called “iddiser”. The museum is located in the heart of Old Stavanger. This charming part of Stavanger, consisting of more than 170 wooden buildings built at the end of the 18th and 19th century, is now Europe’s best preserved wooden house settlement. Following the harbour area with its quaint fish and farmers market you end up at Stavanger Cathedral. The cathedral, built of stone in the 12th and 13th century, is one of the few churches in Scandinavia that has kept its original design.
Price: NOK 150

Departure: 18.15 with Shuttle bus from the University. This bus is labelled with the sign: Guided city walk. We suggest you bring along an umbrella in case it rains.

20.15 Traditional Dinner at Restaurant Hall Toll, Skansengaten 2 in the City Centre

Walking through the charming cobble stoned streets the guide will walk you to the evenings' location Hall Toll, a former customs building near the harbour. Hall Toll is well known for its quality cuisine and a relaxing atmosphere. The buffet will consist of delicious specialities that have long traditions in Norway (Norwegian porridge with cured ham).

Price: NOK 350

Please do not forget your ticket, which must be shown at the start of the city walk and at the restaurant. No transfer with shuttle bus is provided after city walk and/or this dinner. Return to Smart Hotel Forus by public bus 2.

18.30 - 22.00 A Maritime Evening

“Gamle Salten” is a beautiful veteran ship from1953 that used to go along the coast of Norway. The vessel is now completely restored with its soul and charm intact, and can hold events on the deck and inboard.

The ship is anchored up at Vågen (Skagenkaien) in the heart of Stavanger, and at 6.30 pm it is ready to take you on an enchanting tour to the famous Lysefjord. Not only will you experience the captivating Norwegian scenery at its most beautiful, the vessel itself with its nostalgia and history is an adventure on its own.

Tonight’s menu will be a buffet with salmon, potatoes, the traditional Norwegian cucumber salad and sour cream. For dessert there will be vanilla ice cream with delicious blackcurrants.

Price: NOK 750

Departure at 18.15 with shuttle bus from University. The bus is labelled Maritime Evening or Gamle Salten. Return to the harbour in City Centre. Please do not forget your ticket, which must be shown when you embark.

FRIDAY 5TH SEPTEMBER 2008

19.30 - 23.00 Conference Dinner at Restaurant Red Warehouses, Nedre Holmegate 12 – 20 in the City Centre

The conference dinner will take place in old wooden warehouses which offer a special atmosphere for this evening. During the nineteenth century this kind of buildings covered the entire harbour area with its fishing and canning industries. Today only a few of these artefacts are left, and we are happy to arrange the conference dinner in these historical buildings. A delicious three-course dinner with wine will be served together with some music. Since the Red Warehouses (“Røde Sjøhus”) are in the city centre, it is convenient to walk on your own to the dinner at “Røde Sjøhus”.

Transfer will only be offered from Smart Hotel Forus. The shuttle bus leaves at 19.15 from Smart Hotel and will drive you to the Conference Dinner. Return to Smart Hotel Forus with shuttle bus at 23.00 in front of “Røde Sjøhus”.

18
SATURDAY 6TH SEPTEMBER 2008

13.00 - 20.00  Hikingtrip to the Pulpit Rock

The bus takes you from campus to ferry boat. The tour continues with ferry from Stavanger to Tau, passing small islands along the way. The ferry takes half an hour and you will be served lunch on board. From Tau the coach brings you to the Prekestol-lodge. The lodge has a beautiful view over the lake "Refvatnet", and it is the starting point for the hike to the Pulpit Rock. You follow a well marked trail from the Prekestol-lodge through a variety of mountain landscapes. This pronounced mountain formation (Pulpit Rock) hangs 600 meters over the Lysefjord and offers a fantastic panorama over the fjord and surrounding mountains.

It should be noted that this is quite a demanding trip (approximately 4 hours of walking), suitable for people used to hiking in woods and mountains. You need proper shoes and clothes (it might be windy and cold on the top) and do not forget a packed lunch and water.

Duration is approximately 7-8 hours in total. We can not promise an accurate time of our return, as this depends on the amount of time you will spend on the hiking tour. Participants of this tour should schedule their departure for Sunday or later.

Departure: The bus leaves directly after the Closing Ceremony at 13.00 from the university (area for Shuttle buses). Instead of a lunch served in the Lunch Hall you will get a lunch box for the ferry. Please do not forget your ticket.

Price: NOK 350

14.00 - 18.00  Boat trip on the Lysefjord

The bus will take you from the university to the harbour, where we enter the sightseeing-boat for this four–hour boat trip into the Lysefjord.

The first part of the tour, between many islands, gives a good idea how the Norwegians live in this area. We cruise into the beautiful 42 km long Lysefjord, a pearl in the Norwegian scenery. The glaciers formed the fjord landscape during a series of ice ages. In the fjord one of Norway's many spectacular wonders, the Pulpit Rock is located. The rock formation is just 600 meters above the sea level and we cruise directly under it.

We make a stop at the idyllic beach at Helleren where tea/coffe and waffles are served. As an alternative we make a stop at the restaurant Lysefjordsenteret where you may visit the fish farmer. Cruising back to Stavanger we enjoy a nice view of the city from the seaside.

Price: NOK 350

The starting point for this trip is the Area for Shuttle buses at the university campus. Please look for the bus marked “Boat trip Lysefjord”. Please do not forget your ticket, which must be shown when you embark. The boat trip ends at Skagenkaien (harbour in the centre of Stavanger). No transfer to hotels will be provided after the boat trip. For guests at Smart Hotel Forus, please use public bus 2.
14.00 - 16.15  A Visit to the Norwegian Petroleum Museum

Due to too few participants, the tour has been cancelled.

13.45 - 14.45  Guided Tour to Stavanger Airport Sola

Due to too few participants, the tour has been cancelled.
GENERAL INFORMATION

HOST
The host of the 18th EECERA Annual Conference is the Norwegian Research Network ‘Barnehagelev1’ (Preschool life) with its three members: Queen Maud’s College of Early Childhood Education in Trondheim http://www.dmmh.no/ Vestfold University College in Tønsberg http://www.hive.no/ and University of Stavanger www.uis.no The conference venue is the campus of the University of Stavanger.

LANGUAGE
The official language of the conference is English, and no simultaneous translation is provided.

REGISTRATION DETAILS
The conference fee for participants includes: admission to the conference, documentation, coffee breaks and lunches on 4th – 6th September, the opening reception and transport with the conference shuttle buses.

COFFEE BREAKS AND LUNCHES
Lunches are served in the Lunch Hall in SIS Sport Centre (see map of the campus). Coffee, tea and pastry/snacks will be served in indicated EECERA Conference Areas in the foyer of Building 1, 2 and 3 during scheduled coffee breaks. We want to serve coffee/tea/snacks to everyone as fast as possible and to prevent waiting time. Please move straight ahead to the Building in which your chosen symposium is located and enjoy your coffee/tea there. Participants of the symposiums in Building 4 are kindly requested to use the Coffee Break Areas of Building 1 or 2.

INFORMATION DESK
The Conference secretariat and main information desk is located outside the Tjod Hall in Building 1 (Kjølv Egeland’s Building). The secretariat is in charge of the registration, accommodation bookings, social arrangements and excursions. Tickets for social events and excursions can be obtained at the conference information desk. There will be additional, minor information desks in Building 2, 3 and 4 to guide you during the breaks and symposium sets.

Opening hours for registration and information are as follows:

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<tr>
<td>Wednesday</td>
<td>3rd Sep</td>
<td>9.30 – 17.30</td>
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<td>Thursday</td>
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<td>Saturday</td>
<td>6th Sep</td>
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NOTE FOR PRESENTERS
We kindly ask you to prepare your power point presentation in the following format: Office 2003 (EN version) with service pack 2; please use fonts for Microsoft Office 2003. If you

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1 The Norwegian term “barnehage” (a literal translation of the German word Kindergarten) covers all kinds of early childhood education and care institutions (daycare, part-time, parent-child groups, family daycare etc) for children under school age (0 – 5 years).
have different fonts in your presentation, please bring the font along so that it can be installed in the computer you will use. All video sections need to be separated out from the presentation to a DVD - video disc; version PAL (726 x 576). This format is the most suitable for the computers provided in the session rooms. If you have difficulties preparing your presentation in this format, we suggest getting in touch with the technical staff of your organization or university.

Please put your presentation on a pen drive (also known as “flash drive,” “USB memory stick,” or “key drive”), as computers will be available in every session room. At least one day before the presentation, please go to the “Presenters’ Help Desk” which will be located in Building 1 in the area of the conference desks. Please check with the technical staff of the ‘Presenters’ Help Desk’ that all files are compatible with the on-site systems and that the presentation works appropriately.

Presenters are asked to leave an electronic copy of their presentation at the ‘Presenters’ Help Desk’ so that it can be uploaded to the correct session room’s computer in a timely fashion before the session begins. The Help Desk will be open during the following hours:

Wednesday 3rd September 9.00 – 17.30
Thursday 4th September 8.00 – 17.30
Friday 5th September 8.00 – 17.30

CHAIRS
Please be present in your session room at least 15 minutes prior to your session. It is important that the sessions stay on schedule so that individuals who want to listen to a specific talk may do so without concerns of time. It is thus vital that all speakers observe their time allotment. If a presentation is cancelled you may either call for general discussion instead or call a recess.

SYMPOSIUM ROOMS
Symposiums will take place in four buildings. We recommend that you explore the location of the symposium rooms in advance, so that you can find your way to them when you wish to attend a particular session. The maximum capacity of each symposium room is listed in the program. It takes several minutes to get to the symposium rooms. We urge you to make your way to the symposium rooms well in advance to make sure that you get there in time and that you will find a seat.

POSTERS
The following time has been allocated for poster sessions in the conference programme:
Thursday 4th September 16.15 – 17.30

Please set up your poster in advance at your display board outside of the Tjod Hall. Poster presenters are asked to be at their display during the entire poster session time. Please not that the conference host only will provide the display space and it is your task to bring and display the title of the poster and additional information concerning your presentation. You should also ensure that all your materials are removed at the end of the conference.

COMPUTERS
Computer facilities with internet access for participants are available in Building 2, room V 102.
You will find the password and information needed for internet access in your conference file.
CONFERENCE BADGES
Your personal badge is your entrance ticket to all sessions and you are asked to wear it throughout the conference.

CONFERENCE HOTELS
We use a wide range of different hotels: First Hotel Alstor, Radisson SAS Atlantic Hotel, Comfort Hotel Grand, Clarion Hotel, Thon Hotel Maritim, Victoria Hotel, Park Inn Rezidor, Smart Hotel Forus and Stavanger Lille Hotell, as well as several Bed & Breakfast locations as Stavanger Bed & Breakfast.

TRANSPORT FROM THE AIRPORT TO THE HOTELS
The public shuttle bus ‘FLYBUSSEN’ (airport bus service) is suitable for guest to several hotels in the city centre. The bus drives on a frequent schedule. The bus stop is outside the arrival hall at the airport. Tell the driver the name of the hotel and he/she will tell you where to leave.

Guests to Smart Hotel Forus please use public transport BUS 9 (green colour) to Sandnes. The buses depart the airport every thirty minutes (19 or 49). After 18.49 they only run once an hour and the last departure is 22.49. Please get off the bus at the KVADRAT Shopping Centre, which is in walking distance from the Smart Hotel Forus.

Taxies are always available in the TAXI stop, close to the arrival hall at the airport.

SHUTTLE BUS TO THE CONFERENCE VENUE
There will be Conference Shuttle Buses (free of charge) to transport you between the hotels and the campus on Thursday, Friday and Saturday. The buses will pick you up from several hubs in the city (see map Shuttle Bus Hubs) starting at 7.50 and last departure at 8.20. You can return by these shuttle buses to the city, on Thursday from 17.30 – 18.30 and Friday 17.50 – 18.15. The area for shuttle buses to hotels is indicated on the campus map.

There will be one bus from Smart Hotel Forus leaving at 8.00 in front of the hotel. There will also be one bus for departure, both Thursday and Friday leaving at 18.00.

PUBLIC BUSES TO CONFERENCE VENUE
Buses 5A, 5B and X60 stop on the university campus. The fare to the city is NOK 23. All the buses ends in the city centre (see map Bus Terminals). We recommend X60 to guests at Park Inn Rezidor, since this bus passes the Park Inn Hotel. Bus 5A is the only bus line to Smart Hotel Forus. This bus takes about 25 minutes (bus stop near KVADRAT shopping centre). The fare is NOK 38.

TAXI SERVICE
Taxi services are available outside several of the hotels in the city centre and in the city centre. If you need a taxi you may choose among the Stavanger Taxi, telephone +47 51909090 and Norgestaxi, telephone +47 08000. For transport from campus please contact one of the taxi companies. Please note that you will receive a reference number for your trip for identification for the drive.

Taxi services will arrive in front of Building 2 (Arne Rettedal’s House) in the area marked with a TAXI sign.

EXCURSIONS
Excursions for participants and accompanying guests are available and detailed information and tickets can be obtained at the Conference information desk.
EXHIBITION
The exhibition will be located in the foyer around the conference registration/information desks and the Tjod\(^2\) Hall in Building 1 throughout the conference.

MESSAGES
There is a board marked messages near the main entrance in Building 1, where you may put your message to participants.

STAFF ASSISTANCE
Students and teachers of the Department of Early Childhood Education provide assistance with practical matters during the Conference. They will be easily identified in special T-shirts.

BOOKING OFFICE
Stavanger Forum Booking Office is in charge of the registration and payment for the conference and the social programme. Booking staff will be present at the Conference Registration Desk during the conference. You may also contact them by e-mail: booking@stavanger-forum.no

LIABILITY AND INSURANCE
The organizer of the conference is not able to take any responsibility, whatsoever, for injury or damage to persons or property during the Conference.

BANKING FACILITIES
Banks are generally open from 09.00 – 15.00. There is an ATM at the Conference site (see Cashpoint on the map), and they are also quite common in the City Centre and shopping centres.

CREDIT CARDS
Commonly accepted cards in hotels, shops, restaurants and at the Conference information desk are: Visa, MasterCard, Euro Card and Diners. American Express is also accepted at the Conference desk.

\(^2\) ‘Tjod’ is an Old Norse word meaning ‘people, nation, common people or crowd of people’. The name Tjod Hall relates to ‘Tjod Road’ (People’s Road), which was the name of a former road in the area of today’s campus. The name Tjod Hall indicates that this assembly hall is a place for everyone.
The conference focuses on the following themes in early childhood education and care:

1. Core values in policy, theory and practice
2. Children’s rights: intentions and reality
3. Young children as active participants in institutions
4. Challenges concerning sustainable development: Globalisation-environment – responsibility
5. Professionalism and challenges for professional development
6. Equitable and inclusive education in the early years
7. Transitions: collaboration and coherence
8. Curriculum and assessment
9. Children’s play and learning in institutional contexts
10. Arts and creativity in early years
# PROGRAMME OVERVIEW

**THURSDAY, 4**<sup>TH</sup> **SEPTEMBER – SYMPOSIUM SET I – 10:45 – 12:15**

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| Symposium VI/4 | Learning in Outdoor Environment | Building 3: KA 053 |
| Symposium VI/5 | Language Development | Building 3: KA 052 |
| Symposium VI/6 | Play and Communication | Building 1: E 166 |
| Symposium VI/7 | Learning Environment | Building 3: KA 051 |
| Symposium VI/8 | Future Challenges in Education | Building 3: KA 139 |
| Symposium VI/9 | Culture and Inclusion | Building 3: KA 138 |
| Symposium VI/10 | Policy - Quality | Building 3: KA 137 |
| Symposium VI/11 | Drama and Creativity | Building 3: KA 136 |
| Symposium VI/12 | Transition to School | Building 3: KA 129 |
| Symposium VI/13 | Teacher Education, Students | Building 1: E 264 |
| Symposium VI/14 | Toddlers, Participation | Building 2: V 101 |
| Symposium VI/15 | Development, Strategies | Building 2: G 201 |
| Symposium VI/16 | Participation | Building 2: G 202 |
| Symposium VI/17 | The Function of Digital Objects in Children's Social and Linguistic Growth and Education in Kindergarten Settings | Building 2: V 208 |
| Symposium VI/18 | A Day in the Life of an Early Years Practitioner | Building 2: V 209 |
| Symposium VI/19 | Images of Transition | Building 2: G 101 |
| Symposium VI/20 | Pedagogical Standards as a Tool for Advancing Change and Promoting Quality in Education: The ISSA Experience | Building 1: E 162 |
THURSDAY, 4TH SEPTEMBER – SYMPOSIUM SET I – 10:45 – 12:15

Symposium I/1
Values, Ethics
Individual papers
ROOM: Building 4: HL-314 (CAPACITY 35 PEOPLE)

CHAIR: DEBORAH HARCOURT
Bond University, Australia

1. Cultural Identity and the Day-care Centre
KIRSTEN LAURITSEN
Nord-Trøndelag University College and The Norwegian University of Science and Technology (NTNU), Norway

2. Ethic of Care and Research with Children
LUIGINA MORTARI
University of Verona, Italy

3. How do Pre-school Teachers Experience the Nurturing of Pre-school Children?
AIRI BIGSTEN
University of Gothenburg, Sweden

Symposium I/2
Curriculum
Individual papers
ROOM: Building 4: HL-313 (CAPACITY 35 PEOPLE)

CHAIR: SUE FAWSON
University of Wolverhampton, England

1. Project Work: Children’s Perspectives on Educational Gains
JÚLIA OLIVEIRA FORMOSINHO
University of Minho, Portugal

2. Every Child Matters: But what Matters to Children?
CATHERINE MEEHAN
Canterbury Christ Church University, United Kingdom

3. Preparing the Workforce - Overview of Progress on the Development of a National Training Strategy for Early Childhood Care and Education Practitioners in Ireland
MARESA DUIGNAN
The Centre for Early Childhood Development and Education (CECDE), Ireland
Symposium I/3
Outdoor Play
Individual papers
ROOM: Building 4: HL-301 (CAPACITY 35 PEOPLE)

CHAIR: ELLEN BEATE H. SANDSETER
Queen Maud's College for Early Childhood Education, Norway

1. Exploring Sustainable Development in Designed Civic Play Spaces for young Children: Past, Present and Future
WENDY SCHILLER
University of South Australia, Australia

2. In Search of the Possible: Learning to Learn in Outdoor Spaces –Constructing Pedagogy in the Early Years.
TIM WALLER
University of Wolverhampton, United Kingdom

3. Outdoor Kindergartens – Institutionalization of Outdoor Environments
ELSE CATHRINE MELHUUS
Agder University, Norway

Symposium I/4
Ecology and Sustainable Development
Individual papers
ROOM: Building 4: HL-300 (CAPACITY 35 PEOPLE)

CHAIR: LINDA MITCHELL
University of Waikato, New Zealand

1. Sowing the Seeds: Education for Sustainability within the Early Years Curriculum
CYNTHIA MARGARET PRINCE
Eastern Institute of Technology, New Zealand

2. What Preprimary Teacher Students Think about Environmental Education and Nature?
LIISA SUOMELA
University of Helsinki, Finland

3. The Childhood Education Curricula – What Do They Highlight? - A Study Regarding Sciences -
MARGARIDA AFONSO
University of Lisbon, Portugal
Symposium I/5
Mathematics and Natural Science
Individual papers
ROOM: Building 3: KA 050 (CAPACITY 40 PEOPLE)

CHAIR: ELIZABETH DUNPHY
St. Patrick's college, Ireland

1. Teachers' Attitudes towards Mathematics in Early Childhood Education
   OLIVER THIEL
   Humboldt University of Berlin, Germany

2. Pre-school Teachers' Mathematical Knowledge?
   JANNE FAUSKANGER AND REIDAR MOSVOLD
   University of Stavanger, Norway

3. Gender Differences in Mathematical Competencies !?
   MARC WANTZ
   University of Luxembourg, Luxembourg

Symposium I/6
Leadership
Individual papers
ROOM: Building 3: KA 049 (CAPACITY 30 PEOPLE)

CHAIR: ANNE SMITH
University of Otago, New Zealand

1. Can the Effect of Leadership Learning on Early Learning and Development be Evidenced?
   ANNIE CLOUTSON AND SUE WEBSTER
   University of Warwick, United Kingdom

2. Leadership for Learning: The Role of Childcare Centre Directors/managers in Achieving Quality Outcomes through Professional Development and Support
   MANJULA WANIGANAYAKE
   Macquarie University, Australia

3. Developing the Scottish Standard for Childhood Practice
   JOAN MENMUIR, FRANCES SCOTT AND BILL THOMSON
   The Scottish Social Services, Scotland, United Kingdom

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Symposium I/7
Dialogues, Narratives, Discourses
Individual papers
ROOM: Building 3: KA 053 (CAPACITY 80 PEOPLE)

CHAIR: SUE DOCKETT
Charles Sturt University, Australia

1. Bodily Utterances as Discursive Practices among The Youngest One in Pre-school
NINA ROSSHOLT
Vestfold University College and Norwegian Center for child studies (NOSEB), Norway

2. ‘Sustained Shared Thinking’ – Some Student Explorations
BRIDGET EGAN
University of Winchester, United Kingdom

3. Creating Understandings across Differences: Dialogic Practices and Hermeneutic Inquiry as a Professional Challenge in Early Childhood Education
MATHIAS URBAN
Martin-Luther-University Halle-Wittenberg, Germany

Symposium I/8
Teacher Training
Individual papers
ROOM: Building 3: KA 052 (CAPACITY 70 PEOPLE)

CHAIR: ALINE-WENDY DUNLOP
University of Strathclyde, Scotland, United Kingdom

1. Mentoring of Newly Qualified Pre-school Teachers; Adaptation to Their Actual Workplace or Support for Further Competence Building?
LIV TORUNN EIK (1) AND ELIN ØDEGÅRD (2)
(1)Vestfold University College, Norway
(2)Telemark University College, Norway

2. A Social-Historical Approach of Professional Training and Development of Early Childhood Educators
MARIA EUGÊNIA CARVALHO DE LA ROCA
University of Aveiro, Portugal

3. Research and Professional Knowledge Construction in Early Childhood Teachers’ Education: a Study of Student Teachers’ Dissertations in Portugal
MARIA FIGUEIREDO (1), GABRIELA PORTUGAL (2) AND MARIA DO CÉU ROLDÃO (3)
(1) Polytechnic Institute of Viseu, Portugal
(2) University of Aveiro, Portugal
(3) University of Minho, Portugal
Symposium I/9
Immigrant Children – Language
Individual papers
ROOM: Building 3: KA 051 (CAPACITY 70 PEOPLE)

CHAIR: SONJA KIBSGAARD
Queen Mauds College of Early Childhood Education, Norway

CHAMILA STRÆDET KRISTOFFERSEN
Hedmark University College, Norway

2. What Does It Mean to “Empower” Immigrant Children?
MARTHA LEA
University of Stavanger, Norway

3. A Day in the Life of a Bilingual Practitioner: Ways of Mediating Knowledge
ROSE DRURY, CARRIE CABLE AND LEENA ROBERTSON
The Open University, United Kingdom

Symposium I/10
Inclusion in Early Years
Individual papers
ROOM: Building 3: KA 138 (CAPACITY 45 PEOPLE)

CHAIR: SUE WALKER
Queensland University of Technology, Australia

1. Towards Early Inclusive Education
HANNA-SOFIA POUSSU-OLLI
University of Turku, Finland

2. How Develop Inclusive Kindergartens? And how can ideas and results from the project ?Inclusive kindergartens? be a part of Early Childhood Education?
KRISTIN PEDERSEN
Oslo University College, Norway

3. Inclusive Education in The Early Years: Supporting the Challenge Presented by Policy and Practice.
KATHLEEN CLARK AND FRANCES ROSS- WATT
University of Strathclyde, Scotland, United Kingdom
Symposium I/11
Language, Literacy
Individual papers
ROOM: Building 3: KA 137 (CAPACITY 40 PEOPLE)

CHAIR: LIV GJEMS
Vestfold University College, Norway

1. Story Completion Technique in Preschool Education
ASLI YILDIRIM
Anadolu University, Turkey

2. Supporting Language & Literacy in Early Childhood
MARLENE MCCORMACK
IPPA, the Early Childhood Organisation, Ireland

FERRE LAEVERS
Leuven University, Belgium

Symposium I/12
Assessment in ECE
Individual papers
ROOM: Building 3: KA 136 (CAPACITY 35 PEOPLE)

CHAIR: TUIJA TURUNEN
University of Lapland, Finland

1. Assessing Quality and Supporting Reflective Practice
KAREN MAHONY
The Centre for Early Childhood Development and Education (CECDE), Ireland

2. Use of a Digital Adaptive Monitoring System in a Scientific based Curriculum for 3-6 Year Old Children
JEF VAN KUYK
Cito Netherlands, The Netherlands

GABRIELA PORTUGAL AND SÓNIA GÓIS
University of Aveiro, Portugal
Symposium I/13
Perspectives on Play
Individual papers
ROOM: Building 3: KA 129 (CAPACITY 80 PEOPLE)

CHAIR: SOPHIE ALCOCK
Victoria University of Wellington, New Zealand

1. Play at School: An Action Research Project in West Dublin
STEVE GOODE
IPPA, the Early Childhood Organisation, Ireland

2. Preschool Children’s Negotiations and Coordination of Perspectives in Play
ULLA MAURITZSON
University of Gothenburg, Sweden

Symposium I/14
Art and Creativity
Individual papers
ROOM: Building 2: V 208 (CAPACITY 30 PEOPLE)

CHAIR: THEODORA PAPATHEODOROU
Anglia Ruskin University, United Kingdom

1. Developing Drawing as A Tool for Making Meaning: A Case Study
KATHY RING
York St John University, United Kingdom

2. "The importance of the animal-image in young children’s artwork".
CHRISTINE ZEISER
Louise-Schroeder-College, Germany

3. Images forever
MARI ANNE E. GRYTE
University of Stavanger, Norway
Symposium I/15
Bases of Difference: Colonizing and Cultural Diversity
Self-organised symposium
ROOM: Building 2: G 202 (CAPACITY 60 PEOPLE)

CHAIR: JAYNE OSGOOD
London Metropolitan University, United Kingdom

1. Considering Narratives of Three Preschool Children in Relation to Core Values of Equity and Inclusion
ANN MERETE OTTERSTAD
Oslo University College and Oslo University, Norway

2. Practice when Bases are Different: Reconsidering the Everyday, its Norms and Values in Culturally Diverse barnehager (Norwegian preschools).
CAMILLA ELINE ANDERSEN
Oslo University College and Stockholm University, Norway

3. Considering Muslims: Blurring National and Religious 'basics' in a Norwegian Kindergarten (preschool) and an English Nursery School.
JEANETTE RHEDDING-JONES
Oslo University College and Bergen University College, Norway

Bases of Difference: Colonising and Cultural Diversity
JAYNE OSGOOD
London Metropolitan University, United Kingdom

Symposium I/16
Pre-Schooling as an Arena for doing Gender-Equality
Self-organised symposium
ROOM: Building 2: G 201 (CAPACITY 60 PEOPLE)

CHAIR: HILLEVI LENZ TAGUCHI
Stockholm University, Sweden

1. Theorizing Feminist and Aesthetic Learning Practices in Early Childhood Education
ANNA PALMER
Stockholm University, Sweden

2. Children’s Gendered Subjectivities and Becomings in Relation to Places and Spaces in Preschool
KARIN HULTMAN
Stockholm University, Sweden

3. Gender Formations in the Activity of “Free Play” in Pre-school – Neutral Child Performance or Subjugating Practice by the Teachers?
CHRISTIAN EIDEVALD
Jönköping University, Sweden
Symposium I/17
How can Workers Recognise, Support and Extend Children’s Schematic Development in a Provision for Under Threes?
Self-organised symposium
ROOM: Building 2: V 101 (CAPACITY 177 PEOPLE)

CHAIR: MARGY WHALLEY
Pen Green Research Base, United Kingdom

1. How can Workers Recognise, Support and Extend Children’s Schematic Development in a Provision for Under Threes?
MARGY WHALLEY
Pen Green Research Base, United Kingdom

2. How can Workers Recognise and Support the ‘Companionship in Involvement’ of Children under three?
FELICITY NORTON
Pen Green Research Base, United Kingdom

3. How can Adults Recognise and Support the Emotional Well-being of Children in an early Years Provision for Children under Three?
JULIE MEDHURST
Pen Green Research Base, United Kingdom

Symposium I/18
Placing Play in a Postmodern Early Childhood Classroom
Self-organised symposium
ROOM: Building 2: G 101 (CAPACITY 55 PEOPLE)

CHAIR: EUNJU YUN
Catholic University of Daegu, South Korea

1. Playing the Liminoid Reality in and out of Frames
HAE-RYUNG YEU
Yeungnam University, South Korea

2. Recovering the Lost Nature of Play in an Early Childhood Classroom
EUNJU YUN (1) AND SOYOUNG SUNG (2)
(1) Catholic University of Daegu, South Korea
(2) Keimyung University, South Korea

3. Reconsidering Young Children’s Spontaneous Dramatic Play: An Analogy of the Rhizomatic Thought
MOONJA OH (1) AND SHUNAH CHUNG (2)
(1) Korea Center for Children and Teachers, South Korea
(2) Sookmyung Women’s University, South Korea

4. Beyond a Good Teacher: What could be a Playful Teaching?
HEEYEUN KIM (1) AND HYOJIN AHN (2)
(1) Sejong University, South Korea
(2) Incheon City College, South Korea
Symposium I/19
Resilience in Minorities
Self-organised symposium
ROOM: Building 1: E 264 (CAPACITY 70 PEOPLE)

CHAIR: ARVE GUNNESTAD
Queen Maud's College of Early Childhood Education, Norway

1. Resilience in a Cross-cultural Perspective A Retrospective Study of Resilience in Children and Young People in Southern Africa and Norway
ARVE GUNNESTAD
Queen Maud's College of Early Childhood Education, Norway

2. The Travellers and the Children's Rights to Their Own Culture
ANNE-MARI LARSEN
Queen Maud's College of Early Childhood Education, Norway

3. The San People of Southern Africa, and Their Children's Rights to Their Own Culture
STELLA NGULUKA
Bokamoso Trust, Botswana

Symposium I/20
Developing Transitions Guidelines
Self-organised symposium
ROOM: Building 1: E 262 (CAPACITY 70 PEOPLE)

CHAIR: HILARY FABIAN
Glyndwr University, United Kingdom

WILFRIED GRIEBEL
State Institute of Early Childhood Education and Research, Germany

INGE JOHANSSON
Stockholm University, Sweden

3. Developing Transition Guidelines 3: Key Themes and Outcomes
HILARY FABIAN
Glyndwr University, United Kingdom

Symposium I/21
Children’s Early Learning in Swedish Preschool
Self-organised symposium
ROOM: Building 1: E 166 (CAPACITY 100 PEOPLE)

CHAIR: INGRID PRAMLING SAMUELSSON
University of Gothenburg, Sweden
1. Various Ways to Experience Basic Notions in Mathematics
INGRID PRAMLING SAMUELSSON AND ELISABETH DOVERBORG
University of Gothenburg, Sweden

2. Teacher Observations as a Method for Studying Toddler's Interaction – Possibilities and Challenges
EVA JOHANSSON
University of Gothenburg, Sweden

3. Perspectives of Pedagogical Quality in Preschool
SONJA SHERIDAN
University of Gothenburg, Sweden

4. Early Second Language Learning among Toddlers in Preschool
ANNE KULTTI
University of Gothenburg, Sweden

5. Video Observations of a Story Time Setting
KARIN GUSTAFSSON AND ELISABETH MELLGREN
University of Gothenburg, Sweden

Symposium I/22
Children's Participation in a Relational Perspective-focus on the Youngest in Kindergartens
Self-organised symposium
ROOM: Building 1: E 162 (CAPACITY 70 PEOPLE)

CHAIR: BERIT BAE
Oslo University College, Norway

1. The Meals in Nursery – the Cradle of Democracy?
BERIT GRINDLAND
University of Stavanger, Norway

2. Pedagogical Improvisation - A Key Concept regarding Children's Participation?
TORIL SVERDRUP AND ANNE MYRSTAD
Tromsø University College, Norway

3. Research Methods in Practice-based R&D
ANNE TOVE FENNEFOSS AND KIRSTEN E. JANSEN
University of Agder, Norway

4. Listening is Dangerous
NINNI SANDVIK (1) AND NINA JOHANNESEN (2)
(1) Østfold University College, Norway
(2) University of Stavanger, Norway
THURSDAY, 4TH SEPTEMBER – SYMPOSIUM SET II – 13:30 – 15:00

Symposium II/1
Policy - Organization
Individual papers
ROOM: Building 4: HL-314 (CAPACITY 35 PEOPLE)

CHAIR: INGE JOHANSSON
Stockholm University, Sweden

1. New Objectives of the Kindergarten Act in Norway. Basic Values, Challenges and Dilemmas with Regard to some Human Rights Conventions.
INGEBORG TVETER THORESEN
Vestfold University College, Norway

2. Relationships Matter: Professionals Engaged in Integrated Working in the Scottish Early Childhood Sector
GRACE PATON
University of the West of Scotland, United Kingdom

3. The Giant in the Playground: Investigating the Reach and Implications of the Corporatisation of Childcare Provision
FRANCES PRESS
Charles Sturt University, Australia

Symposium II/2
The Question of Power I
Individual papers
ROOM: Building 4: HL-313 (CAPACITY 35 PEOPLE)

CHAIR: JEANETTE RHEDDING-JONES
Oslo University College and Bergen University College, Norway

1. Reconsidering Care in Early Childhood Education
BENTE ULLA
Østfold University College, Norway

2. The Importance of Challenging the Globalized Developmental Psychology in Early Childhood Education
TONJE KOLLE
Østfold University College, Norway

3. Constructing a Misfit. Practices of Stigmatization and Marginalization of a Rebellious Child in a Polish Preschool
KATARZYNA GAWLICZ
Wroclaw University, Poland
Symposium II/3
Democracy, Citizenship

Individual papers
ROOM: Building 4: HL-301 (CAPACITY 35 PEOPLE)

CHAIR: HILARY FABIAN
Glyndŵr University, United Kingdom

1. Democratic Participation and Active Citizenship in Policy for the Early Years in Australia
JOANNE AILWOOD
Queensland University of Technology, Australia

2. The Child as Citizen in Early Childhood Policy
LINDA MITCHELL
University of Waikato, New Zealand

3. Icelandic Preschools: the Nordic Welfare Model or Neo-Liberalism, Child Centred or Applied Behavioural Sciences?
KRISTIN DYRFJORD
University of Akureyri, Iceland
Symposium II/4
Children’s Rights
Individual papers
ROOM: Building 4: HL-300 (CAPACITY 35 PEOPLE)

CHAIR: KAY MARGETTS
The University of Melbourne, Australia

1. About the Right's of Children with Disabilities in Norwegian Kindergartens
INGVILD ÅMOT
Queen Maud’s College of Early Childhood Education, Norway

2. Acknowledging Children's Words
LUIGINA MORTARI AND VALENTINA MAZZONI
University of Verona, Italy

3. Teachers as Artists, Authors and Agents of Learning
KATHLEEN GOOUCH
Canterbury Christchurch University, United Kingdom

Symposium II/5
Children’s Participation
Individual papers
ROOM: Building 3: KA 050 (CAPACITY 40 PEOPLE)

CHAIR: JOHANNA EINARSDOTTIR
Iceland University of Education, Iceland

1. Can we Catch the Voice of the Young Child?
ANJA TERTOOLEN
Educatieve Federatie Interactum, The Netherlands

2. Uncovering the Hierarchies of Citizenship when Implementing Child Participation In Local Government.
KYLIE SMITH
University of Melbourne, Australia

3. Estonian Early Education and Care: Where are the Equal Rights for Our Children?
EVELIN TAMM
Estonian Association of Child Care Professionals, Estonia
Symposium II/6
Environment, Playground, Outdoor I
Individual papers
ROOM: Building 3: KA 053 (CAPACITY 80 PEOPLE)

CHAIR: SHIRLEY WYVER
Macquarie University, Australia

1. Early Communication, Development of Speech and Language
HANNA-SOFIA POUSSU-OLLI
Faculty of Education, University of Turku, Finland

2. Locating ‘the Child’ in Ecological Sustainability Pedagogies in Early Childhood Education 'Down Under' in Aotearoa New Zealand: Conservation or Transformation
JANITA CRAW
AUT University, Aotearoa/New Zealand

3. Complex systems Theory and ECD - A New Look at Sustainable Development
JACQUELINE HAYDEN
Bernard van Leer Foundation, The Netherlands

Symposium II/7
Mentoring, Reflection
Individual papers
ROOM: Building 3: KA 049 (CAPACITY 30 PEOPLE)

CHAIR: MARTIN NEEDHAM
University of Wolverhampton, United Kingdom

1. What the Mentor Saw...
MIKE GASPER AND PAUL WATLING
Amber Publications and Training (APT)

2. A Learning Network - the Creation of a Professional Learning Environment
CAROLE GOODCHILD
University of Teeside, United Kingdom

3. Revisiting Informed Assent: Intention vs Reality
DEBORAH HARCOURT (1) AND HEATHER CONROYM (2)
(1) Bond University, Australia
(2) EtonBuilding International Schools, Singapore
Symposium II/8
Professional Development
Individual papers
ROOM: Building 3: KA 052 (CAPACITY 70 PEOPLE)

CHAIR: MARESA DUIGNAN
The Centre for Early Childhood Development and Education (CECDE), Ireland

1. Beyond Professional Status: Developing a Culture of Continuing Professional Development in Early Years
DENISE HEVEY
University of Northampton, United Kingdom

2. Assessment in Early Childhood Education – Challenges for Professional Development
PAULA SANTOS
University of Aveiro, Portugal

3. Student Teachers’ Perceptions of Childhood: Questions for Initial Teacher Education
SOFIA AVGITIDOU
University of Western Macedonia, Greece

Symposium II/9
Relations, Attachment, Ethics
Individual papers
ROOM: Building 3: KA 051 (CAPACITY 70 PEOPLE)

CHAIR: ELIN E. ØDEGAARD
Bergen University College, Norway

1. Ways of Seeing - Ways of Understanding
GERD ABRAHAMSEN
University of Stavanger, Norway

2. Use of Video Footage to Support Educators to Develop Reflective Capacity
KAYE COLMER
Lady Gowrie Child Centre, Australia

3. Implications Tied to Implementing Subject Spheres in Barnehagen
KIRSTEN JOHANSEN HORRIGMO
University of Agder, Norway
Symposium II/10
Emotions and Leadership
Individual papers
ROOM: Building 2: G 202 (CAPACITY 60 PEOPLE)

CHAIR: FAYE STANLEY
Wolverhampton University, United Kingdom

1. The Relationship among Emotional Labor, Emotional Intelligent and Job Satisfactions for the Kindergarten teachers in Taichung city
HSUEH- SHAN CHANG (1) AND HSIN- HUI TSAI (2)
(1) Providence University, Taiwan
(2) Chih Yung Senior High School, Taiwan

2. Pre-schools as Learning Organizations
MERETE MOE AND FRODE SØBSTAD
Queen Maud’s College of Early Childhood Education, Norway

3. Constructs of Childhood: Enduring or Open to Change? Early Years Students’ Reflections on First Hand Experiences of Childhood and Early Years Education in a Different Country and Culture.
GILL MCGILLIVRAY
Newman University College, United Kingdom

Symposium II/11
Social Variations
Individual papers
ROOM: Building 2: G 101 (CAPACITY 55 PEOPLE)

CHAIR: KAREN ARGENT
Newman University College, United Kingdom

1. The Multicultural Kindergarten in Rural Districts - Presentation of a Research Project
TOVE SKOUG
Hedmark University College, Norway

2. Social Bridging? ECEC Programs as Support for Social Cohesion
KAREN THORPE (1) AND COLLETTE TAYLER (2)
(1) Queensland University of Technology, Australia
(2) Melbourne University, Australia
Symposium II/12
Well-being - Identity
Individual papers
ROOM: Building 2: V 208 (CAPACITY 30 PEOPLE)

CHAIR: WILLY AAGRE
Vestfold University College, Norway

1. Majority – Minority Relations and the Practice of Skiing in a Norwegian Day-care Centre Context
RANDI DYBLIE NILSEN
Norwegian Centre for Child Research, Norway

2. Children's Temperament, Emotional Well-being and Quality of Day Care
NINA SAJANIEMI AND EIRA SUHONEN
University of Helsinki, Finland

3. Supporting Quality in Preschool Services in Ireland
BRONAGH CLELAND
Centre for Early Childhood development and Education (CECDE), Ireland

Symposium II/13
Interactions in ECE
Individual papers
ROOM: Building 2: G 201 (CAPACITY 60 PEOPLE)

CHAIR: TULLIA MUSATTI
Institute of Cognitive Sciences and Technologies, Italy

1. Children’s Constructive Interaction Patterns
SONJA SHERIDAN
University of Gothenburg, Sweden

2. Concert at Lunch - an Ethnographic Study in a Baby Nest
SABINE HEBENSTREIT-MÜELLER
Pestalozzi-Fröbel-Haus, Germany

3. Self-regulation and Metacognition in Young Children: The role of Reflective Dialogues
SUE ROBSON
Roehampton University, United Kingdom
Symposium II/14
ICT in ECE
Individual papers
ROOM: Building 2: V 209 (CAPACITY 30 PEOPLE)

CHAIR: SANDRA HESTERMANN
Murdoch University, Australia

1. Playful Computer Writing. Preschool - Lower Primary (4 - 9 year olds)
ARNE TRAGETON
Stord/Haugesund University College, Norway

2. Extending the Play Environment to the Digital Environment: The use of ICT in Early Childhood Education
NINA BØLGAN
Oslo University College, Norway

3. Interactive Whiteboards, Interactivity and Play in the Classroom with Children Aged 3-7 Years
ALEX MORGAN
Swansea University, United Kingdom

Symposium II/15
Drama, Role Play
Individual papers
ROOM: Building 1: E 264 (CAPACITY 70 PEOPLE)

CHAIR: DALILA LINO
University of Maine at Farmington, USA

1. How does Drama respond to Concepts of Knowledge and Learning?
AUD BERGGRAF SÆBØ
University of Stavanger, Norway

2. What's in it For Me?: The Impact of an Artist Working with 6-7 Year Olds.
SUE FAWSON
University of Wolverhampton, England

3. From Narratology and Ludology to Dramaturgy; A Theoretical Analysis of Digital Role-plays as Means of Narratives, as Games or as Means of a Theatrical Practice for Preschool children
VIGDIS VANGSNES
Stord/Haugesund University College, Norway
Symposium II/16
Relationships
Individual papers
ROOM: Building 3: KA 139 (CAPACITY 45 PEOPLE)

CHAIR: HEIDI OMDAL
University of Stavanger, Norway

1. Reconsidering the First Year of School
PAM WINTER (1), BOB PERRY (2) AND SUE DOCKETT (2)
(1) Department of Education and Children’s Services, Australia
(2) Charles Sturt University, Australia

2. The Crossing Borders Project: Mutually Interesting Tasks, The Bridge to Relationships
CAROL HARTLEY AND SALLY PETERS
Mangere Bridge Kindergarten, New Zealand

3. Transforming Transitions
ALINE-WENDY DUNLOP
University of Strathclyde, Scotland, United Kingdom

Symposium II/17
Participatory Learning in Early Childhood Programs for Toddlers and Infants
Self-organised symposium
ROOM: Building 2: V 101 (CAPACITY 177 PEOPLE)

CHAIR: JOANNE BROWNLEE
Queensland University of Technology, Australia

1. Looking, Listening and Learning in an English Day Nursery
PAULETTE LUFF
Anglia Ruskin University, United Kingdom

2. “Doing the right thing” Different Life-worlds and Similar values in Toddler Interactions
EVA JOHANSSON
University of Gothenburg, Sweden

3. Teacher Beliefs about how Toddlers’ Learn: Implications for Practice
JO BROWNLEE
Queensland University of Technology, Australia

BERENICE NYLAND
RMIT University, Australia
Symposium II/18
Constructing Identity as Researchers (children and teachers) through Narrative Assessment (Learning Stories): Perspectives from Aotearoa New Zealand
Self-organised symposium
ROOM: Building 1: E 262 (CAPACITY 70 PEOPLE)

CHAIR: WENDY LEE
University of Waikato, New Zealand

1. Teachers as Researchers: Pedagogy, Positivity, Passion and Politics
WENDY LEE
University of Waikato, New Zealand

2. Captured by a Mountain! A Pathway to Bi-cultural Understanding.
ROBYN LAWRENCE
University of Waikato, New Zealand

3. Thinking Minds, Listening Hearts: a Dialogue between Teachers and Infants that Creates Space for Inquiry
LORRAINE SANDS
University of Waikato, New Zealand

Symposium II/19
Basic Learning in a Stimulating Environment
Self-organised symposium
ROOM: Building 1: E 162 (CAPACITY 70 PEOPLE)

CHAIR: SONJA KIBSGAARD
Queen Maud's College of Early Childhood Education, Norway

1. Basic Learning in a Stimulating Environment in Kindergarten
SONJA KIBSGAARD
Queen Maud's College of Early Childhood Education, Norway

MORTEN SÆTHER
Queen Maud’s College of Early Childhood Education, Norway

3. Developing Literacy in a Stimulating Environment
The Importance of Dialogue between Children and Adults
MARIT SEMUNDSETH
Queen Maud’s College of Early Childhood Education, Norway
Symposium II/20
Education for Citizenship and a Sustainable World
Self-organised symposium
ROOM: Building 1: E 164 (CAPACITY 100 PEOPLE)

CHAIR: DORIAN DE HAAN (1) AND INGRID ENGDAHL (2)
(1)INHolland University, Utrecht University, The Netherlands
(2)Stockholm University, Sweden

1. Our Classroom, My World: a Methodology for Identity and Citizenship Development in Early Child Classrooms
DORIAN DE HAAN AND ELS SCHELLEKENS
INHolland University, Utrecht University, The Netherlands

2. Our Classroom, My World: Results of Working with a Classroom Website as a Key to Incorporate Social and Cognitive Goals
MARIJE DE HOOGD
INHolland University, The Netherlands

3. Education for a Sustainable Society Leads to a New Perspective for Early Childhood Education
INGRID ENGDAHL
Stockholm University, Sweden

4. Education for Sustainable Development in the Pedagogical Praxis in Swedish Preschool Settings
EVA ÄRLEMÄLH-HAGSÉR AND ANETTE SANDBERG
Mälardalen University, Sweden
Symposium II/21
Who is an Early Years Professional? A comparative Analysis of Policy Diversity and Workforce Issues in the 'new' EU Countries
Self-organised symposium
ROOM: Building 1: E 166 (CAPACITY 100 PEOPLE)

CHAIR: VALERIE SOLLARS
University of Malta, Malta

1. Tracking Professionalisation Strategies in 12 Countries
PAMELA OBERHUEMER
State Institute of Early Childhood Research (IFP), Germany

2. The Implications of Recent Policy Changes for Early Childhood Professionals in the Baltic Countries
MICHELLE J. NEUMAN
Open Society Foundation, United Kingdom

3. Professionalisation Approaches and Workforce Issues in the Slovak Republic and Slovenia: Common and Divergent Features
INGE SCHREYER
State Institute of Early Childhood Research, Germany

Symposium II/22
Reconceptualizing Early Childhood Education Practices, Training and Professional Development in Canada
Self-organised symposium
ROOM: Building 3: KA 129 (CAPACITY 80 PEOPLE)

CHAIR: HILLEVI LENZ TAGUCHI
Stockholm University, Sweden

1. Reconceptualizing Professional Development through a Newly Developed Early Learning Framework
VERONICA PACINI-KETCHABAW
University of Victoria, Canada

2. Reconceptualizing Early Childhood Education Training with Pre-Service Educators
ALEJANDRA SANCHEZ
Douglas College, Canada

3. Reconceptualizing Early Childhood Practice in a Kindergarten Classroom
LAURIE KOCHER
West Bay Elementary, Canada
Symposium II/23
A Community Based approach to Professional Development
Self-organised symposium
ROOM: Building 3: KA 136 (CAPACITY 35 PEOPLE)

CHAIR: CATH ARNOLD
Pen Green, Ireland

1. Creating a Shared Vision- An Early Learning Initiative
CATRIONA FLOOD AND BRIGINA CROWE
National College of Ireland, Ireland

2. A Learning Journey together: Children, Parents and Professionals
CATH ARNOLD
Pen Green, Ireland

3. Multiple Perspectives on The Value of a Shared Professional Development Experience
MONICA CASSIDY
National College of Ireland, Ireland

Symposium II/24
Raising Questions and Reflecting on Practice
Self-organised symposium
ROOM: Building 3: KA 137 (CAPACITY 40 PEOPLE)

CHAIR: KATE HAYWARD
Pen Green Research Base, United Kingdom

1. Raising Questions and Reflecting on Practice
KATE HAYWARD AND ANGELA PRODGER
Pen Green Research Base, United Kingdom

2. Engaging Fathers in Their Own Space and Their Own Time: How Weekend Access to a Setting Enables Fathers to Engage in Parent and Child Groups
EDDIE MCKINNON AND KATE HAYWARD
Pen Green Research Base, United Kingdom

3. Access and Engagement Issues Explored through 6 Case Studies
KATE HAYWARD AND MARGY WHALLEY
Pen Green Research Base, United Kingdom
Symposium II/25
Professional Development and Evaluation of Qualities of Care and Education: Discourse between Asia and Europe
Self-organised symposium
ROOM: Building 3: KA 138 (CAPACITY 45 PEOPLE)

CHAIR: RIYO KADOTA (1) AND KIYOMI AKITA (2)
(1) Seinan Gakuin University, Japan
(2) University of Tokyo, Japan

1. Policy and Practice Regarding Quality of Care and Education in Taiwan
MARN-LING SHING
Taipei Municipal University, Taiwan

2. How Japanese Perceive Quality of Care and Education: Policy and Measurement of Child-Care Settings
RIYO KADOTA (1), AYAKO TAKAZAKURA (2), TAKAKO NOGUCHI (3), MASATOSHI JIMMY SUZUKI (4), HIROSHI ASHIDA (5) AND YUTAKA ODA (6)
(1) Seinan Gakuin University
(2) University of Tokyo, Graduate School of Education
(3) Jumonji University
(4) Hyogo University of Teacher Education
(5) University of Hyogo
(6) The National Institute of Special Needs Education

3. Perception of Quality of Care and Education in the Particular Activities: Analysis of Clean-Up Time in Japanese Preschools
JUNKO MINOWA (1), KIYOMI AKITA (2), KATSUO YASUMI (3), TOKIE MASUDA (4), FUMINORI NAKATSUBO (5) AND FUMIKO SUNAGAMI (6)
(1) Kawamura Gakuen Woman's University, Japan
(2) University of Tokyo, Japan
(3) Itabashi Fujimi Kindergarten, Japan
(4) Shukutoku Vocational College, Japan
(5) Hiroshima University, Japan
(6) Chiba University, Japan
FRIDAY, 5TH SEPTEMBER – SYMPOSIUM SET III – 10:00 – 11:30

Symposium III/1
Teacher Education
Individual papers
ROOM: Building 4: HL-314 (CAPACITY 35 PEOPLE)

CHAIR: ÅSE AKSLEN
NLA College of Teacher Education, Norway

1. Research and Participation; Toddlers in Black Box
ÅSE ELISABETH JØRGENSEN
Telemark University College, Norway

2. Student Teaching Practicum: The Perceptions of Student Teachers and Cooperating Teachers
(1) TSUNG-HUI TU AND (2) WEI-YING HSIAO
(1)Kent State University, USA
(2)Southern Utah University, USA

3. "The Unconvenient Things are not Discussed ...": About Leadership, Power and Conflicts in Preschools.
ARNA H. JÓNSDÓTTIR
Iceland University of Education, Iceland

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Symposium III/2
History of Early Childhood Education
Individual papers
ROOM: Building 4: HL-313 (CAPACITY 35 PEOPLE)

CHAIR: JAN-ERIK JOHANSSON
Oslo University College, Norway

1. From Learning to Teaching? Reconcidering Elisabeth Alander’s educational policy and today’s pedagogical practices in Finland
JORMA VIRTANEN
University of Tampere, Finland

2. Women and Children between Home and School: Mapping Kindergarten Terrain
JOANNE AILWOOD
Queensland University of Technology, Australia

3. Enhancing Young Children's Well-being, Creating Spaces to Belong: an Analysis of Social Inclusion and Respect for Diversity as a Focus of Programme Development within the Bernard van Leer Foundation
MARGARET KERNAN
Consultant to Bernard van Leer Foundation
Symposium III/3
Quality in Early Childhood Education
Individual papers
ROOM: Building 4: HL-301 (CAPACITY 35 PEOPLE)

CHAIR: SONJA SHERIDAN
University of Gothenburg, Sweden

1. Dilemmas with Quality Assurance in Swedish Preschools
KARIN LAGER
University of Gothenburg, Sweden

2. The Core Value Elements of the Concept of Early Childhood Education
ULLA HÄRKÖNEN
University of Joensuu, Finland

3. Positivist and Post-Positivist Approaches in Early Childhood Education
MINE GOL-GUVEN
Bogazici University, Turkey

Symposium III/4
Children's Relations to Media, Violence and War
Individual papers
ROOM: Building 4: HL-300 (CAPACITY 35 PEOPLE)

CHAIR: TORGEIR ALVESTAD
University of Gothenburg, Sweden

1. Understanding of War: Views from 5- to 8-Year Old Emirati Children and Their Teachers
MEHMET BULDU
United Arab Emirates University, United Arab Emirates

2. The Rights of the Abused Child as Reflected in Children's and Adolescents' Literature in Israel
SARA ZAMIR (1) AND LEAH BARATZ (2)
(1) Ben Gurion University and Achva Academic College, Israel
(2) Achva Academic College, Israel

3. Child Stars: Children who Actively Participate in the Media
JANE O'CONNOR
University of Wolverhampton, United Kingdom
Symposium III/5
Ethics, Children’s Rights
Individual papers
ROOM: Building 3: KA 050 (CAPACITY 40 PEOPLE)

CHAIR: FERRE LAEVERS
Leuven University, Belgium

1. Young Children Constructs of Quality
DEBORAH HARCOURT
Bond University, Australia

2. A Nordic Approach to ECE System and Social Differences - a Danish trial.
Challenges for Professional Knowing and Learning
BENTE JENSEN
Aarhus University, Denmark

3. Reserving a dining experience.
RITA MELIA
National Childrens Nurseries Association, Ireland

Symposium III/6
Children’s Voices
Individual papers
ROOM: Building 3: KA 049 (CAPACITY 30 PEOPLE)

CHAIR: CHRISTINE STEPHEN
University of Stirling, United Kingdom

1. Child-friendliness in Early Childhood Centre-based Environments
PÄIVI LINDBERG AND HELI KOTILAINEN
STAKES, National Research and Development Centre for Welfare and Health, Finland

2. From Goteborg to Walsall: A Comparison of Practitioners' Pedagogical Beliefs,
Relating to the Learning Experiences Offered to Children aged Six.
FAYE STANLEY
Wolverhampton University, United Kingdom

3. Children's Participation in Student Supervision
YAELE DAYAN
Hebrew University of Jerusalem, Israel
Symposium III/7  
Environment, Playground, Outdoor II  
Individual papers  
ROOM: Building 3: KA 053 (CAPACITY 80 PEOPLE)

CHAIR: CHRISTINE WOODROW  
*University of Western Sydney, Australia*

1. **My Ecological Self – Lifelong Learning for Sustainable Living**  
   HANNE LUND-KRISTENSEN  
   *Telemark University College, Norway*

2. **Integrating the local and the global: a global pedagogy of place?**  
   IRIS DUHN  
   *The University of Auckland, New Zealand*

3. **The Preschool Child of Today – the World-citizen of Tomorrow?**  
   EVA JOHANSSON  
   *University of Gothenburg, Sweden*

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Symposium III/8  
Leadership and Professionalism  
Individual papers  
ROOM: Building 3: KA 052 (CAPACITY 70 PEOPLE)

CHAIR: MANJULA WANIGANAYAKE  
*Macquarie University, Australia*

1. **‘How do Early Years Leaders and Managers experience the Process of Professionalisation in the Context of the Early Years Professional status initiative in England?’**  
   PETRA LUCK  
   *Liverpool Hope University, United Kingdom*

2. **In-servive Teacher Training for Preschool Teacher´s Professional Development in Assessment**  
   CRISTINA PARENTE  
   *University of Minho, Portugal*

3. **Learning in kindergarten and school - does it make any difference?**  
   ANITA BERGE  
   *University of Stavanger, Norway*
Symposium III/9
Family and ECE Professionals
Individual papers
ROOM: Building 3: KA 051 (CAPACITY 70 PEOPLE)

CHAIR: ANNE PETRIWSKYJ
Queensland University of Technology, School of Early Childhood, Australia

1. Norwegian Daycare Centers’ Approach to Children and Families that Experience Divorce or Separation
INGUNN STØRKSEN
University of Stavanger, Norway

2. Professional Developmental Schools and Early Childhood Education: Interactive Competencies of Students, Beginning and Veteran Teachers
SIMONE DE ROOS AND MONIQUE VAN DER HEIJDEN
INHOLLAND University, The Netherlands

3. Towards an Understanding of Fathering Diversity: Including Father Primary Carers in Early Childhood Services
GUY ROBERTS-HOLMES
University of Swansea, Wales

Symposium III/10
Perspectives on Learning
Individual papers
ROOM: Building 3: KA 139 (CAPACITY 45 PEOPLE)

CHAIR: MEG WIELGOSZ
University of Melbourne and Mentone Grammar School, Australia

1. Teachers' Social Representations of Play And Learn
MARIA HELENA CORDEIRO AND ANDRESSA PACHECO
University of the Itajaí Valley, Brasil

2. Of Routine Consideration? Regulation and Resistance in Nursery Snack Times
DEBORAH ALBON
London Metropolitan University, United Kingdom

3. Narratives in Learning and Narratives about Learning
HARTMUT KUPFER
LebensWelt gGmbH, Germany
Symposium III/11
Families and ECE
Individual papers
ROOM: Building 3: KA 138 (CAPACITY 45 PEOPLE)

CHAIR: LIBBY LEE
Murdoch University, Australia

1. Unreasonable Expectations: the Dilemma for Pedagogues in Delivering Policy Objectives
MARY MOLONEY
Limerick city childcare Committee, Ireland

2. Growing up in a Northern Finnish Village
MARIKAISA KONTIO-LOGJE, EILA ESTOLA AND AILA TIILIKKA
Oulu University, Finland

3. Developing Resilient Wellbeing from Birth to Three: Childminders and Children’s Centre Perspectives
ROSEMARY ROBERTS AND CARON LUBIN
Oxfordshire County Council, United Kingdom

Symposium III/12
Children’s Learning
Individual papers
ROOM: Building 3: KA 137 (CAPACITY 40 PEOPLE)

CHAIR: BERENICE NYLAND
RMIT University, Australia

1. The Role of Young Pupils’ visual Representations in the Breach of Didactical Contract during Standard and Problematic Problem Solving
ELENI DELIYIANNI
University of Cyprus, Cyprus

2. Exploring Kindergarten Children’s Understanding of Mathematics
ANDREA PETER-KOOP
University of Oldenburg, Germany

3. Transition to Primary School in Ireland - A Coherent Experience?
DEIRBHILE NIC CRAITH AND ANNE FAY
Irish National Teachers’ Organisation (INTO), Ireland
Symposium III/13
Learning Processes
Individual papers
ROOM: Building 2: V 209 (CAPACITY 30 PEOPLE)

CHAIR: FRANCES ATHERTON
University of Chester, England

1. ICT: Making a Difference
WENDY LEE
University of Waikato, New Zealand

2. Scaffolding Skills by Using Assessments as Didactic Tools
ANKE KÖNIG
University Dortmund, Germany

3. Assessing Children’s Wellbeing in Preschool
KRISTIN KARLSDOTTIR
Iceland University of Education, Iceland

Symposium III/14
Learning - Teacher - Parents
Individual papers
ROOM: Building 2: V 208 (CAPACITY 30 PEOPLE)

CHAIR: DIANE HORM
University of Oklahoma-Tulsa, USA

1. The Supported Playgroup: Honouring Children’s Rights through Supporting the Parenting Role
DIANNE JACKSON
University of Western Sydney and Connect Child and Family Services, Australia

MARTIN NEEDHAM
University of Wolverhampton, United Kingdom

3. Pre-school Teachers’ views on Children’s Learning in ECE Institutions (Kindergartens)
JON OLAF BERG
Queen Maud’s College of Early Childhood Education, Norway
Symposium III/15
Exploring the Perspectives of Early Childhood Practitioners on Adult Engagement and Child Engagement in Experiences in Early Childhood Settings in England and Ireland
Self-organised symposium
ROOM: Building 2: G 202 (CAPACITY 60 PEOPLE)

CHAIR: CATH ARNOLD
Pen Green Research Base, United Kingdom

1. Exploring the Perspectives of Early Childhood Practitioners on Adult Engagement and Child Engagement in Experiences in Early Childhood Settings in England and Ireland
CARMEL BRENNAN (1) AND CATH ARNOLD (2)
(1) IPPA - The Early Childhood Organisation, Ireland
(2) Pen Green Research Base, United Kingdom

2. Can the Development of a Practitioner-led Research Community enhance the Quality of Services for Children and Families across an English County?
MARGY WHALLEY
Pen Green Research Base, United Kingdom

3. Collaborating Across the Community - Adding Value?
EDDIE MCKINNON
Pen Green Research Base, United Kingdom
Symposium III/16
For West Lothian's Children: A Scottish Authority's Response to Improving Educational Outcomes for Looked After Children
Self-organised symposium
ROOM: Building 2: V 101 (CAPACITY 177 PEOPLE)

CHAIR: JENNIFER SCOTT
West Lothian Council, Social Policy, Scotland

1. West Lothian Multi-agency Team for Looked After Children: Links to National and International Initiatives
JENNIFER SCOTT
West Lothian Council, Social Policy, Scotland

2. The LAC Pack – development and implementation
JANET GUILD
West Lothian Council, Social Policy and West Lothian Council, Psychological Services, Scotland

3. Delivering Early Intervention through Adult Learning and Professional Development
MIRIAM LANDOR
West Lothian Council, Psychological Services, Scotland

Symposium III/17
The Early Dialogue
Self-organised symposium
ROOM: Building 2: G 101 (CAPACITY 55 PEOPLE)

CHAIR: URSULA HORSCH (1) AND AILI HELENIUS (2)
(1) University of Heidelberg, Germany (2) University of Turku, Finland

1. Early Dialogues between Infants and Parents
AILI HELENIUS
University of Turku, Finland

2. The Early Dialogue in the Parent Infant Dyade
ANDREA SCHEELE
University of Heidelberg, Germany

3. Early Dialogues in Context of Down Syndrome and Hearing Impairment
JULIA ROTH
University of Heidelberg, Germany

4. Early Communication, Development of Speech and Language
HANNA-SOFIA POUSSU-OLLII
University of Turku, Finland
Symposium III/18
Rocking the Curriculum
Self-organised symposium
ROOM: Building 1: E 264 (CAPACITY 70 PEOPLE)

CHAIR: HILLEVI LENZ TAGUCHI
Stockholm University, Sweden

1. Cultural Diversity in Higher Education
METTE TOLLEFSRUD
Oslo University College, Norway

2. Student Empowerment through Narrative Reflection
ANNE FURU AND MARIT GRANHOLT
Oslo University College, Norway

3. Students’ Approaches to Peer-response: Rethinking the Basics
KRISTIN HOLTE HAUG
Oslo University College, Norway

Symposium III/19
The Framework for Early Learning - Ireland’s National Early Years Curriculum
Self-organised symposium
ROOM: Building 1: E 262 (CAPACITY 70 PEOPLE)

CHAIR: ARLENE FORSTER
The National Council for Curriculum and Assessment (NCCA), Ireland

1. Supporting Early Learning and Development through Formative Assessment: What the Literature Says
ELIZABETH DUNPHY
St. Patrick's College, Ireland

2. Supporting Early Learning and Development through Assessment: Guidelines for Practice
MARY DALY
The National Council for Curriculum and Assessment (NCCA), Ireland

3. Sharing Assessment Information with Parents using Report Card Templates
ARLENE FORSTER
The National Council for Curriculum and Assessment (NCCA), Ireland
Symposium III/20
Rethinking Socio-emotional Experiences of Toddlers in Child Care Centers
Self-organised symposium
ROOM: Building 1: E 166 (CAPACITY 100 PEOPLE)

CHAIR: ELLY SINGER
Utrecht University, The Netherlands

1. From Socio-emotional Experiences to Socio-cognitive Construction: Relations and Conflicts between Peers.
MARIE PAULE THOLLON BEHAR
Lumière University Lyon 2, France

2. Group Stability, Friendships and Joint Play in 2- and 3-year Olds
ELLY SINGER
Utrecht University, The Netherlands

3. "Learning to Live Together". Fostering Socio-emotional Competence of Toddlers in Group Care
MIRIAM K. ROSENTHAL AND LIHI GATT
Hebrew University, Israel

Symposium III/21
Early childhood Teachers' Beliefs about Learning and Participation
Self-organised symposium
ROOM: Building 1: E 164 (CAPACITY 100 PEOPLE)

CHAIR: JOANNE BROWNLEE
Queensland University of Technology, Australia

1. Learning and Participation are two Interrelated Key-concepts in the Preschool
INGLE JOHANSSON (1) AND ANETTE SANDBERG (2)
(1)Stockholm University, Sweden
(2)Mälardalen University, Sweden

2. Beliefs about Learning and Knowing in Child Care in Australia
ANGELA EDWARDS AND JOANNE BROWNLEE
Queensland University of Technology, Australia
Symposium III/22
Playfulness, Activity and Risk Taking in Children’s Outdoor Play
Self-organised symposium
ROOM: Building 2: G 201 (CAPACITY 60 PEOPLE)

CHAIR: ELLEN BEATE H. SANDSETER
Queen Maud’s College for Early Childhood Education, Norway

1. Thrills (and Spills?) in the Playground: 4-5 year Old Children’s Physical Risk-taking in Early Childhood Environments
HELEN LITTLE, SHIRLEY WYVER AND FRANCES GIBSON
Macquarie University, Australia

2. Children’s Expressions of Exhilaration and Fear in Risky Play
ELLEN BEATE H. SANDSETER
Queen Maud’s College for Early Childhood Education, Norway

3. Use of Unstructured Materials to Promote Playfulness, Activity and Risk Taking in a School Playground
SHIRLEY WYVER (1), ANITA BUNDY (2), TIM LUCKETT (2), GERALDINE NAUGHTON (3), PAUL TRANTER (4), JO RAGEN (2), EMMA SINGLETON (2), GRETA SPIES (3)
(1) Macquarie University, Australia
(2) University of Sydney, Australia
(3) Australian Catholic University
(4) University of New South Wales, Australia

Symposium III/23
Multicultural Perspectives on Primary School Students' Play, Learning, and Motivation
Self-organised symposium
ROOM: Building 1: E 162 (CAPACITY 70 PEOPLE)

CHAIR: OLE FREDRIK LILLEMYR
Queen Maud’s College for Early Childhood Education, Norway

1. A Multicultural Perspective on Play, Learning, and Self-Concept in Primary School
OLE FREDRIK LILLEMYR (1) AND KURT MARDER (2)
(1) Queen Maud’s College of Early Childhood Education, Norway
(2) University of Western Sydney, Australia

2. Humor and Self-Concept: A Multicultural Perspective
FRODE SØBSTAD
Queen Maud’s College of Early Childhood Education, Norway

3. Motivation of Elementary School Students in Grades 3-5: A Multicultural, Longitudinal Study
TERRI FLOWERDAY (1) AND KURT MARDER (2)
(1) University of New Mexico, USA
(2) University of Western Sydney, Australia
FRIDAY, 5TH SEPTEMBER – SYMPOSIUM SET IV – 14:15 – 15:45

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Symposium IV/1
Parents in ECE Context
Individual papers
ROOM: Building 3: KA 051 (CAPACITY 70 PEOPLE)

CHAIR: GUY ROBERTS-HOLMES
University of Swansea, Wales

1. Parent Support and Early Childhood Education in the Social Investment State
MICHEL VANDENBROECK
Gent University, Belgium

2. Parents' Evaluations and Quality Improvement of Infant-toddlers Day-care Centres
TULLIA MUSATTI
Institute of Cognitive Sciences and Technologies, Italy

3. Transition Resilience from Birth to School
ROSEMARY ROBERTS
Centre for Research in Early Childhood, United Kingdom

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Symposium IV/2
Actual Diversity
Individual papers
ROOM: Building 4: HL-313 (CAPACITY 35 PEOPLE)

CHAIR: CAROLE GOODCHILD
University of Teesside, United Kingdom

1. Gendered Practices in Child Care
HEGE EGGEN BØRVE, BERIT VERSTAD AND ANNE LISE VOLD
Nord-Trøndelag University College, Norway

2. Reconsidering a Core Value in Norwegian Early Childhood Education and Care:
Juxtaposing 'Recognition' with Cultural Diversity
MONA-LISA ANGELL-JACOBSEN
Vestfold University College, Norway

3. Working towards the De-essentialization of Identity Categories in Conflict and Post-
conflict Societies: Israel, Cyprus, and Northern Ireland
ZVI BEKERMAN (1), MICHALINOS ZEMBYLAS (2) AND CLAIRE MCGLYNN (3)
(1) Hebrew University, Israel
(2) Open University, Cyprus
(3) Queens University, Northern Ireland
Symposium IV/3
ICT in ECE
Individual papers
ROOM: Building 4: HL-300 (CAPACITY 35 PEOPLE)

CHAIR: KNUT STEINAR ENGELSEN
Stord/Haugesund University College, Norway

1. Early Childhood Designs for Multiliterate Techno Tikes
SANDRA HESTERMAN
Murdoch University, Australia

2. The Role of Computer Mediated Communication (CMC) in the Professional Development of Early Years Practitioners
GILL GOODLIFF
The Open University, United Kingdom

3. Promoting Professionalism in School Age Care
JENNIFER CARTMEL
Griffith University, Australia

Symposium IV/4
Adult - Child Relations
Individual papers
ROOM: Building 3: KA 050 (CAPACITY 40 PEOPLE)

CHAIR: MARJATTA KALLIALA
University of Helsinki, Finland

1. Little Spaces: The Learner and the Child, the Educator and the Practitioner
Promoting and Exploring the Relationships between Learners and Teacher/Practitioners; Progress towards Making a Difference
ANDREW SANDERS, RUBY OATES AND VAL WOOD
University of Derby, United Kingdom

2. Reconsidering the Basics: Professional Development for Teachers of Infants and Toddlers
DIANE HORM
University of Oklahoma-Tulsa, USA

3. Training Teaching Students to Promote Social Competence in their Daily Activities - a Case Study
CLODIE TAL
Levinsky College of Education, Israel
Symposium IV/5
Changes and development
Individual papers
ROOM: Building 3: KA 049 (CAPACITY 30 PEOPLE)

CHAIR: EDDIE MCKINNON
Pen Green Research Base, United Kingdom

1. Challenges and Possibilities for Professionalism in a Distributed Organization
LEENA HALTTUNEN
University of Jyväskylä, Finland

2. Building Early Intervention Supervision Competencies
PAULA SANTOS
University of Aveiro, Portugal

3. Creating Multifunctional Center Promoting Early Childhood Development
CARMEN ANGHELESCU
Centre for Education and Professional Development, Romania

Symposium IV/6
Teacher Education
Individual papers
ROOM: Building 3: KA 053 (CAPACITY 80 PEOPLE)

CHAIR: JENNY RITCHIE
Unitec Institute of Technology, New Zealand

1. Best Practices in Early Childhood Teacher Education: A Good Question
ÅSE AKSLEN (1), REBECCA NEW (2) AND METTE TRÆLAND (1)
(1) NLA College of Teacher Education, Norway
(2) University of North Carolina, USA

2. Living a Project not Learning a Project: An Action Research Study of Preservice Teacher Education
EUNJU YUN
Catholic University of Daegu, South Korea

3. The Effects of Thinking Skills Education on the Critical, Creative and Problem Solving Skills of Preschool Teacher Candidates
MUZEYYEN SEVINC AND EMEL TOK
Marmara University, Turkey
Symposium IV/7
Organisations of ECE
Individual papers
ROOM: Building 3: KA 052 (CAPACITY 70 PEOPLE)

CHAIR: BRIDGET EGAN
University of Winchester, United Kingdom

1. “Schatzsuche”: Searching for Treasures in Kindergarten – a Healthy and Active Program based on a Resource-oriented and Systemic Approach
SONJA QUANTE AND INES EISENBARTH
University Bayreuth, Germany

2. Helping Early Years Students to Understand Social Exclusion
KAREN ARGENT
Newman University College, United Kingdom

Symposium IV/8
Childhoods in ECE
Individual papers
ROOM: Building 4: HL-314 (CAPACITY 35 PEOPLE)

CHAIR: SALLY PETERS
University of Waikato, New Zealand

1. Active Participation and Professional Development
MARIT BØE
Telemark University College, Norway

2. Narratives from the Nursery: Deconstructing ‘Childhood’ Discourses to Better understand ‘Professional’ Practice
JAYNE OSGOOD
London Metropolitan University, United Kingdom

3. Empowering Early Childhood Educators’ Professional Development by a Maieutic Approach
ANNA BONDIOLI
University of Pavia, Italy
Symposium IV/9
Professionalism
Individual papers
ROOM: Building 3: KA 139 (CAPACITY 45 PEOPLE)

CHAIR: MIKE GASPER
Amber Publications and Training (APT)

1. The Practitioners as ‘Actors of Change’ in the Process of Professionalization in the Early Years: a Study of Video Narratives from the Seventies Until now
PEETERS JAN
Ghent University, Belgium

2. Team Coaching as the Best Means for Promoting Professional Development? - Methodological and Practical Issues
GESINE NEBE
Bildung:elementar, Germany

3. Ten Years Beyond the Examination – How Preschool Teachers Experience their Educational Work and Professional Knowledge
INGER HENSVOLD
Stockholm University, Sweden

Symposium IV/10
Children’s Learning I
Individual papers
ROOM: Building 3: KA 137 (CAPACITY 40 PEOPLE)

CHAIR: INGRID PRAMLING SAMUELSSON
University of Gothenburg, Sweden

1. Rethinking Learning: Portraits, Pedagogies and Pathways
LIBBY LEE
Murdoch University, Australia

2. Exploring Links between Gender Differences in Early Learning Competence and Children’s Classroom Behaviours: An Australian Study
SUE WALKER
Queensland University of Technology, Australia

MAGGIE HAGGERTY (1), LINDA MITCHELL (2) AND MANDY BLAKE (3)
(1) Victoria University of Wellington, New Zealand
(2) University of Waikato, New Zealand
(3) Wadestown Kindergarten, New Zealand

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Symposium IV/11
Assessment: Professional development
Individual papers
ROOM: Building 3: KA 136 (CAPACITY 35 PEOPLE)

CHAIR: TRISHA MAYNARD
Swansea University, United Kingdom

1. Needs Assessment of Kindergarten Teachers’ In-service Training on Integrating Digital Archives into Thematic Curriculum
CHING-CHING CHENG AND KUO-HUNG HUANG
Providence University, Taiwan

2. Developing Evaluation Strategies and Training for Early Childhood Education in the Helsinki Metropolitan Area, Finland
TUULIKKI VENNINEN, MIKKO OJALA AND ANNA-RIITTA MÄKITALO
University of Helsinki, Finland

3. Science Teacher Training Contexts and Teacher Competence on Inquiry Based Teaching
MARGARIDA AFONSO, DOLORES ALVEIRINHO AND HELENA TOMÁS
University of Lisbon, Portugal

Symposium IV/12
Multicultural Learning
Individual papers
ROOM: Building 3: KA 129 (CAPACITY 80 PEOPLE)

CHAIR: OLE FREDRIK LILLEMYR
Queen Maud’s College for Early Childhood Education, Norway

1. Promoting Early Foreign Language Learning in a Play-based Context
RENA SIVRÓPOULOU, ELENI GRIVA AND SOFIA EFREMIDOU
University of Western Macedonia, Greece

2. Preschool Teachers’ Reflections on Teaching and Learning Natural Science in Norwegian and Chinese Kindergartens.
ÅSTA BIRKELAND AND ANNE S. E. HAMMER
Bergen University College
Symposium IV/13
Mathematics I
Individual papers
ROOM: Building 2: V 209 (CAPACITY 30 PEOPLE)

CHAIR: JANNE FAUSKANGER
University of Stavanger, Norway

1. Insights into Seven and Eight Year Olds' Knowledge of Place Value: Implications for Primary Grades Mathematics Teaching and Learning
TRACY L. JOHNSON
Univeristy of North Carolina at Chapel Hill, USA

2. Teacher Evaluations on The Skills of Mathematics in Children from 6 to 10 years of Age
HELLE SIKKA
University of Tallinn, Estonia

BOB PERRY AND SUE DOCKETT
Charles Sturt University, Australia

Symposium IV/14
Creativity in ECE
Individual papers
ROOM: Building 2: G 202 (CAPACITY 60 PEOPLE)

CHAIR: WEI-YING HSIAO
Southern Utah University, USA

1. Creative Catalysts: Unlocking the Potential Power of Visual Art to Inspire Creative Pedagogies across Early Years Education
MEG WIELGOSZ
University of Melbourne and Mentone Grammar School, Australia

2. Engaging our Millennials
OLE C. BRUDVIK
Macquarie University, Australia
Symposium IV/15
The Learning Child – The Stavanger Project
Self-organised symposium
ROOM: Building 2: G 201 (CAPACITY 60 PEOPLE)

CHAIR: ANN-MARI KNIVSBERG
University of Stavanger, Norway

ELIN REIKERÅS AND SYNNØVE IVERSEN
University of Stavanger, Norway

2. The Learning Child – The Stavanger Project (Stage 1)
Presentation of Observation Schemes Covering Aspects of Language, Mathematics, Movement and Social Skills
INGER KRISTINE LØGE AND ELSA KALTVEDT
University of Stavanger, Norway

3. The Learning Child – The Stavanger Project. Inter-connective Aspects of the Development of Language, Mathematics, Movement and Social Skills
ELIN REIKERÅS AND SYNNØVE IVERSEN
University of Stavanger, Norway

Symposium IV/16
Young Children’s Language Learning and Language Mediated Learning in Kindergarten
Self-organised symposium
ROOM: Building 2: V 101 (CAPACITY 177 PEOPLE)

CHAIR: LIV GJEMS
Vestfold University College, Norway

1. Teacher Talk: Promoting Learning through Invitations to Negotiate Meaning in Conversations between Teachers and Children in Kindergarten
LIV GJEMS
Vestfold University College, Norway

2. Aesthetic Approach to Language Learning in Early Childhood Education
BILJANA C. FREDRIKSEN
Vestfold University College, Norway

3. Learning about the World! The Importance of Taxonomies in Language Development
NORUNN ASKELAND
Vestfold University College, Norway
Symposium IV/17
Children’s Perspective Considering Health and Outdoor Play
Self-organised symposium
ROOM: Building 2: G 101 (CAPACITY 55 PEOPLE)

CHAIR: KARI-ANNE JØRGENSEN
Vestfold University College, Norway

1. Children’s Play and Learning in the Context of the Poetic Landscapes
KARI-ANNE JØRGENSEN
Vestfold University College, Norway

2. How do Parents and Preschool Teachers Understand and Reflect on Topics Related to Health Care?
KATHRINE BJØRGEN
Queen Maud’s College of Early Childhood Education, Norway

3. Preschool Children’s Intensity in Outdoor Physical Active Play Related to Preschool Outdoor Environments
RUNE STORLI AND TROND LØGE HAGEN
Queen Maud’s College of Early Childhood Education, Norway

Symposium IV/18
Learning and assessment – challenges for emergent professionals in five European countries
Self-organised symposium
ROOM: Building 1: E 264 (CAPACITY 70 PEOPLE)

CHAIR: PAULETTE LUFF
Anglia Ruskin University, United Kingdom

1. Learning and Assessment – Challenges for Emergent Professionals in five European Countries – an introduction to the project
LUDO HEYLEN
Catholic University Leuven, Belgium

2. Creating a Questionnaire for Cross-cultural Comparative Research: Some Methodological Challenges
THEODORA PAPATHEODOROU
Anglia Ruskin University, United Kingdom

3. Pre-school Student Teachers’ Conceptions and Experiences of their Learning
ANNELI NIJKKO
University of Joensuu, Finland
Symposium IV/19
CLASS: Active Learning
Self-organised symposium
ROOM: Building 1: E 166 (CAPACITY 100 PEOPLE)

CHAIR: JACQUELINE HENRY
University of Strathclyde, United Kingdom

1. CLASS: Active Learning - Design and Main Indicative Findings
JACQUELINE HENRY
University of Strathclyde, United Kingdom

2. CLASS: Active Learning –Changing Perceptions of Teachers, Children and Parents
SHARON DOBBIE
University of Strathclyde, United Kingdom

3. An Effective CPD Model for Active Learning
JENNIFER LOGUE
University of Strathclyde, United Kingdom

Symposium IV/20
Young Children as Active Participants in Institutions
Self-organised symposium
ROOM: Building 1: E 262 (CAPACITY 70 PEOPLE)

CHAIR: GUNILLA HALLDÉN
Linköping University, Sweden

1. Methodological and Ethical Challenges Related to Research in Small Children’s Daily Lives in Day-care Centers
NINA WINGER
Oslo University College, Norway

2. “Back to the Puddle”
BRIT JOHANNE EIDE
Oslo University College, Norway

3. Teachers’ Mediation of Peer-relations between Children under The Age of Three
ELLEN OS
Oslo University College, Norway
Symposium IV/21
Shifting the Paradigm from Nature Study to Education for Sustainability: Research Perspectives from Down Under
Self-organised symposium
ROOM: Building 1: E 164 (CAPACITY 100 PEOPLE)

CHAIR: SUE ELLIOTT
RMIT University, Australia

1. ‘Ripples of Action’: A Case Study in a Kindergarten that Investigates Young Children’s Contribution to Environmental Sustainability
SUE VAEALIKI
New Zealand Childcare Association, New Zealand

2. Natural Outdoor Play Spaces as Contexts for Early Childhood Education for Sustainability
SUE ELLIOTT
RMIT University, Australia

3. Education for Sustainability in a Childcare Centre: Investigating Educational Leadership and Change
JULIE M. DAVIS
Queensland University of Technology, Australia

Symposium IV/22
Opening Windows by Engaging Parents in Inclusive and Open Dialogues: Working from Research into Practice
Self-organised symposium
ROOM: Building 1: E 162 (CAPACITY 70 PEOPLE)

CHAIR: CHRISTINE PASCAL AND TONY BERTRAM
Centre for Research in Early Childhood, St. Thomas Centre, United Kingdom

1. Opening Windows by Engaging Parents in Inclusive and Open Dialogues: Working from Research into Practice
CHRISTINE PASCAL AND TONY BERTRAM
Centre for Research in Early Childhood, St. Thomas Centre, United Kingdom

2. Opening Windows by Engaging Parents in Inclusive and Open Dialogues: Working From Research into Practice
DALVIR GILL
Centre for Research in Early Childhood, United Kingdom

3. Equitable and Inclusive Education in The Early Years
MAUREEN SAUNDERS
Centre for research in early childhood, United Kingdom
FRIDAY, 5th SEPTEMBER – SYMPOSIUM SET V – 16:15 – 17:45

Symposium V/1
Learning
Individual papers
ROOM: Building 4: HL-314 (CAPACITY 35 PEOPLE)

CHAIR: ANETTE SANDBERG
Mälardalen University, Sweden

1. Turned on to Learning? ‘Active Learning’ at the Start of Primary School
CHRISTINE STEPHEN
University of Stirling, United Kingdom

2. A Case Study of Learning Dispositions and Learning Architecture
ANNE SMITH
University of Otago, New Zealand

3. "I Play a Lot:" Children’s Perceptions of Their Child Care Experiences
DEBORAH CEGLOWSKI
University of North Carolina at Charlotte, USA

Symposium V/2
Play, Physical Activity
Individual papers
ROOM: Building 4: HL-313 (CAPACITY 35 PEOPLE)

CHAIR: ALEX MORGAN
Swansea University, United Kingdom

1. Connections for Learning: The Role of Supported Playgroups in Supporting Transitions to School
CHRISTINE WOODROW (1) AND DIANNE JACKSON (2)
(1) University of Western Sydney, Australia
(2) Connect Child and Family Services, Blue Mountains, Australia

2. ‘Strong and Ready for School by Physical Activity” – Successful Transition Practices
INA THIEME
University of Bayreuth, Germany
Symposium V/3
Relationships and Attachment
Individual papers
ROOM: Building 4: HL-301 (CAPACITY 35 PEOPLE)

CHAIR: TIM WALLER
University of Wolverhampton, United Kingdom

1. “Early Childhood Educators as Partners with Parents in Interventions with High Risk Families”
KAYE COLMER
Lady Gowrie Child Centre, Australia

2. To What Extent do Childcare Providers Provide for and Support Children’s Emotional Development and How can They be Supported in This.
MÁIRE CORBETT
National Children’s Nurseries Association, Ireland

3. Perspectives on the Role and Value of Parent and Toddler Groups
MARION BRENNAN AND IRENE GUNNING
IPPA The Early Childhood Organisation, Ireland

Symposium V/4
The Question of Power II
Individual papers
ROOM: Building 4: HL-300 (CAPACITY 35 PEOPLE)

CHAIR: KYLIE ANNE SMITH
University of Melbourne, Australia

1. Children as Participants in Early Childhood Education. How Does that Influence the Adults?
TOVE LAFTON
Oslo University College, Norway

2. Language and Ethnic Diversity. A Problematizing of Discourses and Power in Early Childhood Education
INGEBORG SÆBØE HOLTEN
Oslo University College, Norway

3. Reconsidering the Basics in Collecting Data for Childhood Research: Giving Children Active Roles in a Research Project
PIA SUNDVALL
Oslo University College, Norway
Symposium V/5
Culture, Migration
Individual papers
ROOM: Building 3: KA 050 (CAPACITY 40 PEOPLE)

CHAIR: IRIS DUHN
The University of Auckland, New Zealand

1. Culturally Relevant Character Education through Mythicism and Legends for Indigenous Children in Taiwan
CHUN-WEN LIN
National Pingtung University of Science and Technology, Taiwan

2. A Study on Parent-teacher Communication with Those Mothers who are New Immigrants - Example of Preschool.
HSUEH-SHAN CHANG (1) AND FANG-HIS CHIU (2)
(1) Providence university, Taiwan
(2) Yyuda technology college, Taiwan

3. Life Space of Small Children with Severe Disabilities as Visible in Their Homes
LIYA KALINNIKOVA
Pomor State University named after M.V.Lomonosov, Archangelsk, Russia

Symposium V/6
Research Perspectives
Individual papers
ROOM: Building 3: KA 053 (CAPACITY 80 PEOPLE)

CHAIR: CARMEN DALLI
Victoria University of Wellington, New Zealand

1. To what Extent Have the Children’s Centres in England Taken on a Research Culture?
ELISABETH CARRUTHERS AND LOUISE WHITE
Redcliffe Children’s Centre, England

2. To Construct Early Childhood Education as Science as Part of Preschool Teacher Education
TARJA LIINAMAA, RAJUA RAITTILA AND LEILA TUOMINIEMI
University of Jyväskylä, Finland

THOMAS MOSER (1), BENTE JENSEN (2), INGE JOHANSSON (3), JAN KAMPmann (4), MICHAEL SØGAARD LARSEN (2), SVEN ERIK NORDENBO (2) AND NIELS PLOUG (5)
(1) Vestfold University College, Norway
(2) Aarhus University, Denmark
(3) Stockholm University, Sweden
(4) Roskilde University, Denmark
(5) Danish National Centre for Social Research, Denmark
Symposium V/7
Inclusive Education
Individual papers
ROOM: Building 3: KA 052 (CAPACITY 70 PEOPLE)

CHAIR: ÅSTA BIRKELAND
Bergen University College

1. The Silent Child in the Kindergarten, School and Home. A Qualitative Observation and Interview Study of Children with Selective Mutism.
HEIDI OMDAL
University of Stavanger, Norway

2. Assessment of Approaches Posed by the Teachers and Students towards Application of Sexual Non-Discrimination Training Programme Developed for 6 Years Olds in Receipt of Preschool Education
GULCIN KARADENIZ
T.C. Maltepe University, Turkey

3. Is There Anything Worse than Being Blind? Of Course, People who Can See but Have no Vision (Helen Keller).
BRONWYN GLASS
Botany Downs Kindergarten, New Zealand

Symposium V/8
Language - Parent Involvement
Individual papers
ROOM: Building 3: KA 051 (CAPACITY 70 PEOPLE)

CHAIR: JAYNE OSGOOD
London Metropolitan University, United Kingdom

1. The Influence of Parent Involvement in Early Childhood on Children's Early Learning Competence and Approaches to Learning: An Australian Study
DONNA BERTHELSEN
Queensland University of Technology, Australia

2. “Burning Eyebrows” – Mediating Culture and Language Through the Use of Dual-language Storybooks
JAMES MA
Canterbury Christ Church University, United Kingdom

3. Rapid Automated Naming/rapid Serial Naming Skill Connection to Reading Skills. An Estonian Experiment
KADI LUKANENOK
Tallinn University, Estonia
Symposium V/9
Inclusion in ECE
Individual papers
ROOM: Building 3: KA 139 (CAPACITY 45 PEOPLE)

CHAIR: MARTHA LEA
University of Stavanger, Norway

1. Pedagogies of Inclusive Transition to School
ANNE PETRIWSKYJ
Queensland University of Technology, School of Early Childhood, Australia

2. What Difference? Making a Difference in Inclusive Education.
EUCHARIA MCCARTHY AND MARY MOLONEY
Mary Immaculate College, University of Limerick, Ireland

3. ‘Therapy’ at Pre-school: Experiencing the Disparate Discourses Involved in Integrated Practice
JANE PAYLER (1), ROSIE FLEWITT (2) AND MELANIE NIND (3)
(1) University of Winchester, United Kingdom
(2) The Open University, United Kingdom
(3) University of Southampton, United Kingdom

Symposium V/10
Mathematics II
Individual papers
ROOM: Building 3: KA 137 (CAPACITY 40 PEOPLE)

CHAIR: JEF VAN KUYK
Cito Netherlands, The Netherlands

1. Mathematics as Cultural Praxis
JYRKI REUNAMO AND JARI-MATTI VUORIO
University of Helsinki, Finland

2. ‘Really, What do Children see When They See a Square?’ Young Children Describing, Constructing and Reflecting on Squares.
CHRISTALLA PAPADEMETRI-KACHRIMANI
European University Cyprus, Cyprus

3. Early Childhood Mathematics Teaching: Challenges, Difficulties and Priorities of Teachers of Young Children in Primary School in Ireland.
ELIZABETH DUNPHY
St. Patrick’s college, Ireland
Symposium V/11
Children's Learning II
Individual papers
ROOM: Building 3: KA 136 (CAPACITY 35 PEOPLE)

CHAIR: WENDY SCHILLER
University of South Australia, Australia

1. How Sustainable is Children's Coping in the Initial Stage of Education: Empirical Analysis
LEIDA TALTS
Tallinn University, Estonia

2. Views on Learning and Teaching in Preschool Curricula
BRYNDIS GARDARSDOTTIR
Iceland University of Education, Iceland

Symposium V/12
Curriculum Development and Implementation
Individual papers
ROOM: Building 3: KA 129 (CAPACITY 80 PEOPLE)

CHAIR: WENDY LEE
University of Waikato, New Zealand

1. Curriculum Development for Pre-school Education in Estonia
MAARJA HALLIK, KATRIN KALAMEES-RUUBEL AND URVE LÄÄNEMETS
Avita Publishing Building, Estonia

2. A new Framework Plan – a new Practice?
How is the Framework Plan Interpret and Implemented? An Interview study among Directors of Education

SOLVEIG NORDTØMME AND HILDE DEHNES HOGSNES
Vestfold University College, Norway

SOLVEIG ØSTREM
Vestfold University College, Norway
Symposium V/13

Play
Individual papers
ROOM: Building 2: V 209 (CAPACITY 30 PEOPLE)

CHAIR: BERIT GRINDLAND
University of Stavanger, Norway

1. Exploring the Aesthetics of Simulacra in Play for Play-based Curriculum
HAE-RYUNG YEU
Yeungnam University, Republic of Korea

JENNIFER WORSLEY
University of Wolverhampton, United Kingdom

3. Creative Aspects in the Learning Environment of Gifted Children
INKERI RUOKONEN
University of Helsinki, Finland

Symposium V/14

Kindergartens Responsibility and Challenges Concerning Sustainable Development
Discussion group
ROOM: Building 2: V 208 (CAPACITY 30 PEOPLE)

CHAIR: INGER HILMO, KARI HOLTER AND GURI LANGHOLM
Oslo University College, Norway

Symposium V/15

Leading the way to Europe: Promoting Professionalism and Research in Early Childhood through Collaboration in Higher Education
Discussion group
ROOM: Building 1: E 262 (CAPACITY 70 PEOPLE)

CHAIR: MATHIAS URBAN
Martin-Luther-University Halle-Wittenberg, Germany
Symposium V/16
Work Based Learning, a Tool for Development and Sustainable Changes in Kindergartens?
Discussion group
ROOM: Building 1: E 166 (CAPACITY 100 PEOPLE)

CHAIR: HEID OSNES AND ANIKKE HAGEN
Oslo University College, Norway

Symposium V/17
Positive Behaviour in the Early Years 0-6
Self-organised symposium
ROOM: Building 2: G 202 (CAPACITY 60 PEOPLE)

CHAIR: ALINE-WENDY DUNLOP
University of Strathclyde, United Kingdom

1. Positive Behaviour Study: Does Environment Matter?
ALINE-WENDY DUNLOP AND JACQUELINE HENRY
University of Strathclyde, United Kingdom

2. Positive Behaviour Study: Parental Perspectives
JACQUE FEE AND PETER LEE
University of Strathclyde, United Kingdom

3. Positive Behaviour Study: Children’s Well-being and Involvement
JACQUELINE HENRY AND ALINE-WENDY DUNLOP
University of Strathclyde, United Kingdom
Symposium V/18
Developments in Practice and Policy in Early Childhood in England
Self-organised symposium
ROOM: Building 2: G 201 (CAPACITY 60 PEOPLE)

CHAIR: HELEN MOYLETT
National Strategies, United Kingdom

1. Observation, Assessment and Planning in the EYFS: From Policy to Practice
VICKY HUTCHIN
National Strategies, United Kingdom

2. Developing the Outdoor Learning Environment - From Policy to Practice.
ANDREW LOCKETT
National Strategies, United Kingdom

3. Adults as Co-researchers: From Policy to Practice - Interpreting the EYFS
SALLY JAECKLE
National Strategies, United Kingdom

Symposium V/19
Interdependent Wellbeing within Early Childhood Enactment in Aotearoa.
Self-organised symposium
ROOM: Building 2: G 101 (CAPACITY 55 PEOPLE)

CHAIR: JENNY RITCHIE
Unitec Institute of Technology, New Zealand

1. Interdependent Wellbeing within Early Childhood Enactment in Aotearoa.
JENNY RITCHIE
Unitec Institute of Technology, New Zealand

CHERYL RAU
UNITEC, New Zealand
Symposium V/20
Parents, Children and Teachers – Everybody Learning together in Community Programs
Self-organised symposium
ROOM: Building 2: V 101 (CAPACITY 177 PEOPLE)

CHAIR: GERRY MULHEARN
University of South Australia, Australia

1. A Policy Dilemma: Is This for the Parents or the Children?
GERRY MULHEARN
University of South Australia, Australia

2. The Whole is More than the Parts – Parents Engaging with Their Children’s Learning on a Daily Basis.
JUDE JONES AND VERONICA KENNY
Department of Education and Children’s Services, Australia

3. “Now I Get it- You Want us to Learn so We can Help our Children to Learn!”
JANE HARGREAVES
University of South Australia, Australia

Symposium V/21
Responding to Young Children’s Perspectives
Self-organised symposium
ROOM: Building 1: E 264 (CAPACITY 70 PEOPLE)

CHAIR: SUE DOCKETT
Charles Sturt University, Australia

1. Beyond Listening: Translating Research into Practice
ALISON CLARK AND LUCY WILLIAMS
Roehampton University, United Kingdom

2. Beyond Listening: Ethical Tensions in Researching with Young Children
SUE DOCKETT AND BOB PERRY
Charles Sturt University, Australia

3. Beyond Listening: Ethical Issues in Conducting and Interpreting Research with Children
JOHANNA EINARSDOTTIR
Iceland University, Iceland
Symposium V/22
Special Interest Group: Learning through Participation: Symposium:
Young Children’s Language Learning and Language Mediated Learning
in Kindergarten
Self-organised symposium
ROOM: Building 1: E 164 (CAPACITY 100 PEOPLE)

CHAIR: LIV GJEMS
Vestfold University College, Norway

1. The Formal Conversations with Parents in Kindergartens – a Critical Perspective
WILLY AAGRE
Vestfold University College, Norway

2. In Which Way do the Preschool Teachers Advocate Children's Participation in a
Joint Formation of a Project?
TURID THORSBY JANSEN AND KRISTIN R. THOLIN
Vestfold University College, Norway
Symposium VI/1
Democracy, Discussion Space
Individual papers
ROOM: Building 1: E 164 (CAPACITY 100 PEOPLE)

CHAIR: BENTE JENSEN
Aarhus University, Denmark

1. Learning from the Children: Exploring Methods to Give Young Children a Voice in Research
CHRISTINE STEPHEN
University of Stirling, United Kingdom

2. To What Extent does Current Training of Staff Support the Empowerment of Children within a Full Day Care Setting
FIONA KELLEHER
National Children’s Nurseries Association, Ireland

3. The Right to Choose: How to Enhance Infants and Toddlers’ Choice and Initiative
DALILA LINO
University of Maine at Farmington, USA

Symposium VI/2
Friendship, Peers and Negotiations
Individual papers
ROOM: Building 1: E 262 (CAPACITY 70 PEOPLE)

CHAIR: KARIN LAGER
University of Gothenburg, Sweden

1. Philosophy with 5-year Olds
BEATE BØRRESEN
Oslo University College, Norway

2. Self Report from Young Children: Presentation of a New Method and its Effectiveness in Norway and Australia
KAREN THORPE, COLLETTE TAYLER, ANNE I. H. BORGE AND SUSAN DANBY
Queensland University of Technology, Australia

3. Negotiating Strategies among Toddlers
TORGEIR ALVESTAD
University of Gothenburg, Sweden
Symposium VI/3
Learning and Assessment
Individual papers
ROOM: Building 3: KA 050 (CAPACITY 40 PEOPLE)

CHAIR: PÄIVI LINDBERG
STAKES, National Research and Development Centre for Welfare and Health, Finland

1. How are Young Children Pursuing their Schemas in a Day Care setting?
FRANCES ATHERTON
University of Chester, England

2. “..And at The Sixth it Works”..: Reconsidering the Process of Creating Successful Assessments Procedure
KAREN MARIE EID KAARBY
Oslo University College, Norway

3. The Meaning of Participation and Assessment in Everyday Life in Norwegian Kindergartens – a Critically Discussion
BRIT NORDBRØND
Oslo University College, Norway

Symposium VI/4
Learning in Outdoor Environment
Individual papers
ROOM: Building 3: KA 053 (CAPACITY 80 PEOPLE)

CHAIR: ANDREW LOCKETT
National Strategies, United Kingdom

1. Places for Children: Investigating the Characteristics of Good Outdoor Environments for Young Children in Early Childhood Programmes
JAN WHITE AND HELEN WOOLLEY
University of Sheffield, United Kingdom

2. "You May Die if You Get too Dry!" Pedagogical Values of Outdoor Learning
EMILIE FOYN-BRUUN, ANNE ENGH AND AUDUN EMIL TVEDTEN
Vestfold University College, Norway

3. Exploring Reggio Outside: Children Playing and Learning in the Outdoor Environment
TRISHA MAYNARD, JANE WATERS AND JENNIE CRIDLAND
Swansea University, United Kingdom
Symposium VI/5
Language Development
Individual papers
ROOM: Building 3: KA 052 (CAPACITY 70 PEOPLE)

CHAIR: NORUNN ASKELAND
Vestfold University College, Norway

1. Child’s Storytelling: The Effect of Preschool and Family Environment
URŠKA FEKONJA PEKLAJ, LJUBICA MARJANOVIČ UMEK AND SIMONA KRANJC
University of Ljubljana, Slovenia

2. Strong Language Development for Weak Learners.
WIEKE BOSCH (1), MARIANNE LUIJCKX (2) AND JOSÉ SMEETS (1)
(1) Hogeschool IPABO Amsterdam/Alkmaar, The Netherlands
(2) Teacher Primary School, Amstelveen, The Netherlands

3. The Effects of Reading Experiences and Reading Activities in Preschool
TRUDE HOEL
University of Stavanger, Norway

Symposium VI/6
Play and Communication
Individual papers
ROOM: Building 1: E 166 (CAPACITY 100 PEOPLE)

CHAIR: JENNIFER CARTMEL
Griffith University, Australia

1. Developing Children’s Communicative Skills in Learning Environment in Small Children’s Kindergarten Group
RIITTA KORHONEN
University of Turku, Finland

2. Reflecting on The Basics of Learning through The Study of Children’s Sociodramatic Play
CARMEL BRENNAN
DIT and IPPA, the Early Childhood Organisation, Ireland

3. Young children’s playfully complex communication: Distributed imagination
SOPHIE ALCOCK
Victoria University of Wellington, New Zealand
Symposium VI/7
Learning Environment
Individual papers
ROOM: Building 3: KA 051 (CAPACITY 70 PEOPLE)

CHAIR: PETRA LUCK
Liverpool Hope University, United Kingdom

1. Reducing Misbehaviors: The Process of Creating a DAP Learning Environment for Toddlers
(1) WEI-YING HSIAO AND (2) TSUNG-HUI TU
(1) Southern Utah University, USA
(2) Kent State University, USA

2. Learnscape or Room for Cultural Appreciation
ARNE MARIUS SAMUELSEN
Telemark University College, Norway

3. “Schatzsuche”: Hunting for Treasures to Create a Motivating Surrounding for Children under Three
SUSANNE WOLF
University of Bayreuth, Germany

Symposium VI/8
Future Challenges in Education
Individual papers
ROOM: Building 3: KA 139 (CAPACITY 45 PEOPLE)

CHAIR: DENISE HEVEY
University of Northampton, United Kingdom

1. Engaging our Millennials
OLE CHRISTIAN BRUDVIK
Macquarie University, Australia

2. Stories Unsung - Using Music Theatre to Empower Isolated Families
DONALD MCKAY
Ryerson University, Canada

3. About Hospitality in French Preschool
SYLVIE RAYNA
INRP-University, France
Symposium VI/9
Culture and Inclusion
Individual papers
ROOM: Building 3: KA 138 (CAPACITY 45 PEOPLE)

CHAIR: DIANNE JACKSON
University of Western Sydney and Connect Child and Family Services, Australia

1. Curriculum for Early Childhood: Let me Count The Ways
BERENICE NYLAND
RMIT University, Australia

2. Guiding Childcare Practitioners through Observations, Planning & Reflective Practice
KATHLEEN TUITE
National Children's Nurseries Association, Ireland

3. Education for Children with Disabilities in Azerbaijan: Barriers and Opportunities
ULVIYYA MIKAYLILOVA
Center for Innovations in Education, Azerbaijan

Symposium VI/10
Policy - Quality
Individual papers
ROOM: Building 3: KA 137 (CAPACITY 40 PEOPLE)

CHAIR: MICHELLE J. NEUMAN
Open Society Foundation, United Kingdom

1. Free Early Childhood Education in New Zealand – A Paradigm Shift?
NANCY BELL
New Zealand Childcare Association, New Zealand

2. Early Childhood Education: The Pakistani Experience
MEHNAZ AZIZ
Children's Resources International, Pakistan
Symposium VI/11
Drama and Creativity
Individual papers
ROOM: Building 3: KA 136 (CAPACITY 35 PEOPLE)

CHAIR: ELSE CATHRINE MELHUUS
Agder University, Norway

1. Some Perspectives after One Year in an Action Research Project in a Multicultural Kindergarten
JORUNN MELBERG
University of Stavanger, Norway

2. The Meaning of Creative Activities for Toddlers as Seen through The Eyes of Their Teachers.
MAI SEIN
Tallinn University, Estonia

3. Creative Learning, Concept Development and Dramatic Interventions in Child – Initiated Play
ELENI KANIRA
Birmingham City University, United Kingdom

Symposium VI/12
Transition to School
Individual papers
ROOM: Building 3: KA 129 (CAPACITY 80 PEOPLE)

CHAIR: REIDAR MOSVOLD
University of Stavanger, Norway

1. Interacting Situations in Early Childhood Educators’ Child-centered Pedagogy
ANNELI NIIKKO
University of Joensuu, Finland

2. Transition to School: What Children Think about How it Works and How it is Going to be Different Things.
KAY MARGETTS
The University of Melbourne, Australia

3. Child’s Transition from Nursery School to Primary School in Estonia – Parental View
KERSTIN KÖÖP
Tallinn University, Estonia
Symposium VI/13
Teacher Education, Students
Individual papers
ROOM: Building 1: E 264 (CAPACITY 70 PEOPLE)

CHAIR: ARVE GUNNESTAD
Queen Maud’s College of Early Childhood Education, Norway

1. The Relationship between Student and Mentor in Preschool Teacher Education
TARJA LIINAMAA
University of Jyväskylä, Finland

2. Women Practitioner's Reflective Learning Journeys to Professionalism
ELAINE HALLET
University of Derby, United Kingdom

3. How to Create the Educational Situation that Promotes Formation of Students’ Responsibility
MARE TUISK
Tallinn University, Estonia

Symposium VI/14
Toddlers, Participation
Individual papers
ROOM: Building 2: V 101 (CAPACITY 177 PEOPLE)

CHAIR: MIRIAM K. ROSENTHAL
Hebrew University, Israel

1. Toddlers in Preschools - Possibilities and Hinderances within The Daily Schedule.
GUDRUN BJARNADOTTIR
Iceland University of Education, Iceland

2. Toddlers are More or Less active Participants in Finnish Day Care Centres
MARJATTA KALLIALA
University of Helsinki, Finland

3. Participation among Small Children in The Everyday Life in a Norwegian Kindergarten
ANNE GREVE AND ANNETTE KRISTOFFERSEN WINJE
Oslo University College, Norway
Symposium VI/15
Development, Strategies
Individual papers
ROOM: Building 2: G 201 (CAPACITY 60 PEOPLE)

CHAIR: NINA ROSSHOLT
Vestfold University College and Norwegian Center for Child Studies (NOSEB), Norway

1. The "Integrative Psycho-pedagogical Model" of Early Childhood Education Professionals in the Kibbutzim in Israel
RONIT PLOTNIK (1) AND NIRA WAHLE (2)
(1)Kibbutzim College of Education, Israel
(2)Kibbutzim College of Education and Hebrew University of Jerusalem, Israel

2. Vygotskian Developmental Cognitive Curriculum for Early Years. Implementing Vygotsky: Pedagogical Implications and Challenges
GALINA DOLYA
Key to Learning, United Kingdom

3. Greek Preschool Teachers’ Perspectives on the New Curriculum and its Implementation
EFSTRATIA SOFOU (1) AND VASSILIOS TSAFOS (2)
(1)Hellenic Pedagogical Institute, Greece
(2)University of Athens, Greece

Symposium VI/16
Participation
Individual papers
ROOM: Building 2: G 202 (CAPACITY 60 PEOPLE)

CHAIR: JOANNE AILWOOD
Queensland University of Technology, Australia

1. Models in the Education of Pre-school Children in Kindergartens
RENATA MILJEVIĆ-RIDIČKI
University of Zagreb, Croatia

2. What is a Housewife? Doing Bourdieu in Kindergarten
RØNNAUG SØRENSEN
Vestfold University College, Norway

3. Emergent Literacy in Norwegian Preschools: Teachers' Beliefs and Practices
JENNY MIGLIS SANDVIK
University of Stavanger, Norway
Symposium VI/17
The Function of Digital Objects in Children’s Social and Linguistic Growth and Education in Kindergarten Settings
Discussion group
ROOM: Building 2: V 208 (CAPACITY 30 PEOPLE)

CHAIR: KNUT STEINAR ENGELSEN
Stord/Haugesund University College, Norway

Symposium VI/18
A Day in the Life of an Early Years Practitioner
Discussion group
ROOM: Building 2: V 209 (CAPACITY 30 PEOPLE)

CHAIR: CARMEN DALLI
Victoria University of Wellington, New Zealand

Symposium VI/19
Images of Transition
Self-organised symposium
ROOM: Building 2: G 101 (CAPACITY 55 PEOPLE)

CHAIR: SUE DOCKETT
Charles Sturt University, Australia

1. Images of Children Starting School in Icelandic Mass Media
JOHANNA EINARSDOTTIR
Iceland University of Education, Iceland

2. Learning Dispositions to Key Competencies: Navigating Learning Journeys across the Border from Early Childhood Education to School
SALLY PETERS
University of Waikato, New Zealand

3. Transition to University: Transition to School
HILARY FABIAN
Glyndŵr University, United Kingdom

4. Follow Your Nose! -- Exploring a School's Odours as a Stimulant for Discussions with Children about Transition from Kindergarten to School
WILFRIED GRIEBEL AND RENATE NIESEL
State Institute of Early Childhood Research (IFP), Germany
5. Preschools and Primary Schools in Ireland: Classroom Context
MARY O’KANE
Dublin Institute of Technology, Ireland

6. Children’s Views on Their Learning in Playschool and Primary School
SIGRIDUR STURLUDOTTIR
Iceland University of Education, Iceland

7. Transition through Generations
TUIJA TURUNEN
University of Lapland, Finland

8. Voices of Children in Transition to School
BOB PERRY AND SUE DOCKETT
Charles Sturt University, Australia

Symposium VI/20
Pedagogical Standards as a Tool for Advancing Change and Promoting Quality in Education: The ISSA Experience
Self-organised symposium
ROOM: Building 1: E 162 (CAPACITY 70 PEOPLE)

CHAIR: AIJA TUNA
International Step by Step Association (ISSA), Hungary

1. Becoming a Professional: Role of The ISSA Pedagogical Standards
AIJA TUNA AND DAWN TANKERSLEY
International Step by Step Association (ISSA), Hungary

2. International Pedagogical Standards – Advocacy Tool for Influencing Positive Changes of National Educational Policies in Central/Eastern Europe and Central Asia
REGINA RIMKIENE AND REGINA SABALIAUSKIENE
Center for Innovative Education, Lithuania

3. International Pedagogical Standards as a Tool for Mentoring in Professional Development of Teachers
TATJANA VONTA
Koper Educational Research Institute, Slovenia
POSTER PRESENTATIONS

THURSDAY, 4TH SEPTEMBER 16.15 -17.30

ROOM: Building 1, Kjølv Egelands House, Exhibition area

Construction Play Development 2-7 years
ARNE TRAGETON
Stord/Haugesund University College, Norway

Co-authoring Learning Stories with Children
GERARD MCKERNAN
Coatholm Nursery School, North Lanarkshire Council, Scotland

Japanese Kindergarten and Elementary-school Teachers' Perceptions of Children's Optimal Development: an Analysis of their Responses to the Video Clips in each Setting
MASATOSHI SUZUKI
Hyogo University of Teacher Education, Japan

A study on the Images of Practical Terms used in Teachers’ Narratives of their Practice: Comparative Analysis of Japanese Kindergarten and Elementary-school Teachers
TAKAKO NOGUCHI
Faculty of Human Life, Japan

Early Numeracy in the Transition from Kindergarten to Primary school – A Longitudinal study
MEIKE GRUESSING
University of Oldenburg, Germany

Playing with Sciences at Reykjavik Winter Festival – project
KRISTIN DYRFJORD
University of Akureyri, Iceland

Firm Foundations - Shaping Babies' Futures
CLAIRE STEVENSON, DONNA LUCK AND VERONICA LAWRENCE
Northamptonshire County Council, United Kingdom

The Effects of Intersubjective Utterances during Play on Intimacy Formation among Three-year-olds
AYAKO TAKAZAKURA
University of Tokyo/Research Fellow of the Japan Society for the Promotion of Science, Japan

The Comparison of Estonian and Finnish Pre-school Teachers’ Conceptions of the Basis of Educational Action in Day Care
ANNELI NIINKO AND AINO UGASTE
University of Joensuu, Finland and University of Tallinn, Estonia

Supporting the Transition from Kindergarten to Elementary School
LILIAN FRIED, PATRICK ISELE AND JULIANE STUDE TU
Dortmund University, Germany
Creative Movement and Experiences of Nature in Early Childhood
GORDANA SCHMIDT, MARJANCA KOS
University of Ljubljana, Slovenia

Fathers at the Nursery Door - Fathers at the Nursery Door - Recording the Views of Male Care-givers and Early Years' Practitioners in Services for Children and Their Families
ANDREW SANDERS AND TIM KAHN
University of Derby and Pre-School Learning Alliance, United Kingdom

Three Third-Grade Teachers Implement Character Education in a Private Elementary School in Taiwan.
CHIN-KUO WANG
Providence University, Taiwan

Cultural Values in Professionals' Practices in the Baby Section of Daycare Centers: Reflection from Comparison of Japanese and French Professionals' Responses to Baby's Crying
MIWAKO HOSHI-WATANABE
Jumonji University, Japan

An Action Research on Building the Whole Music Context for Young Children
JI-AE KIM AND SHUNAH CHUNG
Sookmyung Women's University, Korea

The HPCE Questionnaire as a Reliable Statistical Instrument for the Study of Health Promotion in Childhood Education in Portugal
GLICERIA GIL AND JOSE ALVES DINIZ
Technical University of Lisbon, Portugal

Pedagogical tasks of Childcare According to Parents and Professionals in Childcare
GREET DE BRAUWERE AND AGNES BILTRIS
University College Ghent, Belgium

Arts Education in Cyprus: Developing Artistic Activities in Early Childhood Settings
NOPI NICOLAOU TELEMACHOU
University of Cyprus, Cyprus

Developing Mathematical Activities for the Early Years; Teacher Learning Through Classroom Research
CHRISTALLA PAPADEMETRI-KACHRIMANI AND MARIA SHIAKALLI
European University Cyprus, Cyprus

Nature and Outdoor Preschools in Norway are Attractive to Men!
KARI EMILSEN AND OLAV B. LYSKLETT
Queen Maud's University College, Norway

New Roles for Day-care Unit Leaders Following an Organizational Change to a Two-level Model in the Municipal Administration
KARI HOÅS MOEN AND PER TORE GRANRUSTEN
Queen Maud's University College, Norway

Finding Research Questions: Preschool Students and Teaching Staff in Cooperating R & D
MERETHE HAGEWICK, RENATHE INDBREØ, WENCHE ØPSTEBØ AND ÅSE AKSLEN
NLA College of Teacher Education, Norway
Teachable Moments vs. Careable Moments: Rethinking Teachers’ Roles for Children’s Emotional Development
SOYOUNG SUNG
Keimyung University, Republic of Korea

Videoconferencing in Early Childhood Education: the “Staying in touch” Project
MARIA FIGUEIREDO, NELSON A. F. GONÇALVES AND CRISTINA GOMES
Polytechnic Institute of Viseu, Portugal

Creating Opportunities for the child Protagonism: the Documentation of a Project
OFÉLIA LIBÓRIO AND PAULA SANTOS
University of Aveiro, Portugal

Kindergarten as an Arena for Cultural Formation
A Research Project on Conditions for Cultural Formation and Change
ELIN ERIKSEN ØDEGAARD
Bergen University College, Norway

Nature Study Trail and Learning Outdoors – Preschool Teacher’s Important Helpers for Giving Ecological Education at Pre-school Age.
LEHTE TUULING
Tallinn University, Estonia

Parental Educational Values in Estonia
AINO UGASTE AND TIIA ÕUN
Tallinn University, Estonia

Knowledge is Power
PETER ENGELBREKT PETERSEN
BUPL - The Danish National Federation of Early Childhood Teachers and Youth Educators, Denmark

Child Environment Assessment and Children’s Perspective
JOHN ANDERSEN, SOREN GUNDELACH AND KJELD RASMUSSEN
UdviklingsForum, Denmark

The Concept of „Bildung“ for Young Children and Their Teachers in Further Education
BEATE IRSKENS AND RENATE NIESEL
Bertelsmann Foundation, Germany

Presenting a New Nordic Open Access Journal in ECEC
JAN-ERIK JOHANSSON
Oslo University College, Norway

Connecting Children with the Outdoor Environment in Ireland
RITA MELIA
National Childrens Nurseries Association., Ireland