

31st

EECERA ANNUAL CONFERENCE

Children's Curiosity, Agency and Participation:
Challenges for Professional Action and Development

Cascais near Lisbon, Portugal

30th August – 2nd September 2023

CONFERENCE PROGRAMME

EECERA
European Early Childhood
Education Research Association



apei Associação
de Profissionais
de Educação de Infância

CASCAIS

CREC
CENTRE FOR RESEARCH IN EARLY CHILDHOOD
WWW.CREC.CO.UK @_CREC @CRECBIRM



Cofinanciado por:

Lisb@2020

**PORTUGAL
2020**





EECERA is an independent, self-governing, international association which promotes and disseminates multi-disciplinary research on early childhood and its applications to policy and practice. It has a substantial and influential worldwide membership. The Association continues in the tradition of European early childhood thought, sustaining the legacy of Pestalozzi, Owen, Froebel, Montessori, Steiner, Vygotsky, Piaget,

Malaguzzi and other pioneers, whilst looking forward to encourage the exploration of new methodologies, concepts and applications.

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

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

The principle aims of EECERA are to:

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

The 31st EECERA Conference is organised by the Centre for Research in Early Childhood (CREC), in conjunction with the Association of Early Childhood Professionals (APEI).

It is hosted by APEI in partnership with CRIANCA Childhood Association and the Municipality of Cascais.



The Association of Early Childhood Professionals (APEI) is a private non-profit association with the status of public utility, created in 1981. It is an association that aims to promote the professional development of early childhood educators and other professionals, through a set of actions developed throughout the

national territory, of discussion of pedagogy and pedagogical practices of quality in early childhood education, currently with about 5,000 members.

The APEI has partnerships with research centers and higher education institutions (universities and polytechnics) and with the Ministry of Education, giving advice on educational policy and in the production of scientific and pedagogical documents to support the operationalization of the curriculum guidelines in early childhood education.

Since 1987 it publishes the only printed journal on early childhood education in Portugal (Cadernos de Educação de Infância), it publishes the international printed journal Children in Europe Today, which involves ten EU countries and it also publishes RELAdEI – Revista Latinoamericana de Educación Infantil, an indexed scientific journal. It has an editorial line that publishes the most recent books edited worldwide, both of pedagogy in childhood and support to the educational practices of professionals.

Each year, APEI promotes a wide range of training actions and seminars, most of them accredited by the Scientific-Pedagogic Council for Continuous Training, involving national and international trainers/speakers. Since 2016 it has held more than a thousand initiatives, involving around 23,000 professionals.



Centre for Research in Early Childhood, more commonly referred to as **CREC**, is the home of CREC in Birmingham (Charitable Trust) and Amber Publications & Training Ltd (APT). Established by Professor Chris Pascal and Professor Tony Bertram, CREC has been working to improve early years provision for over 25 years. Located in Birmingham, United Kingdom, CREC specialises in early childhood research which has relevant and meaningful outcomes for practice

and policy. Some of its research is transformed into training and development programmes designed for the specific needs of the early years sector. CREC also offers postgraduate research degrees and has a strong reputation for undertaking reviews, reports, evaluations and consultancy work with many UK local authorities, NGOs and countries. Examples include the British Council, QDCA, OECD, Portugal, Qatar, South Australia, Birmingham and Gloucestershire. CREC also runs British Early Childhood Education Research Association (BECERA) Conference and has been EECERA strategic partner supporting the delivery of the annual conference since 2010.



The Municipality of Cascais has a long history of promoting pioneering initiatives in the area of Education, having been the first to sign with the Government the Inter-administrative Contract for the Delegation of Competencies in the area of Education (2015) and the first to accept the transfer of new competencies in this area (2018). It has publicly assumed the commitment to work towards the achievement of the 17 Sustainable

Development Goals (SDGs), unanimously approved by the United Nations General Assembly (2015), and in the elaboration of a Local Strategy that contributes to the full achievement of the same, which includes, in particular, Goal 4 – Quality Education. The Municipal Educational Strategic Plan was built with the strong participation of different stakeholders – teachers and other educational professionals, parents, students, public entities and community partners, national and local political agents, covering all educational establishments, both public and private.

The Municipality of Cascais has been developing innovative initiatives in early childhood education and at the various levels of compulsory education, expressing the growing responsibility of municipalities in the field of education, namely in terms of promoting its qualitative evolution.

It collaborates with schools and kindergartens of the public network and schools of the private network, respecting their autonomy and freedom, in the development of innovative educational projects that respond to the main policies of the municipality, respecting the broad consensus between teachers, parents, students the community and education experts on the need to renew pedagogical models and practices, which meet the demands placed on us by complex post-modern societies, in which the importance of networking methodology is recognised in order to promote educational changes and ensure a Quality Education.

WE WOULD LIKE TO THANK THE FOLLOWING SPONSORS AND EXHIBITORS FOR SUPPORTING THE 31ST EECERA CONFERENCE



more information about our full range of delegate benefits. <https://www.routledge.com/>

Routledge partners with world-class authors, from leading scientists and researchers, to scholars and professionals operating at the top of their fields. Together, we publish in all areas of the Humanities, Social Sciences, Behavioural Sciences, Science, Technology and Medicine sectors, specialising in Education. We are one of the world's leading publishers of scholarly journals, books, eBooks, text books and reference works. Visit our stand for



Cappelen Damm Akademisk is a major Norwegian publisher of textbooks and other teaching materials for university and college-level students and offers books on a wide range of topics in ECE.

Cappelen Damm Akademisk is also a leading publisher of Open Access books and journals in the Nordic countries. We provide the support of experienced editors, professional handling of content through the various phases of peer review and production, and customize digital publishing solutions. All of our Open Access books and journals are available online at [noasp.no](https://press.nordicopenaccess.no/index.php/noasp) and can be read and shared freely. <https://press.nordicopenaccess.no/index.php/noasp>



Bloomsbury Academic is a global, award-winning publisher of books and resources of excellence and originality for academic teaching, research and study.

We have strengths in a range of areas including early childhood education; find the full list and browse our latest publications at www.bloomsbury.com/academic/education

We are committed to providing a high-quality publishing service to academics and students globally, and are strongly devoted to representing diverse voices from around the world and to social justice issues in education. If you have an idea for a new book that you'd like to discuss with us, please email Publisher, Mark Richardson:

Mark.Richardson@bloomsbury.com



Associação
de Profissionais
de Educação de Infância

APEI's editorial activity dates back to 1987 with the publication of "Cadernos de Educação de Infância" (CEI), which marked a milestone in education in Portugal. Forty-five years later, it remains the only journal specifically dedicated to Early Childhood Education

published in Portugal, exclusively in print format.

In 2005, the publication of "Infância na Europa/Hoje" began, which involved contributions from seven European countries.

The publication of books only started in 2012. However, it was only from 2021 that APEI's editorial line gained prominence and significance, with an average of eight books published in Portuguese per year. Notable partnerships with Routledge, Springer and Redleaf Press allowed early childhood education professionals to access the latest international publications in the field of pedagogy for children at affordable prices.

Among this collection of publications, the standout is the pop-up book on the Convention on the Rights of the Child titled "Nós, as crianças... temos direitos" ("We, the children... have rights"). This unique worldwide project was

awarded the Grand Prize in the Papias2021 competition and has been included in the list of recommended books by the National Reading Plan. <https://apei.pt/>

CASCAIS



EECERJ
European Early Childhood
Education Research Journal

CREC



CENTRE FOR RESEARCH IN EARLY CHILDHOOD
WWW.CREC.CO.UK @_CREC @CRECBIRM

Table of Contents

WELCOME FROM THE CONFERENCE LOCAL ORGANISING COMMITTEE.....	7
THEME AND STRANDS.....	8
CONFERENCE CHAIRS.....	8
LOCAL ORGANISING COMMITTEE.....	8
EECERA SCIENTIFIC COMMITTEE	9
CONFERENCE PROGRAMME	10
KEYNOTE ADDRESSES.....	14
SPECIAL INTEREST GROUP (SIG) MEETINGS.....	15
ABOUT SIGs	17
GENERAL INFORMATION	24
PROGRAMME OVERVIEW	28
Symposium Set A	42
Symposium Set B.....	53
Symposium Set C.....	64
Symposium Set D	75
Symposium Set E.....	86
Symposium Set F.....	97
Symposium Set G	108
Poster Symposium Set I	119
Poster Symposium Set II	126
“PED”agogical Talks	132
Estoril Congress Centre Floor Plan.....	135
Call for Reviewers – European Early Childhood Research Journal	136

WELCOME FROM THE CONFERENCE LOCAL ORGANISING COMMITTEE

Hello colleagues and friends!

The local organising committee for the 31st EECERA Conference is composed of me, Julia Oliveira Formosinho, member of EECERA Board of Trustees, Luis Ribeiro, President of APEI, Portuguese Association of Early Childhood Educators, Joao Formosinho, member of EECERA Editorial Board, and Cristina Mesquita, Vice President of APEI. This local organising committee have been working in constant productive collaboration with EECERA Board of Trustees and with CREC.

This intensive collaboration allows us to welcome you to the 31st EECERA Conference that will take place in this special venue near the sea that calls for you.

There are two Portuguese professional associations highly involved in the organisation of this conference – APEI (Portuguese Association of Early Childhood Educators) and Childhood Association, a research and intervention association.

These layers of collaboration allow us today to wish to all of you a very rewarding conference that contributes to the pedagogic, cultural and social development of EECERA community and will open many doors to collaboration at the level of children and teacher education, of research and publications.

Enjoy these days and feel free to contact us whenever you need.

Thank you very much.

Julia Oliveira Formosinho

Joint Chair of the 31st EECERA Conference & Local Organising Committee in Portugal | EECERA Trustee

THEME AND STRANDS

- What might research reveal about the centrality of curiosity and agency in children's and adult's learning and wellbeing?
- How might curiosity and agency be encouraged in children's play and learning or in adult's professional activity?
- What are the challenges and benefits for the early years sector in prioritising the development of curiosity and agency in both practitioners and children?

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

Values and value education
Culture, community and society
ECEC contexts, transition and practices
Play and learning
Supporting families in early years' settings
Innovative/alternative approaches
Parent partnership in early years' settings
Professionalism & pedagogues'/educators' role
National curriculums in ECEC
Paradigms, theories & methodologies for working with young children
National & international research in ECEC
The present and the future of child centred practice
The child and local community
Quality early childhood education
The relationship of home learning environment & local community
Children's policy
The role of families' cultural and social traditions

CONFERENCE CHAIRS

Luís Alberto Ribeiro, President of the Association of Early Childhood Professionals (APEI), Portugal
Júlia Formosinho, Institute of Education, University of Minho, Portugal | EECERA Trustee

LOCAL ORGANISING COMMITTEE

Association of Early Childhood Professionals (APEI), Portugal
CRIANCA Childhood Association, Portugal
Centre for Research in Early Childhood (CREC), Birmingham, United Kingdom

EECERA SCIENTIFIC COMMITTEE

Júlia Formosinho, Institute of Education, University of Minho, Portugal | EECERA Trustee

Luís Alberto Ribeiro, Association of Early Childhood Professionals (APEI), Portugal

João Formosinho, Institute of Education, University of Minho, Portugal

Cristina Mesquita, Research Center on Basic Education, Instituto Politécnico de Bragança, Portugal

Inês Machado, Institute of Education, University of Minho, Portugal

Tony Bertram, Centre for Research in Early Childhood (CREC), United Kingdom | EECERA Trustee

Chris Pascal, Centre for Research in Early Childhood (CREC), United Kingdom | EECERA President

Johanna Einarsdóttir, University of Iceland, Iceland | EECERA Trustee

Sara Barros Araújo, Polytechnic Institute of Porto, Portugal

Eleni Loizou, University of Cyprus, Cyprus | EECERA Trustee

Helen Lyndon, Centre for Research in Early Childhood (CREC), United Kingdom

Jane Murray, University of Northampton, United Kingdom

Zinnia Mevawalla, University of Strathclyde, Scotland, United Kingdom

Lorna Arnott, University of Strathclyde, Scotland, United Kingdom

Ioanna Palaiologou, University of Bristol, United Kingdom

Sean Delaney, Centre for Research in Early Childhood (CREC), United Kingdom

Liz Hryniewicz, Canterbury Christ Church University, United Kingdom

Irene Gunning, EECERA Trustee

Adrijana Višnjić Jevtić, University of Zagreb, Croatia

Ann Farrell, Queensland University of Technology, Australia

Sarika Kewalramani, Swinburne University of Technology, Australia

CONFERENCE PROGRAMME

Pre-Conference Day: Wednesday 30th August 2023



Time	Duration	Item	Location
09:00 – 16:00	Various	SIG Meetings	Various Rooms Estoril Congress Centre
08:30 – 17:00	5 hrs	Registration	Reception Desk, Floor I Estoril Congress Centre
16:00 – 16:45	45mins	Drop-in Networking Session for First Time Attendees	Room B, Floor I Estoril Congress Centre
17:00-19:00	2 hrs	Welcome Reception <ul style="list-style-type: none">• Chris Pascal, EECERA President• Luís Alberto Ribeiro, Conference Chair• Julia Formosinho, Conference Chair• Carlos Carreiras, Mayor of Cascais• Ana Mangerição School dance show and a welcome drink	Auditorium followed by Room A, Floor I Estoril Congress Centre

Conference Day 1: Thursday 31st August 2023

Time	Duration	Item	Location
08:30 – 17:30	9 hrs	Registration / Help Desk	Reception Desk, Floor I Estoril Congress Centre
8:30 – 10:00	1 hr 30mins	Welcome Address and Keynote I - Catherine L'Ecuyer	Auditorium, Floor I; & Room B, Floor I & Foyer, Floor II (live streaming) Estoril Congress Centre
10:00 – 10:40	40 mins	Refreshments & Exhibition	Hall/ Room A, Floor I Estoril Congress Centre
10:40 – 12:00	1 hr 20mins	Symposium Set A	Various Rooms Estoril Congress Centre/ Colégio D. Luísa Sigea
12:00 – 13:00	1 hour	Lunch & Exhibition	Hall/ Room A, Floor I Estoril Congress Centre
13:00 – 14:20	1 hr 20mins	Symposium Set B	Various Rooms Estoril Congress Centre/ Colégio D. Luísa Sigea
14:20 – 15:10	50 mins	Refreshments & Poster Session	Hall/ Room A, Floor I Estoril Congress Centre
15:10 – 16:30	1 hr 20mins	Symposium Set C	Various Rooms Estoril Congress Centre/ Colégio D. Luísa Sigea
16:30 – 16:45	15 mins	Comfort Break	Estoril Congress Centre
16:45 – 17:30	45 mins	'PED'agogical Talks	Various Rooms Estoril Congress Centre

Conference Day 2: Friday 1st September 2023

Time	Duration	Item	Location
08:30 – 17:30	9 hrs	Registration & Help Desk	Reception Desk, Floor I Estoril Congress Centre
08:30 – 09:30	1 hr	Keynote II Luís Alberto Ribeiro	Auditorium, Floor I; & Room B, Floor I & Foyer, Floor II (live streaming) Estoril Congress Centre
9:30 – 9:45	15 mins	Refreshments & Exhibition	Hall/ Room A, Floor I Estoril Congress Centre
9:45 – 11:05	1hr 20mins	Symposium Set D	Various Rooms Estoril Congress Centre/ Colégio D. Luísa Sigea
11:05 – 11:30	25 mins	Refreshments & Exhibition	Hall/ Room A, Floor I Estoril Congress Centre
11:30 – 12:50	1hr 20mins	Symposium Set E	Various Rooms Estoril Congress Centre/ Colégio D. Luísa Sigea
12:50 – 13:50	1hr	Lunch & Exhibition	Hall/ Room A, Floor I Estoril Congress Centre
13: 50 – 15:10	1 hr 20mins	Symposium Set F	Various Rooms Estoril Congress Centre/ Colégio D. Luísa Sigea
15:10 – 16:00	50 mins	Refreshments & Poster Session	Hall/ Room A, Floor I Estoril Congress Centre
16:00 – 17:20	1hr 20mins	Symposium Set G	Various Rooms Estoril Congress Centre/ Colégio D. Luísa Sigea
19:00 – 23:00	4 hrs	Conference Dinner (ticket only event)	Palácio Estoril Hotel

Conference Day 3: Saturday 2nd September 2023

Time	Duration	Item	Location
09:00 – 13:00	1 hr	Help Desk	Reception Desk, Floor I Estoril Congress Centre
09:30 – 10:30	1 hr	Keynote III Jóhanna Einarsdóttir	Auditorium, Floor I; & Room B, Floor I & Foyer, Floor II (live streaming) Estoril Congress Centre
10:30 – 11:00	30 mins	Refreshments & Exhibition	Hall/ Room A, Floor I Estoril Congress Centre
11:00 – 12:00	1 hr	Keynote IV Ferre Laevers	Auditorium, Floor I; & Room B, Floor I & Foyer, Floor II (live streaming) Estoril Congress Centre
12:00 – 12:30	1 hr 20 mins	Closing Ceremony & Launch of EECERA 2024	Auditorium, Floor I; & Room B, Floor I & Foyer, Floor II (live streaming) Estoril Congress Centre
12:30	-	Depart with a Lunch Box	-

KEYNOTE ADDRESSES

Conference Day 1: Thursday 31st August 2023

Auditorium, Floor I, Estoril Congress Centre

9:00 – 10:00 **Keynote I**

The Wonder Approach

CATHERINE L'ECUYER

Researcher in children's curiosity, creativity and imagination; author of the 'The Wonder Approach'

Conference Day 2: Friday 1st September 2023

Auditorium, Floor I, Estoril Congress Centre

8:30 – 9:30 **Keynote II**

No teacher left behind: Pursuing a utopia in the professional development of kindergarten teachers

LUÍS ALBERTO RIBEIRO

President of the Association of Early Childhood Professionals (APEI), Portugal

Conference Day 3: Saturday 2nd September 2023

Auditorium, Floor I, Estoril Congress Centre

9:30 – 10:30 **Keynote III**

Children's Belonging in Early Childhood Education

JÓHANNA EINARSDÓTTIR

Professor Emeritus of Early Childhood Education at the University of Iceland

11:00 – 12:00 **Keynote IV**

Curiosity > Involvement > Deep-level-learning... and how an experiential approach exploits this wondrous chain of events in practice

FERRE LAEVERS

Director of the Research Centre for Experiential Education based at the University of Leuven, Belgium;

Co-founder of the European Early Childhood Education Research Association (EECERA)

SPECIAL INTEREST GROUP (SIG) MEETINGS



N.B. SIG meetings are open to existing and new members – to find out more please see information about each one below. Not all SIGs will meet in-person at conference and may instead convene online after the conference. Please contact individual convenors for more details (see next page).

Tuesday 29th August 2023

SIG	Time	Location
Gender Balance Conference	9:00 – 16:00	C1, Floor I Estoril Congress Centre

Wednesday 30th August 2023 (please note online meeting times are BST British Summer Time)

SIG	Time	Location
Gender Balance	9:00 – 15:00	C1, Floor I Estoril Congress Centre
Digital Childhoods Multimodality and STEM	10:00 – 11:30 (BST)	C5, Floor I, Estoril Congress Centre & Online; if joining online, request link from convenor
Professionalisation in Early Education and Care	10:00 – 11:00 (BST)	Online Request link from convenor
Transforming Assessment, Evaluation and Documentation in Early Childhood Pedagogy	11:00 – 12.30	C2, Floor I, Estoril Congress Centre & Online; if joining online, request link from convenor
EECERA Sustainability in Early Childhood Education SIG	13:00 – 15:00	D1, Floor I Estoril Congress Centre
Disability Studies and Inclusive Education in the Early Years	13:00 – 15:00 (BST)	Online Request link from convenor
Multilingual Childhoods	13.30 – 16:00	D2 Floor I Estoril Congress Centre

Transitions	14:00 – 16:00	D3, Floor I Estoril Congress Centre
Mathematics Birth to Eight Years	14:00 – 16:00	C3, Floor I Estoril Congress Centre
Rethinking Play	15:00 – 16:00	C4, Floor I Estoril Congress Centre

Thursday 31st August

SIG	Time	Location
Working with Parents	12:00 – 13:00	C1, Floor I, Estoril Congress Centre

Friday 15th September

SIG	Time	Location
Holistic Children’s Wellbeing	11:00 – 12:00 (BST)	Online Request link from convenor
Rethinking Play	15:00 – 16:00 (BST)	Online Request link from convenor

Monday 18th September

SIG	Time	Location
Children from Refugee and Migrant Backgrounds	12:00 – 13:00 (BST)	Online Request link from convenor

Wednesday 20th September

SIG	Time	Location
Digital Childhoods Multimodality and STEM	10:00 – 11:00 (BST)	Online Request link from convenor

ABOUT SIGs

Birth to Three

The Special Interest Group is bringing together international perspectives on children birth to three, to:

- Promote the wellbeing of children birth to three, and their families
- Support, share and disseminate SIG members' research on birth to three and related aspects
- Explore and debate emerging curricula and pedagogy, in relation to children birth to three
- Contribute to debates about birth to threes training, employment and professional development, in relation to the wellbeing of children and adults
- Strengthen understanding of integrated services for children and their families.

For more information, please contact:

Sara Barros Araújo: saraujo@ese.ipp.pt

<https://www.eecera.org/sig/birth-to-three/>

Children from Refugee or Migrant Backgrounds

The purpose of the SIG is to:

- Develop a partnership that will allow applications for various types of funding (Horizon, EEA, NordFORSK, Erasmus +) to pursue collaborative research projects to build on existing studies and further develop an emerging body of knowledge around the experiences of refugee, asylum seeking children and their families who have experienced Forced Migration from an international Early Education perspective.
- Respond to EU and World expectation making ECEC institutions which enhance a sense of belonging specifically for children from refugee, asylum-seeking and migrant backgrounds to transform ECEC settings into quality agencies, which are culturally appropriate, safe, welcoming and inclusive societies to achieve better outcomes for refugees and migrant children and their families.
- Expand further understandings for the Early Childhood and Education Care workforce, enhance culturally relevant pedagogy and empower ECEC as a sustainable solution for increasing migration challenges.

For more information, please contact:

Donna Gaywood: dlgaywood@gmail.com

Jennifer Koutoulas: jkoutoulas@eyia.org.au

<https://www.eecera.org/sig/children-from-refugee-or-migrant-backgrounds/>

Digital Childhoods, Multimodality and STEM

Our SIG is an inclusive group of academics, teachers, practitioners and students who are interested in the researching Digital Childhoods. We have an eclectic mix of members from across the world who are all interested in how technologies are shaping and being shaped, by children. We accept a broad definition of 'technologies' to explore how digital devices not only contribute to children's cognitive development but also have a central place in play, life and leisure activities. We welcome members with a variety of experience and we seek to support new academics who are emerging in the field.

For more information, please contact:

Lorna Arnott: lorna.arnott@strath.ac.uk

Maria Dardanou: maria.dardanou@uit.no

Sarika Kewalramani: skewalramani@swin.edu.au

<https://www.eecera.org/sig/digital-childhoods/>

Gender Balance

The SIG focuses on the issue of gender balance in the ECE work force, and on the important role gender plays in adult-child-relations. Although there have been discussions about rising the proportion of male ECE workers for more than two decades, the theme remains an issue. Recently, several research projects were conducted, and in some countries governmental funded programmes have been started for bringing more men in the profession of Early Childhood Education and Care.

The members of the SIG support the aim of increasing the proportion of male workers towards a more gender-balanced ECEC work force. At the same time there is a need for a more differentiated view. Research is necessary e.g. on the significance of ECEC workers' gender for children's development, the interrelations of gender balance in the workforce and the promotion of gender equality, on gender-sensitive strategies for recruitment for ECE training and work, on recruitment and retention of men in the ECEC workforce, and on gender relations in ECEC in general.

The SIG focuses on the links of research, practice and policy, intends to provide an academic forum for the promotion, development and dissemination of research, and facilitates cooperation and collaboration between researchers in the field.

For more information, please contact:

Tim Rohrmann: rohrmann@wechselspiel-online.de

Kari Emilsen: kem@dmmh.no

<https://www.eecera.org/sig/gender-balance/>

Holistic Wellbeing

The Holistic Wellbeing SIG aims to critically reflect on the concept of children's wellbeing in a holistic, inclusive manner. This is timely due to the increased awareness and interest of practitioners, researchers and policy makers at a cross-national and global level in understanding children's physical, mental, social, emotional, cognitive, spiritual and cultural wellbeing. It will foster research in a range of aspects including ESD in early childhood, child development, cross-cultural elements, policy, empowerment and agency and their synergy in examining children's holistic wellbeing. The SIG welcomes international collaboration and innovative research.

The Holistic Wellbeing SIG aims to explore the following questions, amongst others:

- What do we mean by wellbeing?
- Why address wellbeing?
- What do we know about wellbeing from the perspective of children's and human rights?
- How can we support the wellbeing of children and families in a holistic and inclusive manner?
- Do practitioners, researchers and policy makers understand children's physical, mental, social, emotional, cognitive, spiritual and cultural wellbeing in the same way?
- What experiences influence children's wellbeing?
- How can we advocate for the wellbeing of the children and their families?
- Are there universal measures of wellbeing?

For more information, please contact:

Babs Anderson: andersonbabs1@gmail.com

Zoi Nikiforidou: znikifor@uoi.gr

Wilma Robles-Melendez: martrobw@nova.edu

<https://www.eecera.org/sig/holistic-well-being/>

Mathematics Birth to Eight Years

The EECERA SIG Mathematics provides an academic and rigorous forum to develop and disseminate high quality research on early childhood mathematics education. It has organised stimulating and relevant symposia and other presentations at recent EECERA conferences. Some collaborative research, publication and evaluation have arisen as a result of people engaging with others at SIG meetings and during presentations. There is great potential for future collaborations, perhaps through joint publication in books and papers. The SIG Mathematics is a friendly group looking to expand in order to continue learning about early childhood mathematics education. Please join us.

The EECERA SIG Mathematics aims to coordinate and disseminate international research on the discourse in the emerging early childhood mathematics education field. It creates a space for shared thinking and for creating synergies between participants from a wide range of professional and scientific contexts to encourage a clearer articulation and understanding of early childhood pedagogy, policy and practice in relation to mathematics

For more information, please contact:

Oliver Thiel: Oliver.Thiel@dmmh.no

Maulfry Worthington: maulfry@icloud.com

<https://www.eecera.org/sig/mathematics-birth-to-eight-years/>

Multilingual Childhoods

The Multilingual Childhoods SIG was launched at the 2015 EECERA conference in Barcelona. It has been set up with a view to bringing together researchers who are investigating the learning of two or more languages in the home, school or community by children from birth to the age of 6 years old – this includes aspects of L1 and L2 language development in contexts of awareness of languages, additional languages, foreign languages, second languages, bilingual education, and immersion.

More information about this SIG can be found on the Multilingual Childhoods SIG website:

<https://multilingualchildhoods.wordpress.com/>

To bridge the areas of multilingualism and early years education;

- To promote and disseminate research in early years multilingualism and its implementation in policy and practice;
- To create opportunities for informed and constructive discussion and debate;
- To foster possibilities for cross-national collaboration and interaction.

For more information, please contact:

Gunhild Tomter Alstad: gunhild.alstad@inn.no

Martina Norling: martina.norling@oru.se

<https://www.eecera.org/sig/multilingual-childhoods/>

Outdoor Play and Learning

The Outdoor Play and Learning SIG provides an academic and rigorous forum at European and international level to develop and disseminate high quality research on outdoor play and learning. It aims to coordinate and disseminate international research on the international discourse in this emerging field. It intends to create a space for shared thinking and for creating synergies between participants from a wide range of professional and scientific contexts to

encourage a clearer articulation and understanding of early childhood pedagogy, policy and practice in relation to outdoor play and learning.

For more information, please contact:

Ellen Beate H. Sandster: ebs@dmmh.no

Mehmet Mart: dr.mehmetmart@gmail.com

Natalie Canning: natalie.canning@open.ac.uk

Georgia Gessiou: georgia.gessiou@gmail.com

<https://www.eecera.org/sig/outdoor-play-and-learning/>

Professionalism in Early Childhood Education and Care

In many countries of the world, the expansion and further development of the early childhood care and education system is linked to a terminology of 'profession'. Curricula, or national pedagogical frameworks, have been introduced as a means to foster professional practice. Qualifications, in-service training/education and an increasing number of university degrees are contributing to the notion that there is a profession in early childhood and an associated need for 'professional' development.

Yet (at least from our point of view), there is far less understanding about what 'profession' in Early Childhood is all about. Do we really understand what it means to act 'professionally?':

- in a rapidly changing society where settings and situations are continuously changing, in social contexts and groups which tend to be chaotic as they organize and re-organize themselves, continuously forming patterns and relations which cannot be predicted or controlled?
- with a broad variety of people (children and adults) who pursue various interests?
- when we know that teachers act first as human beings with a personal history and generate their 'actionable knowledge' (Argyris) everyday.

The SIG on professionalism in early childhood wants to address these (and other relevant) questions. We suggest paying special attention to the development of what might be called a professional habitus. And while we find that these questions can be cross-nationally addressed and reflected upon, we must be aware that 'acting' as a professional can only be done in the specific local context. Under these conditions, the SIG can be a place for 'shared thinking' and for creating synergies rather than for producing universally valid outcomes.

For more information, please contact:

Antje Rothe: Antje.Rothe@KHSB-Berlin.de

Mary Maloney: mary.moloney@mic.ul.ie

<https://www.eecera.org/sig/professionalism-in-early-childhood-education-and-care/>

Rethinking Play

In the context of EECERA Rethinking Play has to be thought provoking and reflecting on issues that relate to developments at scientific, social, educational and policy level; multidisciplinary and open for theoretical and practice-based research; sensitive to issues of diversity, and rights and lived experiences of children.

The SIG Rethinking Play discusses several issues including:

- Cultural differences in the concept of play and the valuation of the role of play in young children's learning and education. Consequences for exchange of ideas with non-western colleagues and the implementation of play-based programmes in non-western countries.
- The role of the teacher in supporting and stimulating young children's play and learning, including the discussion of educational preschool programmes.
- Play and learning of children under 3 years old in day care centres

For more information, please contact:

Annerieke Boland: a.boland@ipabo.nl

Mandy Andrews: mandy.andrews@plymouth.ac.uk

<https://www.eecera.org/sig/rethinking-play/>

Sustainability in Early Childhood Education

The aim of this SIG is to develop a space for networking and to encourage cross-national research and perspectives in the field of early childhood education for sustainability. The research agenda focuses on ways of understanding how young children are recognised as, and learn to be, active citizens for sustainability. Sustainability refers here to the interlinked social, economic, natural and political dimensions defined by UNESCO (2010), and these must underpin all decision-making for equitable global futures.

In the last 10 years, the field of early childhood education for sustainability has strongly emerged as evident in the chronology listed by Davis and Elliott (2014). The need for formal places and spaces for researchers to meet and collaborate has become increasingly evident. As EECERA is an international organisation gathering researchers in the field of Early Childhood Education we are confident that by seeking a platform within EECERA, research initiatives in sustainability will be further developed. Increased research opportunities in various forms such as joint conference presentations, international research collaborations and co-authored publications are envisaged. A key aspect to consolidating this field of research is to broaden the theoretical and methodological perspectives shared and to incorporate multiple international socio-cultural lenses. A SIG platform within EECERA creates opportunities to progress this broader agenda and engage others. We share these organisational priorities at a time when global climate change is increasing and cannot be ignored as a compelling issue for children's futures. Actions to mitigate climate change through both early childhood education research and practice are much needed. Aligned international policies with import for early childhood education and education for sustainability are The UN Global Action Programme (GAP) and the 2030 Sustainable Development Goals (SDG's) (UNESCO, 2017). These policies are integrated with the dimensions of sustainability and offer a global action plan for developing a sustainable world. The SDG's, in particular, are far reaching and highlight that global sustainability is not to be achieved by an environmental or human poverty focus alone. The GAP and SDG's are integral to a globally transformative agenda and the SIG collaborative research and publication initiatives will strongly support this agenda.

For more information, please contact:

Eva Ärlemalm-Hagsér: eva.arlemalm-hagser@mdh.se

Sule Alici: aliciasule@gmail.com

Sue Elliott: sue.elliott@une.edu.au

Fabio Dovigo: fado@edu.au.dk

<https://www.eecera.org/sig/sustainability-in-early-childhood-education/>

Transforming Assessment, Evaluation, and Documentation in Early Childhood Pedagogy

Keys aims of this the SIG are to:

- examine ways of how an ecological thinking involving all stakeholders' (early childhood educators-term used collectively to describe all who are involved in a professional capacity with children's education, parents and children) participation, involvement, dialogic pedagogy in assessment, evaluation and documentation versus testing and laboratory tick boxes assessment processes;
- open the discourse of the underpinning ideologies, philosophies, theory/theories, epistemologies of assessment, evaluation and documentation;
- explore the potentiality/potentialities of innovative ways and ecological thinking to assessment , evaluation and documentation;
- share practices of how we can develop effective and ethical ways of assessing, evaluating and documenting how children are connecting cognitive skills and transversal competences with situations that appear in everyday life, children's unique strategies and narratives of connecting situations, how children develop skills and try to make sense of the world without trying to apply a universal approach to these processes;
- explore alternatives on how we can move away from developmental scales focusing on academic achievements that they are the dominant discourse in many curricula approaches and reduce social stratification and inequality;
- engage into discussions on the focus of the assessment, evaluation and documentation (i.e: singularity of the child versus universality, connectivity of situations versus testing)
- discuss and potentially extend relevant research and experimentation of assessment, evaluation and documentation in practice and on practice.

For more information, please contact:

Elisabetta Biffi: elisabetta.biffi@unimib.it

Ioanna Palaiologou: ioanna.palaiologou@bristol.ac.uk

Lucia Carriera: l.carriera@campus.unimib.it

<https://www.eecera.org/sig/transforming-assessment-evaluation-and-documentation-in-early-childhood-pedagogy/>

Transitions

To bring together international perspectives on transitions in early childhood to:

- Promote the wellbeing of young children and their families
- Support, share and disseminate SIG members' research on transitions and related aspects
- Explore and debate emerging research, professional practices and theories in relation to transitions
- Contribute to debates about transitions in relation to the wellbeing of children and adults
- Strengthen understanding of transitions for children and their families.

For more information, please contact:

Sue Dockett: sdockett@csu.edu.au

Helena Ackesjö: helena.ackesjo@lnu.se

<https://www.eecera.org/sig/transitions/>

Working with Parents and Families

The purpose of the SIG is to:

- share international research, experiences and understandings of the role of the family in early childhood education
- discuss, reflect and challenge the power relationships between families and workers in research studies and work with parents and families.
- provide a forum for the voice of parents and families in educational research
- support the development of appropriate methodologies for research with parents and families to investigate how families support their children's growth and development.
- explore workforce issues that arise through the development of different ways of working with parents and families across a number of disciplines e.g. early childhood education and family work

For more information, please contact:

Ute Ward: dr.ute.ward@gmail.com

Silvia Blanch Gelabert: Silvia.Blanch@uab.cat

<https://www.eecera.org/sig/working-with-parents-and-families/>

Young Children's Perspectives

The purpose of the SIG is to:

- generate critical reflection on children's perspectives and children's rights
- support and encourage cross-national perspectives on seeking children's perspectives
- support SIG members' research in a collaborative and cooperative manner
- share innovative and reflexive research on children's perspectives and children's rights.

For more information, please contact:

Jane Murray: jane.murray@northampton.ac.uk

Alison Moore: alison.moore@ucc.ie

<https://www.eecera.org/sig/young-childrens-perspectives/>

GENERAL INFORMATION

Conference and Venue Information

The main conference venue is Estoril Congress Centre, located at Avenida Amaral, 2765 Estoril, www.estorilcc.com.

A number of symposia presentations will be held at a nearby school ([7 mins walk away from Estoril Congress Centre](#)), Colégio D. Luísa Sigea, located at Av. Bombeiros Voluntários 195, 2765-202 Estoril.

If you have any enquiries, please email enquiries@eeceraconference.org or, if you have any urgent issues whilst you are in Cascais, you may call/WhatsApp members of the local team:

- * Luís Ribeiro (President APEI) - (+351) 912 187 682
- * Cristina Mesquita (Vice-President) - (+351) 910 946 160
- * Leonor Ribeiro (APEI Staff) - (+351) 963 142 409

You can also visit the help desk (Reception Desk, Estoril Congress Centre) or the EECERA stand located in the exhibition area (Hall/Room A, Estoril Congress Centre) during the opening hours of the conference.

Arriving by air

To reach Cascais from Lisbon Airport, you may do so either by public transport, by car or a taxi service.

Using public transport

Without leaving the airport you can reach the Metro station or “Aero Bus” to take you to Cais do Sodré. From there, take the train (‘Linha de Cascais’) to Cascais.

- **Underground**
The Airport Metro Station operates from 06:30 to 01:00 a.m. From the airport, take the red line and change at Alameda station to green line for the Metro to Cais do Sodré station.
Airport – Cais do Sodré: 7:00 – 23:20 / Cais do Sodré – Airport: 7:40 – 23:00; daily departures every 20 minutes.
Direct connection to both airport terminals (Terminal 1 and 2).
- **“Aero Bus” Shuttle**
Alternatively, you can take the “Aero Bus”: LINE 1 – CITY CENTER

Train

From Cais do Sodré, there’s a regular train service (every 20 mins) called Linha de Cascais operated by Comboios de Portugal (CP), the national train company of Portugal. The train departs from Cais do Sodré train station and terminates at Cascais station located in the town centre. Adult single ticket is €2,30 and the journey is about 40 mins.

By Taxi

Outside of Lisbon Airport there are many Taxis available to take you to Cascais. Approximate cost of hiring a taxi from outside the Arrivals area is €80. Alternatively, you may use an app based taxi service which will generally be a cheaper option - Uber or Cabify both operate in and around Lisbon.

Accommodation

Three, four and five star hotels located in the close proximity to the conference venue are listed on our website: <https://2023.eeceraconference.org/accommodation/>. Delegates are required to liaise directly with their chosen accommodation provider to book their rooms or make enquiries.

Registration and Information Desk

To collect your badge, delegate pack and Gala Dinner ticket (if purchased), or to speak to a member of our conference team, please visit our registration desk (Reception Desk, Estoril Congress Centre, Floor I) during the following times:

- Wednesday 30th August 2023, 08.30-17:00
- Thursday 31st August 2023, 08.30-17.30

- Friday 1st September 2023, 08.30-17.30
- Saturday 2nd September 2023, 9:00-13.00

COVID-19

While it is no longer a legal requirement to wear a face covering in Portugal, you may of course continue to wear one if you choose. It is also no longer required to socially distance and we know many of you will want to reconnect with friends and colleagues that you may not have seen in person now for a number of years – all we ask is that delegates remain considerate and respectful of others needs and wishes which may not necessarily mirror their own.

EECERA 2023 Volunteers Team

We have a large team of students and other volunteers supporting the conference this year. Please do not hesitate to approach any of our volunteers should you have any queries, they will be happy to assist you!

Lunch and refreshments

All tea and coffee breaks and lunches will be served in the Hall/ Room A, Floor I, Estoril Congress Centre. If you informed us of special dietary requirements at the time of registering, please advise a member of the catering team who will inform you which items may or may not be suitable for you from the menu. Where the catering team have been unable to accommodate individual dietary/allergen requirements within the main menu, individualised dishes have been reserved. Vegetarian diets will be accommodated on the main catering stations.

Conference passes

Please ensure you wear your pass at all times during the conference, as without it you will not be able to access the conference and all its aspects (plenary sessions, symposia, refreshments, lunch, etc.). If you lose your badge, please visit the conference registration/ help desk who will be able to assist you.

Accessibility

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

Mobile devices

As a courtesy to speakers and colleagues, please remember to switch off your mobile phone during sessions. If you are presenting please do not have a mobile phone on you when you are near the microphones.

Wi-Fi

To access free Wi-Fi at the Estoril Congress Centre please use the following details:

Login: 31steecera Password: 31steecera

Social media

The Twitter hashtag for the conference is #EECERA2023. We would love to have a lively stream of tweets and posts during the conference using EECERA Facebook and Twitter accounts. We encourage everyone active on social platforms to share their conference thoughts, pictures and ideas.

Photographs

We will be taking photographs and video recording during the conference. If you do not wish to be photographed or filmed, please notify the photographer. A selection of photographs will be uploaded to the conference website and published on social media during and after the conference.

Drop-in Networking Session for First Time Attendees

Held on 30th August, 16:00 – 16:45 in Room B (Floor I, Estoril Congress Centre), this informal networking opportunity is for those who would like to meet new people and get some practical advice from the Board of Trustees on how to make the most of their EECERA 2023 experience. It is open to all EECERA delegates, but will be especially helpful to delegates coming to our conference for the first time and any colleagues travelling alone.

Sustainability

EECERA and our local hosts have worked hard to reduce the environmental impact of this conference in a number of different ways, from the choice of the venue with its eco-credentials, to the way we have reduced the use of single use plastics. We have provided delegates with reusable water bottles and water stations will be found around the venue. Similarly, delegates were asked at the point of booking their tickets whether they wished for printed copies of conference documents which has allowed us to reduce the amount of printing necessary. At the end of the conference books may be returned for recycling, along with name badges, and we also encourage you to return your lanyard so that it may be reused at another conference in the future. Bringing more than 1000 people from around the world will always have an environmental impact and we know that we have further to go in our sustainability journey, but we ask you support us in this endeavour.

Welcome Reception and Conference Dinner

The Welcome Reception will take place on Wednesday 30th August between 17:00 and 19:00 at the Estoril Congress Centre. The cost is included in the registration fee.

The Gala Dinner will take place on Friday 1st September from 19.00 to 23.00 at the Palácio Estoril Hotel, Golf and Wellness. During the course of the evening, guests will be able to enjoy a three-course dinner with drinks and there will be live music. N.B. The cost is NOT included in the registration fee and a ticket must be purchased in advance – see website for details and availability.

Liability

The EECERA 2023 Conference and the local organising committee accept no liability for loss or damage of any items during the event.

Car parking and moving around the city

Parking is available at the Estoril Congress Centre (ECC). The ECC's car park is located on levels 0 and -1 and has 160 spaces for public parking.

The conference venue can be easily reached using public transport. Estoril train station is an 8 minute walk from the conference venue. The venue is also served by several bus routes including M06/M07/M11/M19.

Should you wish to use a taxi we would recommend you use either Uber or Cabify which are app based services. If you prefer to call a taxi, we have provided some local options below:

* Rádio Táxis Costa do Sol - (+351)214 659 500 / 214 660 101 / 214 659 509

* Praça de Taxis S.João do Estoril - (+351) 214 660 101

* Carapita Auto Taxis - (+351) 219232786

Poster set up and removal

All posters will be displayed in the Hall/ Room A, Floor I, Estoril Congress Centre. Poster presenters whose presentations have been allocated to Poster Symposium I should put up their posters on Thursday 31st August between 12:00 and 14:00. These should be left on display until the end of their poster symposium. Poster presenters whose presentations have been allocated to Poster Symposium II should put up their posters on Friday 1st September between 12:00 and 14:00. These should be left on display until the end of their poster symposium.

Poster Symposia Sessions

The poster symposia will take place on Thursday 31st August between 14:20 and 15:10 and Friday 1st September between 15:10 and 16:00. All poster presenters are required to be present at their stands during their poster symposium. Please see [Guidance for Poster presentations](#) for full information to help you prepare your presentation.

Instructions for Presenters and Chairs

Speakers are required to arrive several minutes before their presentation in the assigned room. A member of volunteers/staff will be present in the room to assist you with anything you need. Please refer to the [Guidance for presenters](#), [Guidance for PED talks](#), and [Guidance for Chairs](#) for full information to help you prepare for your presentation.

In the session

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

Evaluation of the conference

We value your feedback regarding the 2023 EECERA Conference. Please complete the online evaluation which we will send to you shortly after the conference.

Certificates of attendance

Certificates of Attendance will be available to download from your account on the conference website after the conference. Please allow 10 working days from the end of the conference for these to be processed.

Other useful information

Electricity	There are two associated plug types, C and F. Plug type C is the plug which has two round pins and type F has two round pins with two earth clips on the side. Portugal operates on 230V supply voltage and 50Hz.
Driving	In Portugal, motorists drive on the right.
Insurance	The Conference Organising Committee or its agents will not be responsible for any medical expenses, loss or accidents incurred during the conference. Delegates are strongly advised to arrange their own personal insurance to cover medical and other expenses including any accident or loss. Where a delegate has to cancel for medical reasons, the normal cancellation policy will apply. It is recommended that citizens from EU countries bring with them a current EHIC card.
Language	The official language is Portuguese, however English is widely used in Cascais and you should be able to communicate in English in most places.
Money	The currency in Portugal is Euro. Currency exchanges are available in all banks and exchange offices. There is an ATM machine located immediately to the rear of the conference venue – Abanca – on Avenue Clotilde.
Smoking	Under current legislation, smoking is banned in all public areas and work places, including restaurants, pubs and bars. There are designated smoking areas. There are substantial penalties in place for those found breaching of these regulations.
Tax	Value Added Tax (VAT) is charged at 23% on most goods.
Time	Portugal operates on GMT Greenwich Mean Time + 1 hour.
Tipping	Tips are appreciated but are not mandatory.
Weather	The climate of Cascais, Portugal is Mediterranean with warm, dry summers and cold winters. In summer daytime temperatures reach 25-30°C, but sometimes quite higher, 32°C or more. Most of the time the weather is dry with sunny spells, although sometimes heavy thunderstorms can occur at the end of the day.
Water	Tap water in Portugal is safe to drink and meets European Union quality and safety standards.

PROGRAMME OVERVIEW

Symposium	Location	Symposium Title
A1	1st Grade Room, Level 2, Colégio D. Luísa Sigea	Working with critically ill children and inclusive practice
A2	2nd Grade Room, Level 2, Colégio D. Luísa Sigea	Reading aloud, class library and tales toolkit: Catalysts for literacy development
A3	3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea	Children's play inhibited by researchers and teachers
A4	5th Grade Room, Level 2, Colégio D. Luísa Sigea	Picture books and story time possibilities
A5	6th Grade Room, Level 2, Colégio D. Luísa Sigea	Sign language, standardised assessment and learning the host language: Aspects of diversity
A6	7th Grade Room, Level 2, Colégio D. Luísa Sigea	Supporting professionals' wellbeing
A7	8th Grade Room, Level 1, Colégio D. Luísa Sigea	Technology as a teaching tool
A8	9th Grade Room, Level 1, Colégio D. Luísa Sigea	Physical activity and motor skills
A9	IT Room, Level 1, Colégio D. Luísa Sigea	Considering values, practices and policy in ECE
A10	Auditorium, Level 3, Colégio D. Luísa Sigea	Case studies of science education in ECE
A11	Room B, Floor I, Estoril Congress Centre	Curiosity: Exploring real tools, practitioner responses and communities of practice
A12	D1, Floor I, Estoril Congress Centre	Men in Early Childhood Education and Care
A13	D2, Floor I, Estoril Congress Centre	-
A14	D3, Floor I, Estoril Congress Centre	Transitions from pre-school to school
A15	D4/D5, Floor I, Estoril Congress Centre	Integrating STEAM into ECEC practice
A16	-	-
A17	C2, Floor I, Estoril Congress Centre	Exploring infant and toddler curiosity, agency and participation through an ethnomethodological conversation analysis approach
A18	C3, Floor I, Estoril Congress Centre	Updating the Early Years Learning Framework for Australia to drive professional action
A19	C4, Floor I, Estoril Congress Centre	Digital research

A20	C5, Floor I, Estoril Congress Centre	Experiences of home-based ECEC
A21	C6, Floor I, Estoril Congress Centre	Groupings, sociability and social interaction
A22	C7, Floor I, Estoril Congress Centre	Internationally building momentum in ECEfS: Research, policy and practice
A23	Room E, Floor II, Estoril Congress Centre	Understanding the participative rights of children
A24	F1, Floor II, Estoril Congress Centre	Integrated ECEC systems
A25	F2 Floor II, Estoril Congress Centre	Observation and assessment in ECE
A26	F3, Floor II, Estoril Congress Centre	Preschool teachers discussions about thematic science teaching involving play, digital tools, and children's perspectives
A27	F4, Floor II, Estoril Congress Centre	The integration of Internet of Toys in Early Childhood Education
A28	F5, Floor II, Estoril Congress Centre	The struggle about agency and children's perspectives
A29	F6, Floor II, Estoril Congress Centre	Culturally and linguistically responsive practice
A30	F7, Floor II Estoril Congress Centre	International analysis of the United Nations Convention on the Rights of the Child: Implications for early childhood policy, education and children

Symposium	Location	Symposium Title
B1	1st Grade Room, Level 2, Colégio D. Luísa Sigea	-
B2	2nd Grade Room, Level 2, Colégio D. Luísa Sigea	Health literacy in ECE
B3	3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea	Agency and exploration in the digital world
B4	5th Grade Room, Level 2, Colégio D. Luísa Sigea	Rhythm, pace and routine in ECEC settings
B5	6th Grade Room, Level 2, Colégio D. Luísa Sigea	Children's voices in their worlds
B6	7th Grade Room, Level 2, Colégio D. Luísa Sigea	Digital pedagogues concepts and methods
B7	8th Grade Room, Level 1, Colégio D. Luísa Sigea	Children's participative rights
B8	9th Grade Room, Level 1, Colégio D. Luísa Sigea	The art of not "standing still" - The power of creativity in early childhood
B9	IT Room, Level 1, Colégio D. Luísa Sigea	Child image, participation and safety
B10	Auditorium, Level 3, Colégio D. Luísa Sigea	Music art and creativity as broader approaches to child development
B11	Room B, Floor I, Estoril Congress Centre	Planning with and listening to children
B12	D1, Floor I, Estoril Congress Centre	Opportunities for children's learning, participation and agency within nature and the non-human world.
B13	D2, Floor I, Estoril Congress Centre	Community-based approaches to combat educational inequality and segregation in ECEC
B14	D3, Floor I, Estoril Congress Centre	Language ideologies and research ethics in multilingual ECEC settings
B15	D4/D5, Floor I, Estoril Congress Centre	Experiences of movement in the outdoor learning environment
B16	C1, Floor I, Estoril Congress Centre	International approaches to outdoor learning from Chile, Ireland and Portugal
B17	C2, Floor I, Estoril Congress Centre	Parental involvement in evaluation and inspection of ECEC
B18	C3, Floor I, Estoril Congress Centre	Early childhood science and pedagogic approaches
B19	C4, Floor I, Estoril Congress Centre	Supporting Socio-emotional development
B20	C5, Floor I, Estoril Congress Centre	Testing and quality evaluation in England, Finland and Slovakia

B21	C6, Floor I, Estoril Congress Centre	ECEC gender perspectives
B22	C7, Floor I, Estoril Congress Centre	Facilitative environments for supervision, professional development & life long learning
B23	Room E, Floor II, Estoril Congress Centre	Supporting newly arrived children & children's perspectives of difference
B24	F1, Floor II, Estoril Congress Centre	Curiosity and problem solving
B25	F2 Floor II, Estoril Congress Centre	Factors influencing parent involvement in ECEC
B26	F3, Floor II, Estoril Congress Centre	Privatisation of professional bureaucracy in ECEC
B27	F4, Floor II, Estoril Congress Centre	Children's curiosity in outdoor spaces
B28	F5, Floor II, Estoril Congress Centre	Play and Mathematics (I)
B29	F6, Floor II, Estoril Congress Centre	Schema a window through which to observe, listen and ponder Children's fascinations
B30	F7, Floor II, Estoril Congress Centre	Perceptions of parents and educators of toddlers on their relationships during and after Covid-19 in five countries

Symposium	Location	Symposium Title
C1	1st Grade Room, Level 2, Colégio D. Luísa Sigea	Wordless books, indigenous cultures and poetic language in ECEC
C2	2nd Grade Room, Level 2, Colégio D. Luísa Sigea	Parent-teacher dialogues about race and migration
C3	3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea	Dealing with harm, fear and abusiveness
C4	5th Grade Room, Level 2, Colégio D. Luísa Sigea	Democratic approaches
C5	6th Grade Room, Level 2, Colégio D. Luísa Sigea	Agency, democracy and risky play
C6	7th Grade Room, Level 2, Colégio D. Luísa Sigea	Children as co-researchers and pedagogical leaders
C7	8th Grade Room, Level 1, Colégio D. Luísa Sigea	Role of teachers in play
C8	9th Grade Room, Level 1, Colégio D. Luísa Sigea	Pedagogical models, coaches and the rise of blended learning
C9	IT Room, Level 1, Colégio D. Luísa Sigea	Embodied curiosity and wonder
C10	Auditorium, Level 3, Colégio D. Luísa Sigea	System reform of services for youngest children (0-6)
C11	Room B, Floor I, Estoril Congress Centre	Investigating values, citizenship and social sustainability
C12	D1, Floor I, Estoril Congress Centre	Intercultural perspectives on gender sensitive pedagogy in ECEC
C13	D2, Floor I, Estoril Congress Centre	Play and Mathematics (II)
C14	D3, Floor I, Estoril Congress Centre	Children's access to outdoors and adult's role in their outdoor play experiences
C15	D4/D5, Floor I, Estoril Congress Centre	Early childhood workforce stress and resilience
C16	C1, Floor I, Estoril Congress Centre	Digital pedagogy
C17	C2, Floor I, Estoril Congress Centre	Professional development for leadership, mentoring and coaching
C18	C3, Floor I, Estoril Congress Centre	Curiosity, policy, research and listening
C19	C4, Floor I, Estoril Congress Centre	Explorations of agency within outdoor centres
C20	C5, Floor I, Estoril Congress Centre	ProW: A European project to promote teachers' well-being through positive behaviour support in early childhood education

C21	C6, Floor I, Estoril Congress Centre	Language and literacy issues
C22	C7, Floor I, Estoril Congress Centre	Play and playfulness in practice
C23	Room E, Floor II, Estoril Congress Centre	Spaces, narratives and approaches in children's wellbeing
C24	F1, Floor II, Estoril Congress Centre	Improving children's participation and agency in research projects: Learnings from our own "failings" as researchers
C25	F2 Floor II, Estoril Congress Centre	Refugee and war displaced children in three countries
C26	F3, Floor II, Estoril Congress Centre	The foundation and challenges of children's agency
C27	F4, Floor II, Estoril Congress Centre	Books as communicative and interaction tools in multilingual practices in ECEC: Discussing collaboration, agency, and participation
C28	F5, Floor II, Estoril Congress Centre	Exploring play opportunities for young children in an urban environment
C29	F6, Floor II, Estoril Congress Centre	Involving children in research - Enabling participation and democracy through participatory research
C30	F7, Floor II, Estoril Congress Centre	Developing a validated quality assessment system together with preschool teachers in Norway

Symposium	Location	Symposium Title
D1	1st Grade Room, Level 2, Colégio D. Luísa Sigea	Anthropomorphic pedagogy and children's nature stewardship
D2	2nd Grade Room, Level 2, Colégio D. Luísa Sigea	Social exclusion and stress
D3	3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea	The importance of context within early childhood teacher education
D4	5th Grade Room, Level 2, Colégio D. Luísa Sigea	Repetition, inventiveness and joy as aspects of language
D5	6th Grade Room, Level 2, Colégio D. Luísa Sigea	Playful language
D6	7th Grade Room, Level 2, Colégio D. Luísa Sigea	Investigating and contesting gender rules with regard to young children
D7	8th Grade Room, Level 1, Colégio D. Luísa Sigea	Early mathematics and teacher's role
D8	9th Grade Room, Level 1, Colégio D. Luísa Sigea	Increased staffing - possibilities and implications for quality
D9	IT Room, Level 1, Colégio D. Luísa Sigea	Aspects of agency in ECEC
D10	Auditorium, Level 3, Colégio D. Luísa Sigea	Teacher and child involvement or exclusion in play
D11	Room B, Floor I, Estoril Congress Centre	Education for sustainability in early childhood education – Constructing creative way of understanding and handling complex sustainability issues
D12	D1, Floor I, Estoril Congress Centre	Nurturing children's learning and professional development in a COVID-19 affected world
D13	D2, Floor I, Estoril Congress Centre	Reflections from the Froebel partnership on the relevance of Froebel's occupations for the 21st Century
D14	D3, Floor I, Estoril Congress Centre	Implementing positive behaviour support in early childhood education and care in Europe: What, Why, how, with whom and for whom?
D15	D4/D5, Floor I, Estoril Congress Centre	Engaging multilingual children in conversations about languages, learning and picturebooks
D16	C1, Floor I, Estoril Congress Centre	-
D17	C2, Floor I, Estoril Congress Centre	Listening to young children in educational settings: Theoretical, ethical and methodological reflections
D18	C3, Floor I, Estoril Congress Centre	ECEC professional learning journeys and daily life

D19	C4, Floor I, Estoril Congress Centre	Including refugee and migrant children
D20	C5, Floor I, Estoril Congress Centre	Monolingual, bilingual and multilingual issues in ECEC
D21	C6, Floor I, Estoril Congress Centre	Post-Covid parental partnership
D22	C7, Floor I, Estoril Congress Centre	Developing professional practice
D23	Room E, Floor II, Estoril Congress Centre	Curiosity, agency and exploration: Pedagogical approaches that can lead to a child-centres approach in ECEC systems
D24	F1, Floor II, Estoril Congress Centre	Children's agency and self-regulation
D25	F2 Floor II, Estoril Congress Centre	Young children's creativity and curiosity encouraging exploration
D26	F3, Floor II, Estoril Congress Centre	Language and curiosity
D27	F4, Floor II, Estoril Congress Centre	Wellbeing, play and peer interaction
D28	F5, Floor II, Estoril Congress Centre	Evaluating, integrating and promoting STEAM practices
D29	F6, Floor II, Estoril Congress Centre	Cross-national inclusion approaches
D30	F7, Floor II, Estoril Congress Centre	Capturing children's voice and critical thinking

Symposium	Location	Symposium Title
E1	1st Grade Room, Level 2, Colégio D. Luísa Sigea	Children's opinions of 'quality'
E2	2nd Grade Room, Level 2, Colégio D. Luísa Sigea	Neuromyths, memory and movement
E3	3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea	Emotional regulation, social sustainability and ethics in play
E4	5th Grade Room, Level 2, Colégio D. Luísa Sigea	The role of critical reflection in professional learning
E5	6th Grade Room, Level 2, Colégio D. Luísa Sigea	Perceptions of outdoor learning from children, teachers and parents
E6	7th Grade Room, Level 2, Colégio D. Luísa Sigea	Pre-service teachers beliefs
E7	8th Grade Room, Level 1, Colégio D. Luísa Sigea	Research and inquiry based professional development
E8	9th Grade Room, Level 1, Colégio D. Luísa Sigea	Inclusion issues in Italy, Portugal and Sweden
E9	IT Room, Level 1, Colégio D. Luísa Sigea	-
E10	Auditorium, Level 3, Colégio D. Luísa Sigea	Teacher's lived experiences and professional beliefs
E11	Room B, Floor I, Estoril Congress Centre	Early childhood education, the way forward
E12	D1, Floor I, Estoril Congress Centre	Play as the space for agency development: cultural-historical perspective
E13	D2, Floor I, Estoril Congress Centre	Democratic rights and virtues in ECEC
E14	D3, Floor I, Estoril Congress Centre	Building the supply of quality early childhood teachers
E15	D4/D5, Floor I, Estoril Congress Centre	Places as important venues in children's meaning making about sustainability
E16	C1, Floor I, Estoril Congress Centre	-
E17	C2, Floor I, Estoril Congress Centre	Critical perspectives about children's participation in early childhood education
E18	C3, Floor I, Estoril Congress Centre	ECEC workforce - System challenges
E19	C4, Floor I, Estoril Congress Centre	Integrating change through children's voice
E20	C5, Floor I, Estoril Congress Centre	Creative thinking and co-creation with children

E21	C6, Floor I, Estoril Congress Centre	And then there was us: Professional pedagogic reflections on utilizing participative, playful methodologies to empower child voice
E22	C7, Floor I, Estoril Congress Centre	Learning story narrative assessments that story children's lived experiences contribute to children's learning identities as lifelong learners. Examples from New Zealand and Scotland
E23	Room E, Floor II, Estoril Congress Centre	Digital childhoods: Children's agency and parental choice
E24	F1, Floor II, Estoril Congress Centre	Developing workforce and assessing quality
E25	F2 Floor II, Estoril Congress Centre	Teacher's attitudes, talk and observation about mathematics
E26	F3, Floor II, Estoril Congress Centre	Young children's engagements with the Arts
E27	F4, Floor II, Estoril Congress Centre	Integrating digital practices into daily ECEC life
E28	F5, Floor II, Estoril Congress Centre	Teacher preparation actions and involvement in play
E29	F6, Floor II, Estoril Congress Centre	Parental partnership in challenging contexts
E30	F7, Floor II Estoril Congress Centre	Children's perspectives of their male and female educators

Symposium	Location	Symposium Title
F1	1st Grade Room, Level 2, Colégio D. Luísa Sigea	Aspects of assessment and evaluation
F2	2nd Grade Room, Level 2, Colégio D. Luísa Sigea	Didactics, difference and pedagogy
F3	3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea	Home, teacher and community creative stimulants
F4	5th Grade Room, Level 2, Colégio D. Luísa Sigea	Standardisation, phonemes and morphological awareness issues
F5	6th Grade Room, Level 2, Colégio D. Luísa Sigea	Reconfiguring curiosity, intergenerational and enchantments
F6	7th Grade Room, Level 2, Colégio D. Luísa Sigea	Digital tools and teaching
F7	8th Grade Room, Level 1, Colégio D. Luísa Sigea	Inclusion: Models, tools and digital systems
F8	9th Grade Room, Level 1, Colégio D. Luísa Sigea	Natural sciences and play eco-systems
F9	IT Room, Level 1, Colégio D. Luísa Sigea	Making meaning through children's drawing and story telling
F10	Auditorium, Level 3, Colégio D. Luísa Sigea	Perceptions of the role of agency and self-determination in inclusion
F11	Room B, Floor I, Estoril Congress Centre	Children's participation and access
F12	D1, Floor I, Estoril Congress Centre	Seeking younger children's perspectives - Research inspired by the Mosaic Approach
F13	D2, Floor I, Estoril Congress Centre	Music and play
F14	D3, Floor I, Estoril Congress Centre	Transitions and multi-lingualism
F15	D4/D5, Floor I, Estoril Congress Centre	Early years outdoors in Australia: Both within and beyond the gate
F16	C1, Floor I, Estoril Congress Centre	-
F17	C2, Floor I, Estoril Congress Centre	Professional development and child agency
F18	C3, Floor I, Estoril Congress Centre	Developing effective inclusive practice
F19	C4, Floor I, Estoril Congress Centre	Teachers' inclusive dialogues
F20	C5, Floor I, Estoril Congress Centre	The role of play in reflexivity, transition and risk taking

F21	C6, Floor I, Estoril Congress Centre	Young children's museums and art galleries
F22	C7, Floor I, Estoril Congress Centre	Ecological awareness in ECEC
F23	Room E, Floor II, Estoril Congress Centre	Cross-national perspectives on ECEC
F24	F1, Floor II, Estoril Congress Centre	Professional identity and reflective practice
F25	F2 Floor II, Estoril Congress Centre	Enhancing transitions
F26	F3, Floor II, Estoril Congress Centre	Documentation and shared understandings
F27	F4, Floor II, Estoril Congress Centre	Belonging in ECEC – care, participation, and children’s well-being in early years
F28	F5, Floor II, Estoril Congress Centre	Comparative studies on early childhood teacher students’ beliefs towards playing and participation in kindergarten and pre-school in Estonia, Germany, and Russia
F29	F6, Floor II, Estoril Congress Centre	Aspects of science and maths in ECEC
F30	F7, Floor II Estoril Congress Centre	Early Childhood Mathematics - curiosity, creativity and play with technology

Symposium	Location	Symposium Title
G1	1st Grade Room, Level 2, Colégio D. Luísa Sigea	Inhibitory controls, peace and conflict resolution
G2	2nd Grade Room, Level 2, Colégio D. Luísa Sigea	Read aloud, Makerspace and Theory of Mind as literacy issues
G3	3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea	Executive functions, philosophy and intellectual experiences
G4	5th Grade Room, Level 2, Colégio D. Luísa Sigea	Fostering students' professional development by research enhanced teaching in higher education
G5	6th Grade Room, Level 2, Colégio D. Luísa Sigea	Time, space and groupings: The organisation of early childhood environments
G6	7th Grade Room, Level 2, Colégio D. Luísa Sigea	Group size, space and integration
G7	8th Grade Room, Level 1, Colégio D. Luísa Sigea	Enhancing practice through participatory research methods
G8	9th Grade Room, Level 1, Colégio D. Luísa Sigea	Curriculum content, models and development
G9	IT Room, Level 1, Colégio D. Luísa Sigea	Raising quality through developing workforce competence and sustainable governance
G10	Auditorium, Level 3, Colégio D. Luísa Sigea	Predicting cognitive development and social competence outcomes from ITERS-R and ECERS-R
G11	Room B, Floor I, Estoril Congress Centre	Shining a transitions research light on children's curiosity, agency and participation
G12	D1, Floor I, Estoril Congress Centre	Culturally responsive practice in ECEC settings
G13	D2, Floor I, Estoril Congress Centre	Early childhood workforce stress and wellbeing
G14	D3, Floor I, Estoril Congress Centre	Gender diversity and degendering research and practice
G15	D4/D5, Floor I, Estoril Congress Centre	Perceptions on pedagogical leadership
G16	C1, Floor I, Estoril Congress Centre	-
G17	C2, Floor I, Estoril Congress Centre	Nature based learning as a pedagogical support for science, language as well as environmental studies
G18	C3, Floor I, Estoril Congress Centre	Accessing children's voice
G19	C4, Floor I, Estoril Congress Centre	Questions of culture in ECEC
G20	C5, Floor I, Estoril Congress Centre	Student teachers' skills and experiences of teaching maths

G21	C6, Floor I, Estoril Congress Centre	Empathy, emotional availability and eye contact of early years educators
G22	C7, Floor I, Estoril Congress Centre	Digital activities in play and learning
G23	Room E, Floor II, Estoril Congress Centre	Advancing creative methodologies and methods to enhance our understanding
G24	F1, Floor II, Estoril Congress Centre	Crafting (as) research and educational practice
G25	F2 Floor II, Estoril Congress Centre	Indigenous knowledge supports culturally sustaining leadership, teaching and learning; examples from Aotearoa New Zealand.
G26	F3, Floor II, Estoril Congress Centre	Resisting neoliberal and neo-colonial discourses in early childhood education
G27	F4, Floor II, Estoril Congress Centre	Transition and belonging - From home to ECEC
G28	F5, Floor II, Estoril Congress Centre	Student teachers learning experiences; challenges and needs
G29	F6, Floor II, Estoril Congress Centre	Early childhood education during a global pandemic: Perspectives from Portugal, Quebec, and Switzerland
G30	F7, Floor II Estoril Congress Centre	Evaluating transition to school programs

Symposium Set A

Thursday 31st August 2023, 10:40 – 12:00

A1

Working with critically ill children and inclusive practice

Chair: Veronica Raspa, University of Perugia, Italy

Thursday 31st August, 10:40 - 12:00, 1st Grade Room, Level 2, Colégio D. Luísa Sigea

Psychoeducational interventions for children with cancer

Veronica Raspa and Michele Capurso, University of Perugia, Italy

Children learning in hospital settings- a phenomenology of practice

Elizabeth Rouse, Deakin University, Australia

Care = attachment and participation? Interdisciplinary approaches to inclusion

Kerstin Angelika Zechner and Christian Wiesner, University College of Teacher Education, Austria

A2

Reading aloud, class library and tales toolkit: Catalysts for literacy development

Chair: Susan Catapano, University of Central Florida, United States

Thursday 31st August, 10:40 - 12:00, 2nd Grade Room, Level 2, Colégio D. Luísa Sigea

The classroom library as the catalyst for increased literacy development in early childhood classrooms

Susan Catapano (1) and Lynn Navin (2); (1) University of Central Florida, (2) University of Missouri St. Louis, United States

Tales Toolkit: A play-based story-telling programme for language, literacy and socioemotional development.

Alice Jones Bartoli (1), Kate Shelley (2), Zsofia Maurer (1); (1) Goldsmiths/ University of London, (2) Tales Toolkit, United Kingdom

Reading aloud as a tool to support child development from 0-6 years of age

Clara Silva and Elisa Lencioni, University of Florence, Italy

A3

Children's play inhibited by researchers and teachers

Chair: Mandy Andrews, University of Plymouth, United Kingdom

Thursday 31st August, 10:40 - 12:00, 3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea

Pretend act has the potential to inhibit children's exploration of objects themselves: What happens when children encounter undefined artworks in the playground?

Hiroaki Ishiguro, Rikkyo University, Japan

Overexcitabilities and the bidirectional development in playfulness and creative potential among kindergarten children

Wing Kai Fung, Liverpool Hope University, United Kingdom

Researching the researcher: How children decolonized a research project in an NGO school in India

Sinead Matson, Maynooth University, Ireland

A4

Picture books and story time possibilities

Chair: Eliza Braden, University of South Carolina, United States

Thursday 31st August, 10:40 - 12:00, 5th Grade Room, Level 2, Colégio D. Luísa Sigea

A visual ethnography of parent-child interactions during 'story-time' in Chinese family settings

Xinxin Wang, Guangzhou University, China

Exploring preschool children's responses to picture books about challenging, unpleasant topics

Hans Olav Aadland and Kristin Aadland-Atkinson, NLA University College, Norway

What is the story: Sparking children's critical curiosity through picture books featuring Black and Jewish characters

Eliza Braden and Meir Muller, University of South Carolina, United States

A5

Sign language, standardised assessment and learning the host language: Aspects of diversity

Chair: Annika Andersson, Linnaeus University, Sweden

Thursday 31st August, 10:40 - 12:00, 6th Grade Room, Level 2, Colégio D. Luísa Sigea

On motivating children to learn a host language

Annika Andersson, Linnaeus University, Sweden

Preschool teacher's use of sign-supported speech (SSS) to promote multilingual childrens' development of Swedish as a second language (L2)

Karolina Larsson (1) (2), Polly Björk-Willén (2), Katarina Haraldsson (2) (3), Kristina Hansson (1); (1) Lunds University (2) Halmstad Municipality, (3) University of Gothenburg, Sweden

Enacting agency: A first-grade ESL teacher's journey using project-based instruction in the U.S.'s era of standardised testing

Kiyomi Colegrove (1) and Christian Zuniga (2); (1) Texas State University, (2) University of Texas RGV, United States

A6

Supporting professionals' wellbeing

Chair: Dietlinde Willockx, Karel de Grote University of Applied Sciences and Arts, Belgium

Thursday 31st August, 10:40 - 12:00, 7th Grade Room, Level 2, Colégio D. Luísa Sigea

What research on practitioner's job experience reveals on the challenges for the early years sector in Flanders, Belgium

Dietlinde Willockx, Nele Van Gils, Kris De Visscher and Els Biessen, Karel de Grote University College of Applied Sciences and Arts, Belgium

How was your day? Good and bad daily moments narrated by early childhood education professionals

Merja Koivula and Eija Sevón, University of Jyväskylä, Finland

Different spheres to consider to support the wellbeing at work of educators in early childhood educational childcare settings

Manon Boily, Sara Lachance, Marie-Christine Allaire, Nathalie Goulet and Nawel Hamidi, University of Québec in Montréal, Canada

A7

Technology as a teaching tool

Chair: Marijana Županić Benić, University of Zagreb, Croatia

Thursday 31st August, 10:40 - 12:00, 8th Grade Room, Level 1, Colégio D. Luísa Sigea

Systematic review of the contents of e-books and educational videos for preschool children

Zeynep Kılıç (1), Şeyma Değirmenci (2), Büşra Çelik, (3) Alper Yorulmaz (4); (1) Maltepe University (2) Muğla Sıtkı Koçman University (3) University of Health Sciences (4) Muğla Sıtkı Koçman University, Turkey

Puppets and the technique of stop animation in the function of creative expression of preschool children

Marijana Županić Benić, University of Zagreb, Croatia

An exploration of how multimodal teaching and the creation of digital animations contribute to six-year-olds' meaning-making in chemistry

Emelie Patron (1), Marina Wernholm (1), Kristina Danielsson (1) (2), Hanna Palmér (1), Andreas Ebbelind (1); (1) Linnaeus University (2) Stockholm University

A8

Physical activity and motor skills

Chair: Elin Eriksen Ødegaard, Western Norway University of Applied Sciences, Norway

Thursday 31st August, 10:40 - 12:00, 9th Grade Room, Level 1, Colégio D. Luísa Sigea

An investigation of teachers' and children's understandings of the relationship between movement, play and exploration using Guided Tours

Elin Eriksen Ødegaard (1), Maria Grindheim (1), Eivind Aadland (1), James Rudd (2) and Jostein Rønning Sanderud (1); (1) Western Norway University of Applied Sciences, (2) Norwegian School of Sport Sciences, Norway

The impact of directors' lived experience on promoting physical activity and motor skill development in early childhood education and care settings

Kelly Tribolet, Charles Sturt University, Australia

Academic performance in pre-school and scholar ages based on psychomotor profile

Nídia Amorim (1), Sofia Santos (2); (1) Faculty of Human Kinetics, University of Lisbon, (2) Unit for Research and Development in Education Training (UIDEF), University of Lisbon, Portugal

A9

Considering values, practices and policy in ECE

Chair: Sigal Achituv, Oranim College of Education, Israel

Thursday 31st August, 10:40 - 12:00, IT Room, Level 1, Colégio D. Luísa Sigea

The effects of cultural contexts on ECEC leadership development in Israel and the US

Lyndall Miller (1) and David Brody (2); (1) Jewish Early Childhood Education Leadership Institute (former), United States, (2) Orot Yisrael Academic College, Israel

Holidays and ceremonies in Israeli and USA early childhood Jewish education

Shulamit Hoshen (Manzura), Oranim College of Education, Israel

Children's rights and participation in Brazilian and Norwegian ECE curriculum and policy documents

Rhaisa Pael (1) and Marianne Undheim (2); (1) Universidade de Brasilia, Brazil, (2) University of Stavanger, Norway

A10

Case studies of science education in ECE

Chair: Maria Ampartzaki, University of Crete, Greece

Thursday 31st August, 10:40 - 12:00, Auditorium, Level 3, Colégio D. Luísa Sigea

A blended training approach to teaching astronomy to young children: A Greek case study

Maria Ampartzaki, Michail Kalogiannakis, Konstantinos Tassis, Vasiliki Pavlidou, Konstantinos Christidis, Sofia Chatzoglidou, Georgios Eleftherakis, University of Crete, Greece

Transformation of young children's minds, lives, and society through science, technology, engineering, art, and mathematics (STEAM) play with 'paper'

Manabu Sumida, Ehime University, Japan

The importance of field trips for children's science learning

Iskender Gelir and Laila Al-Salmi, Sultan Qaboos University, Oman

A11

Curiosity: Exploring real tools, practitioner responses and communities of practice

Chair: Valerie Sollars, University of Malta, Malta

Thursday 31st August, 10:40 - 12:00, Room B, Floor I, Estoril Congress Centre

Encouraging curiosity and agency through professional communities of practice in Chilean ECE field

Daniela Figueroa Moya (1), Ximena Poblete (2), Paula Guerra Silva Henriquez (3), Mery Rodriguez (4); (1) Finis Terrae University, (2) Universidad Alberto Hurtado, (3) Catholic University (4) Universidad de las Américas, Chile

Tools for tots: An observational study exploring Irish children's use of real tools in the early years sector

Chloe Keegan, Early Childhood Ireland, Ireland

Curiosity killed the cat...practitioners' responses to children's curiosity in kindergarten settings

Valerie Sollars, University of Malta, Malta

A12

SIG Gender Balance Self-organised Symposium

Men in early childhood education and care

Chair: Jean-Yves Plaisir, Borough of Manhattan Community College, United States

Thursday 31st August, 10:40 - 12:00, D1, Floor I, Estoril Congress Centre

Men's professional agency in the Irish ECEC workforce

Joanne McHale, Technological University Dublin, Ireland

Touch as pedagogical action: Supporting children's learning and care and men's work in ECEC

Ricardo Goncalves, Örebro University, Sweden

The Pride and Prejudice of men's participation in early childhood education

Laetitia Coles, Victoria Sullivan and Karen Thorpe, The University of Queensland, Australia

A14

Transitions from pre-school to school

Chair: Arianna Lazzari, University of Bologna, Italy

Thursday 31st August, 10:40 - 12:00, D3, Floor I, Estoril Congress Centre

Children's perspectives on transition processes: Separation from preschool

Sara Margrét Ólafsdóttir, University of Iceland, Iceland

The transition from kindergarten to school: Children's participation as a prerequisite to ensure social cohesion

Lillian Kirkvold, Gro Marte Strand and Tuva Merg, Norwegian University of Science and Technology, Norway

Transition to pre-primary education – the interplay between transition practices and age

Jasemin Can, Niina Rutanen, Mari Vuorisalo and Johanna Kiili, University of Jyväskylä, Finland

A15

Integrating STEAM into ECEC practice

Chair: Todd Milford, University of Victoria, Canada

Thursday 31st August, 10:40 - 12:00, D4/D5, Floor I, Estoril Congress Centre

Opportunities for STEM in an early childhood gardening program: Seeds of STEM

Todd Milford (1) and Christine Tippett (2); (1) University of Victoria, Canada, (2) University of Ottawa, Canada

An Investigation into the Preparedness of Early Childhood Educators in Ireland to Integrate STEAM into Curriculum Planning and Pedagogical Practice.

Paula Walshe, Dundalk Institute of Technology, Ireland

From land art to robots - exploring STEAM concepts through hands-on artistic activities

Marja-Leena Rönkkö, University of Turku, Finland

A17

Exploring infant and toddler curiosity, agency and participation through an ethnomethodological conversation analysis approach

Self-organised Symposium

Chair: Amanda Bateman, Swansea University, United Kingdom

Thursday 31st August, 10:40 - 12:00, C2, Floor I, Estoril Congress Centre

Distributed agency: Sounding out infant's sensations in routines of infant care

Iris Nomikou, University of Portsmouth, United Kingdom

Infant agency in feeding interactions: Exploring positive eating strategies in ECEC settings

Amanda Bateman, Swansea University, United Kingdom

The Humorous Toddler: Acts of playful embodied interactions

Bryndis Gunnarsdottir, University of Iceland, Iceland

A18

Updating the early years learning framework for Australia to drive professional action

Self-organised Symposium

Chair: Fay Hadley, Macquarie University, Australia

Thursday 31st August, 10:40 - 12:00, C3, Floor I, Estoril Congress Centre

Updating a national children's learning framework

Fay Hadley, Rhonda Livingstone (2) and Craig Bennett (2); (1) Macquarie University, (2) The Australian Children's Education & Care Quality Authority (ACECQA), Australia

What to change? Amplifying voices for professional action

Lennie Barblett(1) and Fay Hadley (2); (1) Edith Cowan University, (2) Macquarie University, Australia

Driving professional action through participatory action research

Susan Irvine (1), Jennifer Cartmel (2), Linda Harrison (3) and Francis Bobongie-Harris (4); (1) Queensland University of Technology, (2) Griffith University, (3) Macquarie University, (4) Queensland University of Technology, Australia

A19

Digital research

Chair: Sara Lenninger, Kristianstad University, Sweden

Thursday 31st August, 10:40 - 12:00, C4, Floor I, Estoril Congress Centre

With sensitive eyes: ECEC teachers' reflections about their visual gaze in toddler groups using eye-tracking glasses

Tuulikki Ukkonen-Mikkola, Susanna Isotalo, Saswati Chaudhuri, Jenni Salminen, Olli Merjovaara and Carita Lindén, University of Jyväskylä, Finland

Intentions to create a coding toy - the designers' perspective

Maria Ploog, University of Stavanger, Norway

Digital Bildung in early childhood education and primary school in Norway and Denmark: A scoping review

Grete Skjeggstad Meyer and Beate E.Gjesdal, NLA University College, Norway

A20

Experiences of home-based ECEC

Chair: Anna Chinazzi, University of Milano-Bicocca, Italy

Thursday 31st August, 10:40 - 12:00, C5, Floor I, Estoril Congress Centre

Children's education through the lens of home-educating parents. Insights from an ethnographic study in Italy

Anna Chinazzi and Chiara Bove, University of Milano-Bicocca, Italy

The Sense and ingenuity of home-based-childcare providers in Tokyo: Addressing the ECEC challenges of children with migrant backgrounds

Mikiko Tabu and Masayo Yabunaka, Seitoku University, Japan

'Similar, but different!' - Cross-cultural analysis of the application of the CLASS Toddler in Quebec's home-based childcares

Lise Lemay, Julie Lemire, Joanne Lehrer, Nathalie Bigras and Audrey Lespérance, University of Québec in Montréal, Canada

A21

Groupings, sociability and social interaction

Chair: Matthew Stapleton, Centre Support, Australia

Thursday 31st August, 10:40 - 12:00, C6, Floor I, Estoril Congress Centre

The teachers in teaching for social skills in school-age educare

Charlotte Tullgren (1), Madeleine Arenhill Beckman(1), Maria Rubin (2); (1) Kristianstad University, Sweden
(2) Malmö University, Sweden

Age-heterogenic and -homogenic groups in Kindergarten: ECEC professionals' motives and reflections

Lisa Annika Brandt, University of Agder, Norway

Adopting a group-based approach to illustrate infant's sociability, and ways they use curiosity and creativity to work together

Matthew Stapleton (1), Ben Bradley (2) and Jane Selby (2); (1)Centre Support (2)Charles Sturt University, Australia

A22

Sustainability in Early Childhood Education SIG Self-organised Symposium

Internationally building momentum in ECEfS: Research, policy and practice

Chair: Sue Elliott, University of New England, Australia

Thursday 31st August, 10:40 - 12:00, C7, Floor I, Estoril Congress Centre

Differing versions of ECEfS: Insights from India, Japan, China and Singapore

Sylvia Christine Almeida (1), Kaveri G (2), Midori Mitsuhashi (3), Minyi Li (4); (1) Monash University, Australia, (2) Singapore University of Social Sciences, Singapore, (3) Ochanomizu University, Japan, (4) Beijing Normal University, China

Australian case studies: Stories of children at the forefront of ECEfS change

Sue Elliott, University of New England, Australia

Exploring the Sustainable Development Goals: Beyond the environmental dimension

Lisa Sonter (1), Sharon Kemp (2), Cherie Lamb (3), Stephanie Willey (4); (1) Queensland Early Childhood Sustainability Network, (2) Banks St Kindergarten, (3) University of New England, (4) Yarralea Children's Centre, Australia

A23

Understanding the participative rights of children

Chair: Ingrid Trættemberg, NLA University College, Norway

Thursday 31st August, 10:40 - 12:00, Room E, Floor II, Estoril Congress Centre

Children's 'doing space' of participation in peer-relations in early childhood education

Enni-Mari Ylikörkkö(1), Anette Emilson (2) and Outi Ylitapio-Mäntylä (1); (1) University of Oulu, Finland, (2) Kristianstad University, Sweden

Does the promotion of participation rights in ECE benefit children's development? Positive associations between participation practices, children's perceived participation and self-concept

Nadine Correia (1) (2), Helena Carvalho (1), Cecília Aguiar (1); (1) ISCTE – University Institute of Lisbon, (2) ISCTE – University Institute of Lisbon, CIS-IUL, Portugal

Teachers and parents understanding of children's participation: A case study of a kindergarten in Askøy, Norway

Ingrid Trættemberg, NLA University college, Norway

A24

Integrated ECEC systems

Chair: Lesley Wood, North-West University, South Africa

Thursday 31st August, 10:40 - 12:00, F1, Floor II, Estoril Congress Centre

Supporting participation of disadvantaged children and their families: analyses of the concepts and experiences of health, education and social workers in a professional development program.

Helena Luis (1), Gracinda Hamido (1), Sonia Seixas (1), Isabel Piscalho (1), Isabel Tomázio Correia (2); (1) IPSantarem, (2) Ministry of Education, Portugal

Working on the integrated system: Supporting children and families agency from the early years

Chiara Dalledonne Vandini, Emanuela Pettinari, Arianna Lazzari and Lucia Balduzzi, University of Bologna, Italy

A collaborative, integrated and local model for ECD service-delivery in South Africa

Lesley Wood and Rosemary Wildsmith-Cromarty, North-West University, South Africa

A25

Observation and assessment in ECE

Chair: Magdalena Hartmann, The University of Osnabrück, Germany

Thursday 31st August, 10:40 - 12:00, F2 Floor II, Estoril Congress Centre

An observational study of object-oriented play

Elizabeth Wynberg (1), Chiel van der Veen (1), Annerieke Boland (2), Femke van der Wilt (1), Maartje Raijmakers (1); (1) Vrije Universiteit (VU) Amsterdam, (2) University Of Applied Sciences Ipabo, Netherlands

Stimulating agency in preschool children using feedback (in formative assessment): An exploratory research

Emilia Restiglian (1),

Co-presenters:

Silvia Azzolin (1), Claudia Boldrin (2), Maria Mori (3), Francesca Scaramuzza (2), Paola Zoroaster (4); (1) University of Padova, (2) Istituto Comprensivo Favaro Veneto (VE), (3) University of Verona, (4) Cooperativa sociale Cosep, Italy

Preschool teachers' reasoning about assessment, attentiveness and about supporting each child's learning processes

Monica Ehrström, Malardalen University, Sweden

A26

Preschool teachers discussions about thematic science teaching involving play, digital tools, and children's perspectives

Self-organised Symposium

Chair: Marie Fridberg, Kristianstad University, Sweden

Thursday 31st August, 10:40 - 12:00, F3, Floor II, Estoril Congress Centre

Science and thematic teaching in preschool – Pre- and in-service teachers' expressed curriculum emphases during joint planning sessions

Andreas Redfors, Marie Fridberg and Agneta Jonsson, Kristianstad University, Sweden

Play-responsive teaching with a science content supported by digital tools in preschool

Kristina Lund, Andreas Redfors and Agneta Jonsson, Kristianstad University, Sweden

Preschool teachers' experiences of augmented reality in place-based education for sustainable development

Marie Fridberg and Andreas Redfors, Kristianstad University, Sweden

A27

Digital Childhoods SIG Self Organised Symposium

The Integration of Internet of Toys in early childhood education

Chair: Ioanna Palaiologou, University of Bristol, United Kingdom

Thursday 31st August, 10:40 - 12:00, F4, Floor II, Estoril Congress Centre

Children's agency: Mentally linked and digitally connected, but are they heard?

Maria Dardanou, UiT - The Arctic University of Norway, Norway

IoT Toys and Social-emotional Literacies

Ioanna Palaiologou (1) and Sarika Kewalramani (2); (1) University of Bristol, United Kingdom, (2) Swinburne University of Technology, Australia

Beyond multimodal learningscapes: The case for transplay learningscapes

Ioanna Palaologou, University of Bristol, United Kingdom

A28

The struggle about agency and children's perspectives

Self-organised Symposium

Chair: Christina Haandbæk Schmidt, UCL Business Academy/ University of Applied Sciences, University College, Denmark

Thursday 31st August, 10:40 - 12:00, F5, Floor II, Estoril Congress Centre

Manual-based programmes and children's agency, curiosity, and participation in Danish ECEC-centers

Oline Pedersen, UCL Business Academy/ University of Applied Sciences, University College, Denmark

Children's agency in the settling-in process: When the transition from home to ECEC is problematic

Anette Boye Koch, VIA University College, Denmark

Norms about the parents in transitions and children's agency

Lene S. K. Schmidt, University College Absalon, Center for Social Education, Denmark

A29

Culturally and linguistically responsive practice

Chair: Victoria Whittington, University of South Australia, Australia

Thursday 31st August, 10:40 - 12:00, F6, Floor II, Estoril Congress Centre

Culturally and linguistically responsive pedagogies in early childhood education

Victoria Whittington (1), Jamie Sisson (1) and Christine Woodrow (2); (1) University of South Australia, (2) Western Sydney University, Australia

Implementation of children's agency and participation in multicultural early childhood education: ECE practices focus on language acquisition and transition to primary education in Echizen, Fukui, Japan

Asato Yoshinaga (1), Yumiko Sasaki (2) and Hiroko Okamoto (3); (1) Kokugakuin University, (2) Ashikaga Junior College, (3) Takasaki University of Health and Welfare, Japan

Examining racialization in Swedish-speaking daycares in Finland

Maria Saloranta and Jan-Erik Mansikka, University of Helsinki, Finland

A30

International analysis of the United Nations Convention on the Rights of the Child: Implications for early childhood policy, education and children

Self-organised Symposium

Chair: Ann Farrell, Queensland University of Technology, Australia

Thursday 31st August, 10:40 - 12:00, F7, Floor II Estoril Congress Centre

International analysis of the United Nations Convention on the Rights of the Child: Policy perspectives

Adrijana Visnjic-Jevtic (1), Concepción Sánchez-Blanco (2) and Gabriela Etchebere (3); (1) University of Zagreb, Croatia, (2) University of A Coruña, Spain, (3) Institute of Psychology, Education and Human Development (IPEDH), University of the Republic, Uruguay

International analysis of the United Nations Convention on the Rights of the Child: Implications for early childhood policy, education and children

Ann Farrell (1), Adrijana Višnjić-Jevtić (2) and Ewa Lewandowska (3); (1) Queensland University of Technology, Australia, (2) University of Zagreb, Croatia, (3) The Maria Grzegorzewska University, Poland

International analysis of the United Nations Convention on the Rights of the Child: Child perspectives

Katarina Bogatić (1), Alicja R. Sadownik(2) and Ivana Visković (3); (1) University of Osijek, Croatia, (2) Western Norway University of Applied Sciences, Norway, (3) University of Split, Croatia

Symposium Set B

Thursday 31st August 2023, 13:00 – 14:20

B2

Health literacy in ECE

Chair: Helen Skouteris, Monash University, Australia

Thursday 31st August, 13:00 - 14:20, 2nd Grade Room, Level 2, Colégio D. Luísa Sigea

Intervention programs related to health education in kindergarten

Judit Fináncz (1), Melinda Csima (1), Judit Podráczky (1), Krisztina Deutsch (2), Evelin Soós (2) and István József (3); (1) MTA-MATE Early Childhood Research Group; Hungarian University of Agriculture and Life Sciences, (2) University of Pécs, (3) Hungarian University of Agriculture and Life Sciences, Hungary

Measuring health literacy in early childhood

Melinda Csima (1), Judit Fináncz (1), Judit Podráczky (1), Bálint Bánfai (2) and Henrietta Bánfai-Csonka (2); (1) MTA-MATE Early Childhood Research Group; Hungarian University of Agriculture and Life Sciences, (2) University of Pécs, Hungary

Developing children's agency for wellbeing by nurturing their early learning and development through healthy eating and physical activity

Helen Skouteris, Monash University, Australia

B3

Agency and exploration in the digital world

Chair: Irina Silva, Queensland University of Technology, Australia

Thursday 31st August, 13:00 - 14:20, 3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea

Young autistic children exploring digital worlds

Irina Silva, Queensland University of Technology, Australia

"Yeah, I am making new stuff!" - Responsivity and negotiations of agency during digital storytelling in preschool

Sofije Shengjergji, University of Gothenburg, Sweden

Online playworlds: A practice of play pedagogy during COVID-19 pandemic in Indonesia

Ade Dwi Utami, Universitas Negeri Jakarta, Indonesia

B4

Rhythm, pace and routine in ECEC settings

Chair: Kristin Dýrfjörd, University of Akureyri, Iceland

Thursday 31st August, 13:00 - 14:20, 5th Grade Room, Level 2, Colégio D. Luísa Sigea

Mealtimes in the spirit of slow pedagogy

Kristin Dýrfjörd (1), Gudrun Alda Hardardóttir (2); (1) University of Akureyri, Iceland (2) Emeritus, Iceland

Infants' imitation of acts of caring: Curiosity at play

Vanessa Neves (1) and Larissa Monique Lary (2); (1) Federal University of Minas Gerais (UFMG), (2) Universidade Estadual do Sudoeste da Bahia (UESB), Brazil

Using rhythm analysis to explore children's everyday lives in England and Greece

Olga Fotakopoulou and Jane O'Connor, Birmingham City University, United Kingdom

B5

Children's voices in their worlds

Chair: Clionagh Boyle, Liverpool Hope University, United Kingdom

Thursday 31st August, 13:00 - 14:20, 6th Grade Room, Level 2, Colégio D. Luísa Sigea

Early childhood teachers as researchers in the classroom. Rescuing children's voices during the pandemic.

Elena Gonzalez-Alfaya, Rosario Mérida Serrano, María de los Ángeles Olivares, Miguel Muñoz Moya and Julia Carrillo, University of Córdoba, Spain

Reflections on the interstices of young children's engagement in Liverpool's UNICEF Child Friendly City

Clionagh Boyle and Anna Jackson Ready, Liverpool Hope University, United Kingdom

Voices of children in the city

Kaat Verhaeghe and Geert De Raedemaeker, Erasmus Brussels University of Applied Sciences and Arts, Belgium

B6

Digital pedagogues concepts and methods

Chair: Dean McDonnell, Institute of Technology, Carlow, Ireland

Thursday 31st August, 13:00 - 14:20, 7th Grade Room, Level 2, Colégio D. Luísa Sigea

Adapting SELFIEforTEACHERS self-reflection tool to support professional development of (ECEC) professionals

Georgios Kapsalis (1), Stavroula Kontovourki (2), Tharrenos Bratitsis (3), Anastasia Economou (1); (1) European Commission, Joint Research Centre, Spain, (2) University of Cyprus, Cyprus, (3) University of Western Macedonia, Greece

Practicalities and methodologies of using technology: The role of settings and contexts

Dean McDonnell (1) and Sylwia O'Rourke (2); (1) Institute of Technology, Carlow, (2) South East Technological University (SETU), Ireland

Exploring the mediating role of concepts for reasoning about integrating digital media in preschool: A potential for enabled agency for early childhood teachers

Emelie Stavholm, Pernilla Lagerlöf and Cecilia Wallerstedt, University of Gothenburg, Sweden

B7

Children's participative rights

Chair: Veronika Magyar-Haas, University of Fribourg, Switzerland

Thursday 31st August, 13:00 - 14:20, 8th Grade Room, Level 1, Colégio D. Luísa Sigea

Children's perspectives on involvement and their ways of participation

Veronika Magyar-Haas, University of Fribourg, Switzerland

What do children think about their participation in decision-making in preschool classrooms?

Tatiana Le-van (1), Anna Iakshina (1) and Natalya Filimonova (2); (1) Moscow City University, (2) State budget educational organization "School №547", Russia

Pedagogical constructions of young children's participative rights across initial teacher education and professional learning in Wales

Jennifer Clement (1), Jacky Tyrie (2), Louisa Roberts (3), Alison Murphy (4), Jane Williams (2), Jane Waters-Davies (4) and Sarah Chicken (3); (1) Cardiff Metropolitan University, (2) Swansea University, (3) University of the West of England (UWE) Bristol, (4) University of Wales Trinity Saint David, United Kingdom

B8

The art of not "standing still" - The power of creativity in early childhood

Self-organised Symposium

Chair: Torstein Unstad, UiT - The Arctic University of Norway, Norway

Thursday 31st August, 13:00 - 14:20, 9th Grade Room, Level 1, Colégio D. Luísa Sigea

Process drama for children's play and learning

Miriam Wiik, The Arctic University of Norway, Norway, Norway

The power of creativity - exploring kindergarten staff's theatre performance

Anne Eriksen (1), Espen Rognli Olsvik (2), Sofie Ryan (3); (1) UiT The Arctic University of Norway, (2) Ysterhagen Barnehage, Røros, (3) Strandkanten FUS Barnehage, Tromsø, Norway

Digital and analogue - Children's creativity in practice

Torstein Unstad, UiT - The Arctic University of Norway, Norway

B9

Child image, participation and safety

Chair: Susanna Kinnunen, University of Oulu, Finland

Thursday 31st August, 13:00 - 14:20, IT Room, Level 1, Colégio D. Luísa Sigea

What does the early years space say about the image held of the child?

Fatemeh Sadeghi, University of Edinburgh, United Kingdom

Children's agency in negotiating safety and routines in preschool

Susanna Kinnunen and Maria Peltola, University of Oulu, Finland

Children's experiences of participation in different activities in Norwegian early childhood and care institutions

Kathrine Bjørgen and Anne Holla Sivertsen, Queen Maud University College, Norway

B10

Music art and creativity as broader approaches to child development

Chair: Helle Hovgaard Jørgensen, UCL Business Academy and University of Applied Sciences, Denmark

Thursday 31st August, 13:00 - 14:20, Auditorium, Level 3, Colégio D. Luísa Sigea

Promote participation and vision development with young children through education for sustainable development (ESD) and artistic practices

Julia Niederhauser, FHNW University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

Inclusive education through music in ECEC institutions

Morten Saether, Queen Maud University College, Norway

A taste of art: Awakening curiosity and exploring cultural diversity in Wales with early childhood undergraduate students

Gisselle Tur Porres (1) and Prith Biant (2); (1) Swansea University, (2) The Creative Thinking Company, United Kingdom

B11

Planning with and listening to children

Chair: Josefin Rostedt, Jönköpings University, Sweden

Thursday 31st August, 13:00 - 14:20, Room B, Floor I, Estoril Congress Centre

Young children's voices.. Do we really listen to them?

Cansu Aytac, University of Strathclyde, United Kingdom

What I really think about sitting straight, golden time and reward charts": Gathering 4-year-olds views on behaviourist pedagogy in reception

Dawn Jones, Zeta Williams-Brown and Selena Hall, University of Wolverhampton, United Kingdom

Traces of children's agency in preschool; teacher's out-of-classroom planning work

Josefin Rostedt, Jönköpings University, Sweden

B12

Sustainability in Early Childhood Education SIG Self-organised Symposium

Opportunities for children's learning, participation and agency within nature and the non-human world. EECERA Sustainability in Early Childhood Education SIG Symposium 3

Chair: Kassahun Weldemariam, Gothenburg University, Sweden

Thursday 31st August, 13:00 - 14:20, D1, Floor I, Estoril Congress Centre

Learning Outside Together: Learning from the Land

Enid Elliot (1), Sheila Grieve (2) and Leona Antoine (3); (1) Camosun College, (2) Vancouver Island University, (3) British Columbia Aboriginal Child Care Society, Canada

"He's coming to say hello to you!" Does teacher discourse impact children's relationships with animals?

Patty Born, Hamline University, United States

Children's curiosity in nature, science, and sustainability education – Cultural values and socio-material practices

Nanna Jordt Jørgensen, Birgitte Damgaard, Katrine Dahl Madsen, Katrina Busch Hasselstrom and Mia Husted, University College Copenhagen, Denmark

B13**Community-based approaches to combat educational inequality and Segregation in ECEC**

Self-organised Symposium

Chair: Magdalena Joos, Trier University, Germany

Thursday 31st August, 13:00 - 14:20, D2, Floor I, Estoril Congress Centre

Kita social work as a gatekeeper for educational landscapes and potential of children's curiosity

Andy Schieler and Marina Swat, University of Applied Sciences Koblenz, Germany

Parent-run day-care centres – A question of social inequality?

Johanna Mierendorff (1) and Nina Hogrebe (2); (1) Martin Luther University of Halle-Wittenberg, (2) University of Applied Sciences (HaW) Hamburg, Germany

“Under one roof” – Houses of Education as a pioneering place and practice to combat educational inequality in (early) childhood in Germany

Magdalena Joos (1), Discussant: Peter Cloos (2), Nadja Schu (1); (1) Trier University, (2) University of Hildesheim Foundation, Germany

B14**Multilingual Childhoods SIG Self-organised Symposium****Language ideologies and research ethics in multilingual ECEC settings**

Chair: Gunhild Alstad, Inland Norway University of Applied Sciences, Norway

Thursday 31st August, 13:00 - 14:20, D3, Floor I, Estoril Congress Centre

The significance of multilingual children's voices in research

Marit Sundelin (1) and Anja Maria Pesch (2); (1) UiT-Norges arktiske universitet/ ILP, (2) Inland Norway University of Applied Sciences, Norway

Conflicting language ideologies in teacher education syllabi and textbooks

Gunhild Alstad, Inland Norway University of Applied Sciences, Norway

(Re)thinking children's picture books as the mirror of contemporary society

Ellinor Skaremyr, Carina Hermansson, Getahun Yacob Abraham and Margareta Lindström, University of Borås, Sweden

B15**Experiences of movement in the outdoor learning environment**

Chair: Alicja Sadownik, Western Norway University of Applied Sciences, Norway

Thursday 31st August, 13:00 - 14:20, D4/D5, Floor I, Estoril Congress Centre

Cutting together (apart) the entanglements of movement-play-exploration in the rural and urban landscapes of Norwegian ECECs

Alicja Sadownik and Eivind Aadland, Western Norway University of Applied Sciences, Norway

How can bodily experiences of movement in nature be linked to education for sustainable development (ESD) in early childhood teacher education (ECTE)?

Ingunn Berrefjord Ugelstad and Synnøve Eikeland, University of Stavanger, Norway

Physical activity levels of preschool-aged children during a teacher-guided movement activity compared to indoor and outdoor free play

Yunhee Kim, Go Eun Son, Heejeong Lee, Juyoung Lee and Ha Young Kim, Duksung Women's University, South Korea

B16

International approaches to outdoor learning from Chile, Ireland and Portugal

Chair: Pablo Rupin, O'Higgins University, Chile

Thursday 31st August, 13:00 - 14:20, C1, Floor I, Estoril Congress Centre

Outdoor spaces and nature in Chilean kindergartens

Pablo Rupin (1) and Catherine Bouve (2); (1) O'Higgins University, Chile, (2) Sorbonne Paris Nord University, France

More than a learning environment; the attributes of outdoor provision in the regulated Irish early years context

Caitriona Stokes, Tusla, Child & Family Agency, Ireland

Adult-child interactions at creche outdoor spaces in Portugal

Ana Sofia de Carvalho Lopes (1), Gabriela Portugal (1) and Maria Figueiredo (2); (1) University of Aveiro, (2) Escola Superior de Educação - Polytechnic Institute of Viseu, Portugal

B17

Parental involvement in evaluation and inspection of ECEC

Chair: Lána Cummins, National College of Ireland, Ireland

Thursday 31st August, 13:00 - 14:20, C2, Floor I, Estoril Congress Centre

Parental partnership – Involvement and engagement practices in early learning and care settings

Martina Carter, Department of Education, Ireland

How to improve the culture of participation? Educators, families, and children assess the quality of a childcare in Padova (Italy)

Monica Gottardo and Emilia Restiglian, University of Padova, Italy

Conducting peer research: Learning from the evaluation of a parenting support intervention

Catarina Leitão, Jeffrey Shumba and Tara Scott, Childhood Development Initiative, Ireland

B18

Early childhood science and pedagogic approaches

Chair: Meera Oke, National College of Ireland, Ireland

Thursday 31st August, 13:00 - 14:20, C3, Floor I, Estoril Congress Centre

Science and math reconsidered: Learning from David Hawkins

Yoshie Kittaka, Yokohama National University, Japan

Pedagogues' competences and professionalism as a starting point for the development of science-pedagogical learning environments in kindergarten

Karen Bollingberg, University College Copenhagen KP, Denmark

Attitudes and beliefs towards science teaching among Norwegian kindergarten teachers: Relationship between adult science content knowledge and children's questions in kindergarten

Asbjørn Magnar Hov (1), Guri Langholm (1), Øystein Guttersrud (1), Sibel Erduran (2); (1) The Norwegian Centre for Science Education, Norway, (2) University of Oxford, United Kingdom

B19

Supporting socio-emotional development

Chair: Mirjam Kalland, University of Helsinki, Finland

Thursday 31st August, 13:00 - 14:20, C4, Floor I, Estoril Congress Centre

Supporting social-emotional and motor skills at the transition to primary school with "Lionstrong" to increase curiosity, agency and participation in the first school years

Carolin Quenzer-Alfred, Daniel Mays, Metzner Franka and Wichmann Michelle Lok-Yan, University of Siegen, Germany

SAGA: Supporting social-emotional development in early childhood education

Mirjam Kalland, Tanja Linnavalli and Silja Martikainen, University of Helsinki, Finland

Educators' thoughts and experiences in relation to children's social-emotional wellbeing in early childhood education and care settings

Penny Levickis, Lisa Murray, Laura McFarland, Patricia Eadie and Jane Page, University of Melbourne, Australia

B20

Testing and quality evaluation in England, Finland and Slovakia

Chair: Zlatica Zacharová, Comenius University in Bratislava, Slovakia

Thursday 31st August, 13:00 - 14:20, C5, Floor I, Estoril Congress Centre

Comparison of scoring on the DCCS test of executive function in children aged 3 to 8 years

Zlatica Zacharová and Dušan Kostrub, Comenius University in Bratislava, Slovakia

Teachers and KS1 SATs: A testing time?

Jane Brie, Liverpool Hope University, United Kingdom

Piloting of national ECEC quality evaluation system in Finland

Sivi Harkoma, Janniina Vlasov and Tuomas Sarkkinen, Finnish Education Evaluation Centre (FINEEC), Finland

B21

ECEC gender perspectives

Chair: Mia Heikkilä, Åbo Akademi University/Stockholm University, Finland/Sweden

Thursday 31st August, 13:00 - 14:20, C6, Floor I, Estoril Congress Centre

Young children becoming student in French nursery school: Does gender matter?

Emilie Poisson, Véronique Rouyer and Corinne Ponce, The University of Bordeaux, France

A double-edged leadership: Female headteachers in Chilean early childhood education

Alejandra Falabella (1), Daniela Figueroa Moya (2), (Ximena Poblete (1), Blanca Barco (3) and Loreto Fernández (1); (1) Alberto Hurtado University, (2) Finis Terrae University, (3) Universidad Católica de Chile, Chile

Perspectives on gender and gender quality in ECEC in Sweden - An overview of last two decades of research

Mia Heikkilä, Åbo Akademi University/Stockholm University, Finland/Sweden

B22

Facilitative Environments for Supervision, Professional Development & Life Long Learning

Self-organised Symposium

Chair: Joanne Benford, Pen Green Research Base, United Kingdom

Thursday 31st August, 13:00 - 14:20, C7, Floor I, Estoril Congress Centre

Andragogy in practice: The Pen Green approach to supporting adult learners

Joanne Benford, Pen Green Research Base, United Kingdom

An exploration of 'supervision' to consider how it contains, supports and improves the 'emotional labour' and the 'wellbeing' of early childhood practitioners.

Felicity Dewsbery, Pen Green Research Base, United Kingdom

Exploring and creating a framework for successfully engaging Level 3 apprentices in the early years sector

Katherine Clark, Pen Green Research Base, United Kingdom

B23

Supporting newly arrived children & children's perspectives of difference

Chair: Christine Massing, University of Regina, Canada

Thursday 31st August, 13:00 - 14:20, Room E, Floor II, Estoril Congress Centre

What's the meaning of halal? Children's perspectives of differences in food practices in a Norwegian kindergarten

Ragnhild Laird Iversen, University of South-Eastern Norway, Norway

Activating the resources of immigrant-background educators' to facilitate newcomer

Christine Massing and Haiming Li, University of Regina, Canada

Does free play enable integration of newly arrived children in Swedish preschools?

Charlotte Löthman and Tünde Puskás, Linköping University, Sweden

B24

Curiosity and problem solving

Chair: Elizabeth Black, University of Glasgow, United Kingdom

Thursday 31st August, 13:00 - 14:20, F1, Floor II, Estoril Congress Centre

ECEC Teachers' pedagogical strategies to support children's curiosity and agency in problem-solving play activities with coding toys

Monika Kamola, Francesca Granone, Elin Kirsti Lie Reikerås and Kristin Grøsvik, University of Stavanger, Norway

Supporting children's problem-solving transfer in ECEC through coding toy

Enrico Pollarolo and Francesca Granone, University of Stavanger, Norway

Children's perceptions of mindfulness and how mindfulness practices impact their lives

Cathryn Lokey and Jeannine Turner, Florida State University, United States

B25

Factors influencing parent involvement in ECEC

Chair: Marius Mader, University of Wuppertal, Germany

Thursday 31st August, 13:00 - 14:20, F2 Floor II, Estoril Congress Centre

Parents' agency and customized relationships in ECEC

Marius Mader, University of Wuppertal, Germany

Analysis of the level of family involvement and its variables: The case of Spain

Andrea Otero-Mayer, Eva Expósito-Casas and Ana González-Benito, The National Distance Education University (UNED), Spain

Kindergarten ECEC educators' attitudes towards parent involvement in kibbutz, village, and urban ECEC communities in Israel

Sigal Achituv (1), David Brody (2) and Orit Dror (1); (1) Oranim College of Education, (2) Orot Yisrael Academic College, Israel

B26

Privatisation of professional bureaucracy in ECEC

Chair: Paola Pedrelli, Birmingham City University, United Kingdom

Thursday 31st August, 13:00 - 14:20, F3, Floor II, Estoril Congress Centre

Building leadership - a mixed-method study of the leadership of private early childhood education in Finland

Marjo Mäntyjärvi, University of Oulu, Finland

Privatization policies' enactment in early childhood education centres: a multi case study

Loreto Fernández, Alberto Hurtado University /Diego Portales University, Chile

Early childhood education center as a professional bureaucracy - Designing organizational structure and management system in Finnish early childhood education

Hannele Roponen (1), Raisa Ahtiainen (2), Tuulikki Ukkonen-Mikkola (1), Elina Fonsén (1); (1) University of Jyväskylä, (2) University of Helsinki, Finland

B27

Children's curiosity in outdoor spaces

Chair: Mary Daly, The National Council for Curriculum and Assessment (NCCA), Ireland

Thursday 31st August, 13:00 - 14:20, F4, Floor II, Estoril Congress Centre

Entering urban nature's wonderland: An exploration of children's curiosity and wonder as fostering agents of learning, friendship and community

Johana Montalvan Castilla, University of Stavanger, Norway

Promoting curiosity and agency for babies, toddlers and young children in the outdoors through Aistear, Ireland's early childhood curriculum framework

Mary Daly and Sharon Skehill, The National Council for Curriculum and Assessment (NCCA), Ireland

Survey with service provider on outdoor play spaces in Irish ECEC settings

Aoife Horgan, Chloe Keegan, Liz Kerrins and Linda Kelly, Early Childhood Ireland, Ireland

B28

Mathematics Birth to Eight Years SIG Self-organised Symposium

Play and Mathematics (I)

Chair: Oliver Thiel, Queen Maud University College, Norway

Thursday 31st August, 13:00 - 14:20, F5, Floor II, Estoril Congress Centre

On young children's use of semiotic resources when reasoning about and explaining hypothetical situations

Elena Severina, Western Norway University of Applied Sciences, Norway

Play and mathematics in an Italian and a Swedish preschool context

Karin Franzén (1), Benita Berg (2), Ester Catucci (2) and Laura Leonardi (3); (1) Karlstads University, Sweden (2) Mälardalen University, Sweden; (3) University of Padova, Italy

The blank page: Students representations and decomposition of numbers

Judith Fabrega (1) and Mequè Edo (2); (1) Innovamat Education, (2) Autonomous University Barcelona, Spain

B29

Schema a window through which to observe, listen and ponder children's fascinations

Self-organised Symposium

Chair: Julie Brierley, University of Hull, United Kingdom

Thursday 31st August, 13:00 - 14:20, F6, Floor II, Estoril Congress Centre

Moving to learn or learning to move: Young children's embodied learning, viewed through a schematic lens

Julie Brierley, University of Hull, United Kingdom

A qualitative case study investigating the connectivity between young children's musicality within a schematic theoretical framework

Christine Parker (1) and Zoë Austin (2); (1) Pen Green Research Base, (2) Guilden Norden C of E Primary Academy, United Kingdom

B30

Working with Parents and Families SIG Self-organised Symposium

Perceptions of parents and educators of toddlers on their relationships during and after COVID-19 in five countries

Chair: Ute Ward, Dr. Ute Ward, United Kingdom

Thursday 31st August, 13:00 - 14:20, F7, Floor II, Estoril Congress Centre

Perceptions of parents and educators of toddlers on their relationships during and after COVID-19 in Spain and England

Ute Ward (1) and Silvia Blanch Gelabert (2); (1) United Kingdom, (2) Autonomous University Barcelona, Spain

Teachers' and parents of toddlers perceptions - The impact of COVID-19 crisis on relationships among them

Clodie Tal, Levinsky-Wingate College of Education, Israel

Parent-practitioners perceptions of co-operation during and after COVID-19 in Croatia and Poland

Krystyna Heland-Kurzak (1) and Adrijana Višnjić – Jevtic (2); (1) The Maria Grzegorzewska University, Poland, (2) University of Zagreb, Croatia

Symposium Set C

Thursday 31st August 2023, 15:10 – 16:30

C1

Wordless books, indigenous cultures and poetic language in ECEC

Chair: Sally Brown, Georgia Southern University, United States

Thursday 31st August, 15:10 - 16:30, 1st Grade Room, Level 2, Colégio D. Luísa Sigea

Children's performance in an indigenous book reading program in Taiwan

Catherine Compton-Lilly (1), Ching-Ting Hsin (2) and Di Tam Luu (2); (1) University of South Carolina, United States
(2) National Tsing Hua University, Taiwan

Sparks of curiosity: Young children's wordless picturebook intra-actions

Sally Brown, Georgia Southern University, United States

Early childhood teachers' perceptions and knowledge of poetic language in shared book reading

Ellen Tveit, University of Stavanger, Norway

C2

Parent-teacher dialogues about race and migration

Chair: Lisa White, American Institutes for Research, United States

Thursday 31st August, 15:10 - 16:30, 2nd Grade Room, Level 2, Colégio D. Luísa Sigea

Childrearing beliefs of Ukrainian refugee mothers

Veronique Dierckx (1), Magdalena Krakowiak (2) and Olga Wyslowska (3); (1) Utrecht University, Netherlands
(2) Jan Amos Komeński Child Development Foundation, Poland, (3) University of Warsaw, Poland

Talking about culture, race, and discrimination with young children: Parent and teacher perspectives

Lisa White and Leanne Elliott, American Institutes for Research, United States

'I feel more empowered to talk about differences and social justice now', Exploring EC-teachers' (perceptions of) intercultural competences

Kato Luyckx, Eva Dierckx and Hajjar Ben Sliman-Ghomari, AP University of Applied Sciences and Arts, Belgium

C3

Dealing with harm, fear and abusiveness

Chair: Pinar Celik Chippari, Queens University Belfast, United Kingdom

Thursday 31st August, 15:10 - 16:30, 3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea

Ecosystemic factors influencing the experience of fear in young children

Keshni Bipath and Francinah Masola, University of Pretoria, South Africa

Teachers' perceptions of sex education and its efficiency in preventing sexual abuse among students with learning difficulties (Id)

Pinar Celik Chippari, Queens University Belfast, United Kingdom

No! Children's Perspectives on Harmful Behavior by Professionals in Dialogue-Based Interviews

Jessica Ferber (1), Dörte Weltzien (2), Rieke Hoffer (3), Ruth Büllsbach (1), Maike Rönnau-Böse (2) and Lara Wintzer (1); (1) Center for Childhood and Adolescence Research (ZfKJ), (2) Protestant University of Applied Sciences Freiburg, (3) University of Applied Sciences Koblenz, Germany

C4

Democratic approaches

Chair: Véronique Rouyer, University of Bordeaux, France

Thursday 31st August, 15:10 - 16:30, 5th Grade Room, Level 2, Colégio D. Luísa Sigea

Promoting participation and agency in childhood: An exploratory study of the experiences of French children in a children's municipal council

Véronique Rouyer, Corinne Ponce and Stephanie Constans, The University of Bordeaux, France

When preschoolers activate public spaces – Another democracy is possible?

Christine Eriksson, BUV, Stockholm University, Sweden

Parental participation in preschool teaching – An aspect of democracy

Charlotte Öhman, Jönköping University, Sweden

C5

Agency, democracy and risky play

Chair: Farhana Borg, Dalarna University, Sweden

Thursday 31st August, 15:10 - 16:30, 6th Grade Room, Level 2, Colégio D. Luísa Sigea

Democracy and play in early childhood education for sustainability in Sweden and Turkey: A comparison of national curricula

Farhana Borg (1) and Deniz Kahriman-Pamuk(2); (1) Dalarna University, Sweden, (2) Mersin University, Turkey

Agency in early childhood: ECE students' thoughts, feelings and practices

Tamar Beer and Orit Mualem, Levinsky-Wingate College of Education, Israel

Children's agency and the 'play value': Focusing on children's play on risky play equipment in preschools in Japan

Hiroko Inokuma, Ochanomizu University, Japan

C6

Children as co-researchers and pedagogical leaders

Chair: Lara Schindler, University of Applied Sciences Koblenz, Germany

Thursday 31st August, 15:10 - 16:30, 7th Grade Room, Level 2, Colégio D. Luísa Sigea

Agency in action in school age childcare (SAC) - The careful decisions of a 6-year-old engaged in research

Mary Roche, Technological University Dublin, Ireland

Qualitative research with preschool children as co-researchers: promoting curiosity, agency, and participation

Lisa Schneider, Carolin Quenzer-Alfred and Daniel Mays, University of Siegen, Germany

A child's eye view: A virtual exploration of children's experiences within a play-based environment

Deirdre Grogan and Charlotte Bowes, University of Strathclyde, United Kingdom

C7

Role of teachers in play

Chair: Annerieke Boland, University of Applied Sciences - iPabo Amsterdam, Netherlands

Thursday 31st August, 15:10 - 16:30, 8th Grade Room, Level 1, Colégio D. Luísa Sigea

Preschool children's free play and the role of teachers in it

Merle Taimalu, Heily Leola and Taige Kusma, University of Tartu, Estonia

"I support taking risks only under my control!" Preschool Teachers' Attitudes and Self-reported Practices about Risky Play Outdoors

Rabia Turgut-Kurt (1) and Serap Sevimli-Celik (2); (1) Ankara University, (2) Middle East Technical University, Turkey

The role of preschools' educators' in children's agency and power relationship during play: A case study of Tajikistan

Zarina Muminova, University of Edinburgh, United Kingdom

C8

Pedagogical models, coaches and the rise of blended learning

Chair: Dalila Lino, The Polytechnical Institute of Lisbon, Portugal

Thursday 31st August, 15:10 - 16:30, 9th Grade Room, Level 1, Colégio D. Luísa Sigea

Exploring the impact of pedagogical coaches on practitioners' competencies and process quality

Jeroen Janssen (1), Bart Declercq (2), Dietlinde Willockx, (1) Karen De Coninck (3) and Shana Hollander (2); (1) Karel de Grote University of Applied Sciences and Arts - Pedagogy in Practice Research Centre, (2) University of Leuven - Research Centre for Experiential Education, (3) Artevelde University of Applied Sciences, Belgium

The development of professional competences in ECE: The role of pedagogical models

Dalila Lino (1) and Cristina Parente (2); (1) Lisbon School of Education, The Polytechnical Institute of Lisbon, (2) University of Minho, Portugal

Enhancing quality of early childhood education in Nigeria through adoption of blended learning by educators

Oluwaseun Temitope Lawal (1), Taiwo Oladunni Gbenga-Akanmu (2) and Tesleem Akinyemi Amoo (1); (1) Federal College of Education Iwo, (2) Institute of Education Obafemi Awolowo University, Nigeria

C9

Embodied curiosity and wonder

Chair: Jane Waters-Davies, The University of Wales Trinity Saint David (UWTSD), United Kingdom

Thursday 31st August, 15:10 - 16:30, IT Room, Level 1, Colégio D. Luísa Sigea

Exploring practice to support concept development with 2-year-olds during play: Creating wonder in Wales

Natalie MacDonald, Jane Waters-Davies, Natasha Young, Glenda Tinney and Jess Pitman, University of Wales Trinity Saint David, United Kingdom

Curiosity, what more than questions?

Anne Lynngård and Marianne Presthus Heggen, Western Norway University of Applied Sciences, Norway

Looking through the lockdown lens to determine whether young children's curiosity, agency and participation was affected during the COVID-19 pandemic

Jodi Roffey-Barentsen and Jools Page, The University of Brighton, United Kingdom

C10

System reform of services for youngest children (0-6)

Chair: Noelia Ceballos López, University of Cantabria, Spain

Thursday 31st August, 15:10 - 16:30, Auditorium, Level 3, Colégio D. Luísa Sigea

Sustaining inclusive transitions within the reform on the integrated 0-6 system in Italy. Findings from the INTRANS project.

Lucia Balduzzi, Arianna Lazzari and Martino Serapioni, University of Bologna, Italy

What are we missing in early childhood education? A Spanish regional study about the role of early childhood education in building an inclusive school

Noelia Ceballos López, Ángela Saiz-Linares and Teresa Susinos-Rada, University of Cantabria, Spain

Professional practice during large-scale reform: implementing universal 3-year-old preschool in Victoria, Australia

Patricia Eadie, Jane Page, Penny Levickis, Laura McFarland and Sarah Young, University of Melbourne, Australia

C11

Investigating values, citizenship and social sustainability

Chair: Nura Jahanpour, University of Cambridge, United Kingdom

Thursday 31st August, 15:10 - 16:30, Room B, Floor I, Estoril Congress Centre

"Children Wondering" - A project of questioning thinking

Joana Chélinho, Polytechnic Institute of Coimbra - Coimbra Education School, Portugal

Exploring parenting values construction through creative engagement: Towards parent-friendly learning

Nura Jahanpour, University of Cambridge, United Kingdom

Caring for the whole child in preschool education: Attentiveness and curiosity for children's different worldviews in sustainable educational professionalism

Magdalena Raivio (1), Ellinor Skaremyr (2) and Arniika Kuusisto (3); (1) Karlstad University, Sweden, (2) University of Borås, Sweden, (3) University of Helsinki, Finland

C12

SIG Gender Balance Self-organised Symposium

Intercultural perspectives on gender sensitive pedagogy in ECEC

Chair: Tim Rohrmann, University of Applied Sciences and Arts Hildesheim, Germany

Thursday 31st August, 15:10 - 16:30, D1, Floor I, Estoril Congress Centre

Contextualising gender-sensitive pedagogy and practice in early childhood education (ECE): Perspectives from China, England, Germany, and Sweden

Christian Eidevald (1), Yuwei Xu (2), Rachel Lehner-Mear (2) and Markus Andrae (3); (1) University of Gothenburg, Sweden, (2) University of Nottingham, United Kingdom, (3) Dresden University of Applied Sciences, Germany

Fathers in childcare services and play groups: An intercultural perspective

Christophe Genette (1), Florence Pirard (1) and Nathalie Maulet (2); (1) University of Liège, (2) Office de la Naissance et de l'Enfance, Belgium

Male educators answering children's questions on sexual matters? A cross-cultural study

Halah Elkarif (1) and Tim Rohrmann (2); (1) Cairo University, Egypt, (2) HAWK Hildesheim University of Applied Sciences and Arts, Germany

C13

Mathematics Birth to Eight Years SIG Self-organised Symposium

Play and Mathematics (II)

Chair: Oliver Thiel, Queen Maud University College of Early Childhood Education, Norway

Thursday 31st August, 15:10 - 16:30, D2, Floor I, Estoril Congress Centre

Acknowledging the multiple aspects of children's engagement with mathematics in child-led play: Perspectives from England and Greece

Elizabeth Carruthers (1) and Maria Papandreou (2); (1) Bristol University, United Kingdom, (2) University of Thessaloniki, Greece

Stochastics in children's outdoor play – First results

Oliver Thiel (1), Lucía Casal de la Fuente (2) and Zoi Nikiforidou (3), (1) Queen Maud University College of Early Childhood Education, Norway, (2) University of Vigo, Spain, (3) University of Ioannina, Greece

Exploring educators' perspectives on the mathematics in young children's play: A cross-cultural study in Norway and England

Camilla Normann Justnes (1), Catherine Gripton (2), Beate Nergård (1) and Anne Nakken (1); (1) Norwegian Centre for Mathematics Education, Norway, (2) University of Nottingham, United Kingdom

C14

Outdoor Play and Learning SIG Self-organised Symposium

Children's access to outdoors and adult's role in their outdoor play experiences

Chair: Merete Lund Fasting, University of Agder, Norway

Thursday 31st August, 15:10 - 16:30, D3, Floor I, Estoril Congress Centre

Parents' perceptions of their children's outdoor activities before and during the COVID-19 crisis

Michaela Kadury-Slezak, Clodie Tal, Sapir Faruchi, Iris Levy, Pninat Tal and Sigal Tish, The Academic College Levinsky-Wingate, Israel

Adults' role in children's play in nature

Merete Lund Fasting, Ingrid Heald Kjær and Ann Christin Helgesen Bjørke, University of Agder, Norway

Children's access to outdoor play and learning in early childhood education and care centres in China and Australia during the COVID pandemic

Junjie Liu (1), Shirley Wyver (1), Helen Little (1) and Muhammad Chutiyami (2); (1) Macquarie University, (2) University of Technology Sydney, Australia

C15

Early childhood workforce stress and resilience

Chair: Aihua Hu, Western Norway University of Applied Sciences, Norway

Thursday 31st August, 15:10 - 16:30, D4/D5, Floor I, Estoril Congress Centre

Challenges for professional action during crisis: Mitigating factors across five countries

Aihua Hu (1), Kaveri G (2), Sylvia Aleida (3) and Judith Gomes (4); (1) Western Norway University of Applied Sciences, Norway, (2) Singapore University of Social Sciences, Singapore, (3) Monash University, Australia, (4) Australia Catholic University, Australia

Are you stressed? Unpacking early childhood educators' stressors

Lieny Jeon, University of Virginia, United States

Stress, coping strategies and resources of ECEC leaders during the corona crisis

Kirsi-Marja Heikkinen (1), Lauri Heikonen (1), Raisa Ahtiainen (1), Petra Strehmel (2), Emanuel Tamir (3) and Elina Fonsén (4); (1) University of Helsinki, Finland, (2) HAW-Hamburg, Germany, (3) Tel Hai Academic College, Israel, (4) University of Jyväskylä, Jyväskylä

C16

Digital pedagogy

Chair: An Piessens, KdG University of Applied Sciences and Arts - Pedagogy in Practice Research Centre, Belgium

Thursday 31st August, 15:10 - 16:30, C1, Floor I, Estoril Congress Centre

Exploring AI topics in kindergarten - Study on the didactical development of hands-on toolboxes

Susanne Schumacher, Free University of Bozen-Bolzano, Italy

Digital pedagogy: showing and doing digital media with young children in ECEC

An Piessens, Mieke Jacomen and Leen Dom, KdG University of Applied Sciences and Arts - Pedagogy in Practice Research Centre, Belgium

Adults' professional activity for digital learning in the early years

Donna Hannaway, University of South Africa, South Africa

C17

Professional development for leadership, mentoring and coaching

Chair: Bob Perry, Charles Sturt University and Peridot Education Pty Ltd., Australia

Thursday 31st August, 15:10 - 16:30, C2, Floor I, Estoril Congress Centre

Hybridisation model of leadership facilitating professional development within the early years sector

Paola Pedrelli, Birmingham City University, United Kingdom

Coaching and mentoring in the transition to school space - A longitudinal approach to professionals' learning and development

Bob Perry (1), Sue Dockett (1) and Tess Boyle (2); (1) Charles Sturt University and Peridot Education Pty Ltd., (2) Southern Cross University, Australia

Democratic leadership in preschools

Anna Hreinsdóttir and Arna H. Jónsdóttir, University of Iceland, Iceland

C18

Curiosity, policy, research and listening

Chair: Vanessa Neves, Federal University of Minas Gerais, Brazil

Thursday 31st August, 15:10 - 16:30, C3, Floor I, Estoril Congress Centre

Content analysis of recent policies in early childhood workforce development - Where are the provisions for freedoms to enable educators to support curiosity in young children?

Meera Oke and Criona Blackburne, National College of Ireland, Ireland

Infants and toddlers' curiosity for the research

Vanessa Neves (1), Tacyana Ramos (2), Nubia Santos (3) and Virgínia Oliveira (1); (1) Federal University of Minas Gerais (UFMG), (2) Universidade Federal de Sergipe, (3) Federal University of Juiz de Fora, Brazil

Curiosity, children's highway to listening skills

Ingrid C. Nordli (1) and Kristian Skog (2); (1) UiT The Arctic University of Norway, (2) Ameliahaugen Kindergarten, Norway

C19

Explorations of agency within outdoor centres

Chair: Hanne Værum Sørensen, VIA University College, Denmark

Thursday 31st August, 15:10 - 16:30, C4, Floor I, Estoril Congress Centre

Play, posthumanism and agency after Barad

Mandy Andrews, University of Plymouth, United Kingdom

Conditions for sustainability, children's belonging and agency in outdoor contexts

Hanne Værum Sørensen (1), Birgitte Theilmann (1) and Lea Ann Christenson (2); (1) VIA University College, Denmark, (2) Towson University, United States

Nature Kindergartens as Context for Children' Bildung

Hilde Alme and Monika Alvestad Reime, Western Norway University of Applied Sciences, Norway

C20

ProW: A European project to promote teachers' wellbeing through positive behaviour support in early childhood education

Self-organised Symposium

Chair: Ana Lemos, Faculty of Psychology and Educational Sciences of University of Porto, Portugal

Thursday 31st August, 15:10 - 16:30, C5, Floor I, Estoril Congress Centre

Advantages of implementing evidenced-based models with a whole-school approach in ECE schools

Demos Michael (1), Andri Agathokleous (2), Vicky Charalambous (2) and Charalambos Vrasidas (1); (1) CARDET, Cyprus, Institute of Development (IoD), Cyprus

Teachers' wellbeing in early childhood education: Applying the PERMA & SWPBS approach across four countries

Anastasia Vatou (1), George Manolitsis (2), Maria Evangelou-Tsitiridou (1), Georgeta Chirleşan (3), Bogdan Marinescu (3), Delia Duminičă (3), Mirela Nilă Stratone (3), Eleni Nteli (4), Vasilios Oikonomides (2), Maria Kypriotaki (2), Manuela Ciucurel (3), Angeliki Mouzaki (2), Evridiki Zachopoulou (1), Katerina Krousorati (1) and Vasilis Grammatikopoulos (1); (1) International Hellenic University, Greece, (2) University of Crete, Greece, (3) University of Pitesti, Romania, (4) Municipality of Kalamaria, Greece

"Doing it differently": Contextual adaptations of PERMA and SWPBS to Portuguese early childhood education teachers

Filipe Piedade, Ana Lemos, Diana Alves, Tiago Ferreira, Carolina Guedes, Teresa Leal, Catarina Grande and Joana Cadima, University of Porto, Portugal

C21

Language and literacy issues

Chair: Maria Evangelou Tsitiridou, International Hellenic University, Greece

Thursday 31st August, 15:10 - 16:30, C6, Floor I, Estoril Congress Centre

An innovative methodology for early English language pre-service teachers (PSELTs) to tap into young learner agency: The case of storybook integration in early English classrooms in Turkey

Melike Ünal Gezer, TED University, Turkey

Let's play and talk! An early years' teachers professional development programme to support young children's communication through narrative

Maria Evangelou Tsitiridou (1), Eleni Tympa (1), Rodi Kazantzoglou (1), Aikaterini Ntalou (2), Maria Stamatoglou (1) and Vasileios Grammatikopoulos (1); (1) International Hellenic University, (2) Municipality of Kalamaria, Greece

Literacy events as spaces for kindergarten pedagogues' agency in language policy

Eli Bjørhusdal (1), Gudrun Kløve Juuhl (1) and Jorunn Simonsen Thingnes (1); (1) Western Norway University of Applied Sciences (Høgskulen på Vestlandet), (2) Volda University College, Norway

C22

Play and playfulness in practice

Chair: Astrid Halsnes, NLA University College, Norway

Thursday 31st August, 15:10 - 16:30, C7, Floor I, Estoril Congress Centre

Open-ended-ness in play, science and materials encourage curiosity and participation

Helle Hovgaard Jørgensen (1), Linda Ahrenkiel (2) and Morten Rask Pedersen (2), (1) UCL Business Academy and University of Applied Sciences, University College, (2) University College Lillebælt, Denmark

Play as a core area in the professional work of kindergarten teacher

Astrid Halsnes, NLA University College, Norway

Prioritising a continuum of play for quality practice and experience in early childhood primary classrooms

Carol-Ann O'Síoráin (1) and Margaret Kernan (2); (1) Institute of Education, Dublin City University, (2) Hibernia College, Ireland

C23

Spaces, narratives and approaches in children's wellbeing

Chair: Michelle Demirtas, Bright Horizons, United Kingdom

Thursday 31st August, 15:10 - 16:30, Room E, Floor II, Estoril Congress Centre

Windows into the experience of immigration: Immigrant children's initiative and resilience through the imagery in stories of immigration

Wilma Robles Melendez, Nova Southeastern University, United States

Young children's wellbeing through access to and usage of local natural spaces and the effect of adult values

Diahann Gallard (1) and Diane Boyd (2); (1) Liverpool John Moores University, (2) Early Childhood Studies Degrees Network (ECSDN), United Kingdom

The Nurture Approach: Empowering adults to support children's holistic wellbeing and development

Michelle Demirtas and Cathy Hart, Bright Horizons UK, United Kingdom

C24

Improving children's participation and agency in research projects: Learnings from our own 'failings' as researcher

Self-organised Symposium

Chair: Katrin Velten, Alice Salomon Hochschule Berlin, University of Applied Science, Germany

Thursday 31st August, 15:10 - 16:30, F1, Floor II, Estoril Congress Centre

How to handle "failed" Interviews with children – an ethical question

Julia Hoeke (1) and Katrin Velten (2); (1) Catholic University of Applied Science NRW, (2) Bielefeld University, Germany

Children's participation and agency in research?! Perspectives from a study on homeschooling while COVID-19

Melanie Kubandt (1), Birgit Hüpping (2); (1) University of Osnabrueck, (2) PH Ludwigsburg, Germany

Ad hoc practices in interviews with children between children's agency and research demands

Katrin Velten (1) and Julia Höke (2); (1) Bielefeld University, (2) Catholic University of Applied Sciences, Germany

C25

Refugee and war displaced children in three countries

Chair: Controllah Gabi, University Centre Stockport College, United Kingdom

Thursday 31st August, 15:10 - 16:30, F2 Floor II, Estoril Congress Centre

A study of experiences of war-displaced children in UK early childcare and education settings

Controllah Gabi, University Centre Stockport College, United Kingdom

Fostering independence, empowerment, and engagement in learning: A case study of refugee preschool children in Malaysia

Kimberley Kong (1), Katharina Ereky-Stevens (2) and Iram Siraj (2); (1) Universiti Sains Malaysia (USM), Malaysia, (2) University of Oxford, United Kingdom

The impact of armed conflict and forced displacement on young refugee children's play in Lebanon

Sandra El Gemayel, Manchester Metropolitan University, United Kingdom

C26

The foundation and challenges of children's agency

Chair: Mariette Koen, North-West University, South Africa

Thursday 31st August, 15:10 - 16:30, F3, Floor II, Estoril Congress Centre

Babies, toddlers and young children as Agentic Citizens: Laying the foundation for learning and development in the update of Aistear: The early childhood curriculum framework in Ireland

Sharon Skehill and Mary Daly, The National Council for Curriculum and Assessment (NCCA), Ireland

Multiple perspectives on children's agency in early childhood

Andrea Tures and Lea Barnikol, Justus-Liebig-University Giessen, Germany

Positive education for sustainability to overcome agency challenges in the early years

Mariette Koen, Stef Esterhuizen, Hantie Theron and Seipati Baloyi-Mothibeli, North-West University, South Africa

C27

Multilingual Childhoods SIG Self-organised Symposium

Books as communicative and interaction tools in multilingual practices in ECEC: Discussing collaboration, agency, and participation

Chair: Martina Norling, Örebro University, Sweden

Thursday 31st August, 15:10 - 16:30, F4, Floor II, Estoril Congress Centre

Read-aloud as social justice and practice? Preschool teachers' reported views on read-aloud in Nordic multilingual classrooms

Hilde Hofslundsengen (1), Maria Magnusson (2), (Martina Norling (3) and Hanne Næss Hjetland (3); (1) Western Norway University of Applied Sciences, Norway, (2) Linnaeus University, Sweden, (3) Örebro University, Sweden, (3) OsloMet, Norway

Books as communicative tools for collaboration with guardians in a multicultural preschool

Martina Norling, Örebro University, Sweden

Norwegian ECEC teachers' scaffolding in digital picture book interactions with multilingual children

Randi Høyland and Hilde Hofslundsengen, Western Norway University of Applied Sciences, Norway

C28

Exploring play opportunities for young children in an urban environment

Self-organised Symposium

Chair: Marlene McCormack, Dublin City University (DCU), Ireland

Thursday 31st August, 15:10 - 16:30, F5, Floor II, Estoril Congress Centre

Jungk, a Froebelian way of listening

Annette J. Kearns (1) and Triona Stokes (2); (1) Froebel Dept. of Primary and Early Childhood, (2) Maynooth University, Ireland

Issues and opportunities for play and play spaces in urbanised Ireland: Theoretical underpinnings and policy context

Marie McLoughlin, Maynooth University, Ireland

The power of participation in shaping urban play landscapes – What we found!

Patricia Stafford, Maynooth University, Ireland

C29

Involving children in research - Enabling participation and democracy through participatory research

Self-organised Symposium

Chair: Birgit Huepping, PH Ludwigsburg University of Education, Germany

Thursday 31st August, 15:10 - 16:30, F6, Floor II, Estoril Congress Centre

Undertaking participatory, peer-research with children: Reframing the challenges and solutions

Birgit Hüpping (1), Katrin Velten (2) and Caroline Bradbury-Jones (3); (3) University of Birmingham, United Kingdom

Participatory research with children in international discourse - A systematic review

Birgit Hüpping (1), Katrin Velten (2); (1) University of Ludwigsburg, (2) ASH Berlin, Germany

Children's voices concerning their role as researchers: Implications for democracy, curiosity and agency

Hannah Fernhomberg and Petra Bueker, University of Paderborn, Germany

C30

Developing a validated quality assessment system together with preschool teachers in Norway

Self-organised Symposium

Chair: Børge Moe, Queen Maud University College of Early Childhood Education, Norway

Thursday 31st August, 15:10 - 16:30, F7, Floor II, Estoril Congress Centre

Developing a quality assessment system for Norwegian ECEC institutions

Anne Grethe Baustad (1), May Liss Olsen Tobiassen (1), Laila Skjei Flormælen (2), Ellen Beate Hansen Sandseter (2), Børge Moe (2), Kristine Warhuus Smeby (2), Vera Skalicka (3), Monica Seland (2) and Pia Paulsrud (2); (1) Nord University, (2) Queen Maud University College of Early Childhood Education, (3) Norwegian University of Science and Technology, Norway

Validation of the BLIKK assessment system as a measure of ECEC quality in Norway

Børge Moe (1), Vera Skalicka (2) and Anne Grethe Baustad (3); (1) Queen Maud University College of Early Childhood Education, (2) Norwegian University of Science and Technology, (3) Nord University, Norway

Exploring ECEC teachers' experiences using a structured conversation tool (WBM-R) to gain access to children's wellbeing

Pia Paulsrud and Kristine Warhuus Smeby, Queen Mauds University College of Early Childhood Education, Norway

Symposium Set D

Friday 1st September 2023, 9:45 – 11:05

D1

Anthropomorphic pedagogy and children's nature stewardship

Chair: Elena Dominguez Contreras, Cornell University, United States

Friday 1st September, 9:45 - 11:05, 1st Grade Room, Level 2, Colégio D. Luísa Sigea

Young children contribute to nature stewardship

Elena Dominguez Contreras and Marianne Krasny, Cornell University, United States

Methodological and ethical issues when interviewing preschool children: Experiences from a study on sustainability in Sweden

Farhana Borg (1), Ingrid Pramling Samuelsson (2), Johan Borg (1), Julie M. Davis (3), Mikael Winberg (4) Nafsika Alexiadou (4) and Niklas Gericke (5); (1) Dalarna University, Sweden, (2) Gothenburg University, Sweden, (3) Queensland University of Technology, Australia, (4) Umeå University, Sweden, (5) Karlstad University, Sweden

Exploring factual and anthropomorphic pedagogy as complementary ways to develop children's social and environmental competences

Kari Nappen (1), Barbara Marie Sageidet (2) and Maritha Berger Nylund (1); (1) Western Norway University of Applied Sciences, (2) University of Stavanger, Norway

D2

Social exclusion and stress

Chair: Simone Breit, University College of Teacher Education Lower Austria, Austria

Friday 1st September, 9:45 - 11:05, 2nd Grade Room, Level 2, Colégio D. Luísa Sigea

Supporting children with psychosocial stress within EY settings

Simone Breit and Monika Hofer-Rybar, University College of Teacher Education Lower Austria, Austria

People should be nice to each other - The perspective of children at risk of social exclusion about their stay in kindergarten

Ivana Visković (1) and Adrijana Višnjić Jevtić (1); (1) University of Split, (2) University of Zagreb, Croatia

Parenting 365

Lána Cummins (1), Alexandra Alcalá (1), Sonya Goulding (1), Jennifer O' Neill (1), Marie Boyne (1), Jackie Glynn (1) and Siobhán O' Neill (2); (1) National College of Ireland, (2) Saol Research, Ireland

D3

The importance of context within early childhood teacher education

Chair: Andri Schoonen, North-West University, South Africa

Friday 1st September, 9:45 - 11:05, 3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea

Early childhood pre-service teachers' curiosity on professional experience during COVID-19 and beyond

Alicia Phillips and Wendy Boyd, Southern Cross University, Australia

Transforming teacher education to enable socially and contextually relevant early learning: A case for communities of inquiry

Andri Schoonen, Itumeleng Lesabe and Corné Kruger, North-West University, South Africa

D4

Repetition, inventiveness and joy as aspects of language

Chair: Fran Paffard, University of East London, United Kingdom

Friday 1st September, 9:45 - 11:05, 5th Grade Room, Level 2, Colégio D. Luísa Sigea

“I mean to say” An investigation of the communication funds and strengths of children thought to have poor language

Fran Paffard (1), Lisa Clarke (2) and Rose White (3); (1) University of East London, (2) Comet Nursery School and Childrens Centre, (3) London Metropolitan University, United Kingdom

Enhancing vs blocking expression of children's curiosity in repeated picture book reading (RPBR)

Clodie Tal, Academy Hemedat College, Israel

Joy in young children's literacy practices in early childhood education

Alexandra Nordström, University of Helsinki, Finland

D5

Playful language

Chair: Eleni Tympa, International Hellenic University, Greece

Friday 1st September, 9:45 - 11:05, 6th Grade Room, Level 2, Colégio D. Luísa Sigea

Role-play and language learning

Oda Steindal Romarheim, Western Norway University of Applied Sciences, Norway

Effects of model of learning situations drawn from play (LSDP) on the emergence of written language in children

Krasimira Marinova (1), Christian Dumais (2), Raymond Nolin (2), Camille Robitaille (1); (1) University of Quebec in Abitibi-Temiscamingue, (2) University of Quebec in Trois-Rivieres, Canada

‘Let’s play and talk!’ A development of an early years’ intervention to enhance children’s soft skills through sustained planned pretend play

Eleni Tympa (1), International Maria Evangelou-Tsitiridou, (1), Lake Gillian (2), Vatou Athina (1), Vatou Anastasia (1) and Evridiki Zachopoulou (1); (1) International Hellenic University, Greece, (2) Dublin City University, Ireland

D6

Investigating and contesting gender rules with regard to young children

Chair: Radhika Viruru, Texas A&M University, United States

Friday 1st September, 9:45 - 11:05, 7th Grade Room, Level 2, Colégio D. Luísa Sigea

Patriarchal connectivity and dreams for their children: Qatari fathers perspectives on raising children

Radhika Viruru and Zohreh Eslami, Texas A&M University, United States

Exploring the strategies and types of fathers' shared reading with infants and toddlers: A qualitative study

Ming Fang Hsieh, National Tsing Hua University, Taiwan

Is it possible to satisfy children's curiosity about gender in a binary society? A retrospective autoethnography of educational discomfort

Greta Persico, University of Milano-Bicocca, Italy

D7

Early mathematics and teacher's role

Chair: Isabelle Deshaies, University of Quebec Trois-Rivières, Canada

Friday 1st September, 9:45 - 11:05, 8th Grade Room, Level 1, Colégio D. Luísa Sigea

Professionals' role in early explorative mathematical argumentation

Friederike Reuter and Christiane Benz, Karlsruhe University of Education, Germany

Embodied collaboration for concept development: How teachers can support children's spatial thinking

Amanda Bateman (1), Caroline Cohrssen (2) and Amelia Church (3); (1) Swansea University, United Kingdom (2) University of New England, Australia, (3) University of Melbourne, Australia

Quality of learning support provided by the teacher and implementation of a mathematics support model for preschool 5-year-olds: Influence of a co-construction process

Isabelle Deshaies, Océanne Éthier, Laurence Ruest, and Crystel Bizier, University of Quebec Trois-Rivières, Canada

D8

Increased staffing - Possibilities and implications for quality

Self-organised Symposium

Chair: Karin Hognestad, University of South-Eastern Norway, Norway

Friday 1st September, 9:45 - 11:05, 9th Grade Room, Level 1, Colégio D. Luísa Sigea

Children's opportunities for participation and inclusion in kindergartens with increased basic staffing

Kathrine Brekke and Kristin Ingolfsrud Olsen, The University of South-Eastern Norway (USN), Norway

Transitions in kindergarten and increased staff resources

Karin Hognestad, University of South-Eastern Norway (USN), Norway

Centre directors leading in the context of increased staff resources

Karin Hognestad, University of South-Eastern Norway (USN), Norway

D9

Aspects of agency in ECEC

Chair: Diane Boyd, Early Childhood Studies Degrees Network (ECSDN), United Kingdom

Friday 1st September, 9:45 - 11:05, IT Room, Level 1, Colégio D. Luísa Sigea

The legacy of attending a sustainably friendly school: An impact case study

Diane Boyd (1) and Naomi McLeod (2); (1) Early Childhood Studies Degrees Network (ECSDN), (2) Liverpool John Moores University (LJMU), United Kingdom

Children's curiosity, agency and participation in co-developing a transition to school right's charter.

Wendy Gorman (1), Lennie Barblett (2) and Fiona Boylan (2); (1) The Association of Independent Schools (AISWA), (2) Edith Cowan University, Australia

A case study of agency and food scarcity in mealtimes in disadvantaged ECE

Bonnie Searle, Emma Cooke, Sally Staton and Karen Thorpe, University of Queensland, Australia

D10

Teacher and child involvement or exclusion in play

Chair: Ilse Aerden, College of the Moving Minds (UCLL), Belgium

Friday 1st September, 9:45 - 11:05, Auditorium, Level 3, Colégio D. Luísa Sigea

SIG Play: How ECE-teams learn to play-2-gether in professional learning communities

Annerieke Boland (1), Annemieke Mol Lous (2), Anke Creutzburg (3), José Hillen (4) and Sophie Verhoeven (4); (1) University of Applied Sciences - iPabo Amsterdam, (2) University of Applied Science - Thomas More, (3) Marnix Academie, (4) University of Applied Science - De Kempel, The Netherlands

Capturing teachers' educational beliefs concerning peer relationships in preschool: Should I (as a teacher) intervene in peer relationships or not?

Ilse Aerden, Caroline Vancraeyveldt and Anne Slaets, UC Leuven-Limburg University of Applied Sciences (UCLL), Belgium

Exclusion and the staffs positioning in the play communities

Lisbeth Iversen, University of Stavanger, Norway

D11

Sustainability in Early Childhood Education SIG Self-organised Symposium

Education for sustainability in early childhood education – Constructing creative way of understanding and handling complex sustainability issues

Chair: Sule Alici, Kirsehir Ahi Evran University, Turkey

Friday 1st September, 9:45 - 11:05, Room B, Floor I, Estoril Congress Centre

Education for sustainability in early childhood education - Swedish initial teacher students meaning-making about children's learning, agency and participation

Eva Ärlemalm-Hagsér, Mälardalen University, Sweden

A Snapshot of Village Institutes about Global Citizenship Education

Sule Alici (1) and Havva Ayca Alan(2); (1) Kirsehir Ahi Evran University, (2) Middle East Technical University, Turkey

How do we mitigate the risk of embedding sustainable practice being reliant only on teachers/ educators who are curious about sustainability?

June O'Sullivan, London Early Years Foundation, United Kingdom

D12

Nurturing children's learning and professional development in a COVID-19 affected world

Self-organised Symposium

Chair: Lynn Ang, University College London (UCL) Institute of Education, United Kingdom

Friday 1st September, 9:45 - 11:05, D1, Floor I, Estoril Congress Centre

Supporting practitioners to nurture children's language and communication development: Evidence and implications in a COVID-19 affected world

Sinead Harmey, University College London (UCL) Institute of Education, United Kingdom

An examination of the positive aspects of the impact of COVID-19 on ECEC practice in Japan: Reconsideration and reconstruction of the way and meaning of practice

Sachiko Nozawa (1), Mikiko Tabu (2) and Sachiko Asai (1); (1) The University of Tokyo, (2), Seitoku University, Japan

Global perspectives in creating equitable early childhood education and tackling educational inequality

Lynn Ang, University College London (UCL) Institute of Education, United Kingdom

D13

Reflections from the Froebel partnership on the relevance of Froebel's occupations for the 21st Century

Self-organised Symposium

Chair: Helen Lyndon, Centre for Research in Early Childhood (CREC), United Kingdom

Friday 1st September, 9:45 - 11:05, D2, Floor I, Estoril Congress Centre

An exploration of the relevance of Froebelian occupations within Te Whariki practice

Helen Lyndon, (1) and Anne Denham (2); (1) Centre for Research in Early Childhood (CREC), United Kingdom; (2) Seven Stars Kindergarden, New Zealand

Supporting inclusive education through Froebelian occupations

Sally Cave, Guildford Nursery School and Family Centre, United Kingdom

Rhythms of childhood - An exploration of temporality and seasonality within froebelian practice

Chris Pascal and Tony Bertram, Centre for Research in Early Childhood (CREC), United Kingdom

D14

Implementing positive behaviour support in early childhood education and care in Europe: What, why, how, with whom and for whom?

Self-organised Symposium

Chair: Vitor Oliveira, Centre for Research and Innovation in Education (inED), Polytechnic Institute of Porto, Portugal

Friday 1st September, 9:45 - 11:05, D3, Floor I, Estoril Congress Centre

A European Project entitled "Implementing Positive Behaviour Support in Early Childhood Education and Care" (PBS-ECEC)

Vitor Oliveira (1), Victoria Michaelidou (2), Sílvia Barros (1), Sara Araújo (1), Miguel Santos (1), Katerina Krousorati (3), Moya O'Brien (4), Aleksandra Szproch (4), Andri Agathokleous (5), Vasilis Grammatikopoulos (3), Andrea Otero (6), Vicky Charalambous (5), Panagiotis Kosmas (2) and Charalambos Vrasidas (2); (1) inED, Escola Superior de Educação, Polytechnic Institute of Porto, Portugal, (2) Center for the Advancement of Research & Development in

Educational Technology (CARDET), Cyprus, (3) International Hellenic University, Greece, (4) Institute of Child Education and Psychology Europe, Ireland, (5) Institute of Development (IoD), Cyprus, (6) The National Distance Education University, Portugal

The perceived impact of program-wide positive behaviour support implementation in ECEC settings: Experiences and lessons learned from a case study in Cyprus

Michael Demos (1), Andri Agathokleous (2), Vicky Charalambous (2), Panagiotis Kosmas (3), Charalambos Vrasidas (3) and Victoria Michaelidou (1); (1) Center for the Advancement of Research & Development in Educational Technology (CARDET), Cyprus, (2) Institute of Development (IoD), Cyprus, (3) University of Nicosia (UNIC), Cyprus

A needs assessment following ECEC professionals' voices in four European countries: Why using PBS in ECEC settings

Sílvia Barros (1), Sara Araújo (1), Miguel Santos (1), Katerina Krousorati (2), Vasilis Grammatikopoulos (2), Victoria Michaelidou (3), Andri Agathokleous (4), Aleksandra Szproch (5), Moya O'Brien (5), Vitor Oliveira (1), Andrea Otero (6), Vicky Charalambous (4), Panagiotis Kosmas (3) and Charalambos Vrasidas (3); (1) inED, Escola Superior de Educação, Polytechnic Institute of Porto, Portugal, (2) International Hellenic University, Greece, (3) Center for the Advancement of Research & Development in Educational Technology (CARDET), Cyprus, (4) Institute of Development (IoD), Cyprus, (5) Institute of Child Education and Psychology Europe, Ireland, (6) The National Distance Education University, Spain

D15

Multilingual Childhoods SIG Self-organised Symposium

Engaging multilingual children in conversations about languages, learning and picturebooks

Chair: Claudine Kirsch, University of Luxembourg, Luxembourg

Friday 1st September, 9:45 - 11:05, D4/D5, Floor I, Estoril Congress Centre

What can we learn about how children view their multilingual environment by means of a language portfolio?

Mila Schwartz and Orit Dror, Oranim Academic College of Education, Israel

Picturebook read-alouds in a foreign language: Mediation for children's multilingual agency

Sandie Mourão, CETAPS, FCSH Nova University Lisbon, Portugal

Children's agentic behaviour in literacy practices in crèches in Luxembourg

Claudine Kirsch and Valérie Kemp, University of Luxembourg, Luxembourg

D17

Listening to young children in educational settings: theoretical, ethical and methodological reflections

Self-organised Symposium

Chair: Lucia Carriera, University of Milan Bicocca, Italy

Friday 1st September, 9:45 - 11:05, C2, Floor I, Estoril Congress Centre

Children's participation, agency and voice: Developing educational interventions

Elisabetta Biffi, Lucia Carriera and Chiara Carla Montà, University of Milano Bicocca, Italy

Listening to children in alternative care: Methodological reflections on artistic languages

Samantha Tedesco, University Milano Bicocca, Italy

Requesting informed assent from preschoolers involved in participatory research through photovoice: A practical possibility

Letizia Luini and Monica Guerra, University of Milano Bicocca, Italy

D18

ECEC professional learning journeys and daily life

Chair: Lydia Murphy, Dundalk Institute of Technology, Ireland

Friday 1st September, 9:45 - 11:05, C3, Floor I, Estoril Congress Centre

Awakening practitioner curiosity: Narrative accounts of postgraduate learning journeys

Elizabeth Black, Marie McQuade, and Craig Orr, University of Glasgow, United Kingdom

Disentangling relational pedagogy and professionalisation for the early years graduate working with infants, toddlers, families in the community

Lydia Murphy, Dundalk Institute of Technology, Ireland

Exploring of being an early childhood educator in the culturally diverse North with peer interview method

Riikka Kess, University of Oulu, Finland

D19

Including refugee and migrant children

Chair: Helena Luis, IPSantarem, Portugal

Friday 1st September, 9:45 - 11:05, C4, Floor I, Estoril Congress Centre

Establishing an ECEC offer in the face of the refugee crisis - lessons learned from the Polish SPYNKA project

Magdalena Krakowiak (1), Veronique Dierkx (2) and Olga Wyslowska (3); (1) Jan Amos Komeński Child Development Foundation, Poland, (2) Utrecht University, The Netherlands, (3) University of Warsaw, Poland

Curiosity as a coping mechanism for refugee traumatic stress in children

Charity Mokgaetji Somo, The University of South Africa, South Africa

Supporting children's curiosity about diversity and difference: Developing an evidence-informed toolkit in 5 countries and finding alternative approaches to including refugee and migrant children

Jennifer Koutoulas (1), Alison Tobin (2) (3), Angelika Popyk (4), Donna Gaywood (5) (2) and Josephine Gabi (6); (1) Early Years Intercultural Association, Australia, (2) Centre for Research in Early Childhood (CREC), United Kingdom (3) Birmingham City University, United Kingdom, (4) University of Warsaw, Poland, (5) University of Gloucestershire, United Kingdom (6) Manchester Metropolitan University, United Kingdom

D20

Monolingual, bilingual and multilingual issues in ECEC

Chair: Maria Fredriksson, University of Stavanger, Norway

Friday 1st September, 9:45 - 11:05, C5, Floor I, Estoril Congress Centre

Everyone is a hero/hero in a community-based e-service learning

Miranda Lin, Illinois State University, United States

Between governance and local autonomy – Fields of tension in Swedish preschool text practices

Petra Classon and Annika Åkerblom, University of Gothenburg, Sweden

Positive factors for collaboration between preschools and multilingual home – A systematic review

Maria Fredriksson, Margrethe Jernes, and Trude Hoel, University of Stavanger, Norway

D21

Post-COVID parental partnership

Chair: Fufy Demissie, Sheffield Hallam University, United Kingdom

Friday 1st September, 9:45 - 11:05, C6, Floor I, Estoril Congress Centre

What has changed in the partnership between schools and families since COVID-19? A comparative study in five different regions in Spain

Silvia Blanch, Ana María Forestello and Anna Tarres, The Autonomous University of Barcelona, Spain

Making the case for early years provision in a post-covid era – Parents and carers' views of access to early years provision for 2-year-olds

Fufy Demissie and Sally Pearse, Sheffield Hallam University, United Kingdom

Snapshot of the restart after the COVID-19 pandemic in Italy: 0-6 services and parent's involvement

Paola Molina (1), Claudia Lichene (2), Alessandro Porcheddu (3), Moira Sannipoli (4), Donatella Savio (5) and Teresa Garaffo (6); (1) University of Turin - DIST, (2) Istituto Comprensivo Statale – Carcare (SV), (3) Comune di Sesto S. Giovanni (MI), (4) University of Perugia, (5) The University of Pavia, (6) Istituto Comprensivo Statale "Italo Calvino", Catania, Italy

D22

Developing professional practice

Chair: Ximena Poblete, Universidad Alberto Hurtado, Chile

Friday 1st September, 9:45 - 11:05, C7, Floor I, Estoril Congress Centre

Teacher students' reflections upon the literary conversation as an arena for value education

Aasfrid Tysvæer and Siri Hovda Ottesen, NLA University College, Norway

Professionally curious: challenges of (re)learning to be curious to become professional

Ximena Poblete (1), Paula Guerra (2) and Daniela Figueroa Moya (3); (1) Alberto Hurtado University, (2) Silva Henríquez Catholic University, (3) Finis Terrae University, Chile

Teacher's exploration fostering questionnaire: A scale development study

Ildikó Katalin Fieberg and Michael Glüer, Fachhochschule Südwestfalen University of Applied Sciences, Germany

D23

Curiosity, agency and exploration: Pedagogical approaches that can lead to a child-centred approach in ECEC systems

Self-organised Symposium

Chair: Jan Peeters, Innovation in the Early Years/ Fair Start Stories, Belgium

Friday 1st September, 9:45 - 11:05, Room E, Floor II, Estoril Congress Centre

The impact of an experiential approach on process-quality. An intervention study in early years settings (0-4 years) in Zuid-Limburg (the Netherlands)

Bart Declercq and Dorien Dams, Centre for Experiential Education, KU Leuven, Belgium

Transitioning to Child-centered Practice in Early Childhood Education in Georgia: Inside the Classroom

Jan Peeters (1) and Khatuna Dolidze (2); (1) Innovation in the Early Years/ fair Start Stories, Belgium, (2) Child Development Institute, Ilia State University, Georgia

Transforming ECEC systems: Critical factors in introducing child-centred approaches that stimulate children's curiosity, exploration and agency

Sarah Klaus (1), Jan Peeters (2) and Tatjana Vonta (3); (1) Georgetown University, United States, (2) Innovation in the Early Years/ fair Start Stories, Belgium, (3) University of Primorska, Slovenia

D24

Children's agency and self-regulation

Chair: Gabriela Arias de Sanchez, University of Prince Edward Island (UPEI), Canada

Friday 1st September, 9:45 - 11:05, F1, Floor II, Estoril Congress Centre

"That steady hum..." Assembling kindergarteners' agency during free play time

Gabriela Arias de Sanchez and Melissa Bishop, University of Prince Edward Island (UPEI), Canada

Playing with a puppet encourages the curious toddler to take agency and participate in the research on compassion

Jaana Keränen, University of Oulu, Finland

Examining environmental affordances for Self-Regulation in Australian early childhood settings

Deborah Pino-Pasternak and Emily Regan, University of Canberra, Australia

D25

Young children's creativity and curiosity encouraging exploration

Chair: Anne-Marie Shin, University of South Australia, Australia

Friday 1st September, 9:45 - 11:05, F2 Floor II, Estoril Congress Centre

Sticks, crosses, shapes and sculptures: exploring young children's creativity and curiosity in art museum spaces

Dimi Kaneva, University of Huddersfield, United Kingdom

Opportunities to support and develop creativity in ECEC

Irina Vorobeva, Igor Shiian, Olga Shiyan, Anastasia Belolutskaia, Anna Iakshina and Tatiana Le-van, Moscow City University, Russia

Co-curiosity - Enabling young children as cultural contributors: What can we learn from Artists?

Anne-Marie Shin (1) and Sally Chance (2); (1) University of South Australia, (2) Sally Chance Dance, Australia

D26

Language and curiosity

Chair: Karen Boardman, Edge Hill University, United Kingdom

Friday 1st September, 9:45 - 11:05, F3, Floor II, Estoril Congress Centre

Supporting communication, language, and literacy: Exploring families' perceptions of literacy learning with under-fives in England

Karen Boardman, Edge Hill University, United Kingdom

Young children's language socialisation to a culturally-authorized curiosity in 'Dovubaravi', a small rural Indo-Fijian community in Fiji

Alexandra Diamond, UniSA, Australia

D27

Wellbeing, play and peer interaction

Chair: Andrea Adelman, Florida International University, United States

Friday 1st September, 9:45 - 11:05, F4, Floor II, Estoril Congress Centre

The embodiment of wellbeing through play in birth-to-age-3 settings

Mary McMullen, Indiana University, United States

Creating empathetic learners who advocate for inclusion of all: Project WeFEEL

Andrea Adelman and Daniela Foerch, Florida International University, United States

Revealing curiosity, agency and participation in peer relationships in infant and toddler daycare

Wiebke Wüstenberg (1) and Kornelia Schneider (2); (1) Frankfurt University of Applied Sciences, (2) frühLernwerk, Germany

D28

Evaluating, integrating and promoting STEAM practices

Chair: Linda Bosman, Stellenbosch University, South Africa

Friday 1st September, 9:45 - 11:05, F5, Floor II, Estoril Congress Centre

Promoting children's curiosity, agency and participation through STEM learning: Experiences and challenges faced by early childhood educators in Singapore

Cynthia Lim and Jiayao Li, Singapore University of Social Sciences, Singapore

Reflecting South African preservice teachers' voices on implementing inquiry-based science/engineering education (IBSE) in foundation phase (FP) classrooms

Linda Bosman, Stellenbosch University, South Africa

D29

Cross-national inclusion approaches

Chair: Daniela Bulgarelli, University of Turin, Italy

Friday 1st September, 9:45 - 11:05, F6, Floor II, Estoril Congress Centre

Inclusive approaches in early childhood education and care. A comparison between Italy and Germany

Daniela Bulgarelli (1), Beatrice Ragaglia (1), Laura-Therese Sprigade (2) and Anne Henning (2); (1) University of Turin, Italy, (2) University of Applied Health Sciences - Campus Gera, Germany

Understanding inclusion through democratic communities - A case study in three Swedish preschools

Mimmi Örberg, Nina Klang and Ingrid Olsson, Uppsala University, Sweden

Framework factors in ECEC Quality work for supporting Inclusive Education: A case study on the organization of monitoring practices in Cyprus, Italy, and Sweden

Sara Lenninger (1), Marianna Efstathiadou (2), (Chrystalla Papademetri-Kachrimani (2) Anna Pelloni (3) and Ourania Anastasiou (2); (1) Kristianstad University, Sweden, (2) European University Cyprus, Cyprus, (3) Gruppo Nazionale Nidi Infanzia, Italy

D30

Capturing children's voice and critical thinking

Chair: Glenda Walsh, Stranmillis University College, United Kingdom

Friday 1st September, 9:45 - 11:05, F7, Floor II, Estoril Congress Centre

Oral storytelling, critical thinking & preschoolers: A design-based research pedagogical intervention

Catherine O Reilly, Trinity College Dublin, Ireland

The diluted place of power and the influential action of children in building a culture of peace

Teresa Natália Fernandes and Teresa Graça, Institute of Education, University of Minho, Portugal

'We have lots to tell you': Consulting with babies, toddlers and young children on their early childhood curriculum framework, Aistear in Ireland

Glenda Walsh (1), Leah O'Toole (2) and Liz Kerrins (3); (1) Stranmillis University College, United Kingdom, (2) Maynooth University, Ireland, (3) Early Childhood Ireland, Ireland

Symposium Set E

Friday 1st September 2023, 11:30 – 12:50

E1

Children's opinions of 'quality'

Chair: Vikki Wynn, University of Sunderland, United Kingdom

Friday 1st September, 11:30 - 12:50, 1st Grade Room, Level 2, Colégio D. Luísa Sigéa

Making it explicit - Sustained shared thinking dialogue as a method to explore children's perspectives on quality

Katrin Macha, International Academy Berlin, Germany

Exploring children's views of educators in two Swedish preschools through the mosaic approach

Nils Eriksson, Mid Sweden University, Sweden

Supporting children's participation in the daily activities

Sigrún Grétarsdóttir, Pála Pálsdóttir and Friðbjörg Gísladóttir, Hólaborg, Iceland

E2

Neuromyths, memory and movement

Chair: Lotta Uusitalo, University of Helsinki, Finland

Friday 1st September, 11:30 - 12:50, 2nd Grade Room, Level 2, Colégio D. Luísa Sigéa

Neuromyths held by Finnish early childhood educators

Lotta Uusitalo (1), Kati Sormunen (1), Jo Van Herwegen (2), Pirjo Aunio (1) and Nina Heräjärvi (1); (1) University of Helsinki, Finland, (2) UCL, United Kingdom

Olfactory LearNap: Olfactory stimulation during learning and nap to strengthen memorization in early childhood

Elèna Cipollone, Elisabetta Tombolini, Francesco Peluso Cassese and Stefania Morsanuto, University of Niccolò Cusano, Italy

The move-play-explore nexus – New conceptualisations through microanalysis

Maria Grindheim and Elin Eriksen Ødegaard, Western Norway University of Applied Sciences, Norway

E3

Emotional regulation, social sustainability and ethics in play

Chair: Kristine Ingridz, Malmö Universitet, Sweden

Friday 1st September, 11:30 - 12:50, 3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigéa

Ethics of play care in a Norwegian school

Ingvild Olaussen (1), Maria Øksnes (2), Kristine Warhuus Smeby (1) and Else Johansen Lyngseth (1); (1) Queen Maud University College of Early Childhood Education, (2) Norwegian University of Science and Technology, Norway

Children (dis)engaged in independent play: Microanalysis

Giedrė Sujetaitė-Volungevičienė, Vytautas Magnus University, Lithuania

Teaching in relation to play; Navigating between experiences and multiple communications for social sustainability

Kristine Ingridz, Malmö Universitet, Sweden

E4

The role of critical reflection in professional learning

Chair: Jacquelyn Brien, Department of Education and Training, Australia

Friday 1st September, 11:30 - 12:50, 5th Grade Room, Level 2, Colégio D. Luísa Sigea

Curiosity and wonderings about the role of professional reading in professional learning and growth

Jacquelyn Brien, Department of Education and Training, Australia

Reflection on concepts of child – A master key to professionalisation

Sandra Frisch, University of Applied Sciences Merseburg, Germany

From tacit knowledge to explicit agency: Finnish early childhood in-service teachers use of critical reflection for designing influential texts

Alexandra Anton (1) and Juli-Anna Aerila (2); (1) Åbo Akademi University, (2) University of Turku, Finland

E5

Perceptions of outdoor learning from children, teachers and parents

Chair: Sara Tours, Slippery Rock University, United States

Friday 1st September, 11:30 - 12:50, 6th Grade Room, Level 2, Colégio D. Luísa Sigea

Teacher perceptions of the outdoor experience on traditional playgrounds: A case study

Inaki Larrea (1) and Alexander Muela (2); (1) Mondragon University, (2) University of the Basque Country UPV/EHU, Spain

Fostering children's curiosity, agency, and participation through the forest school approach

Sara Tours, Linda Zane, Enoch Nkana, Hye Ryung Won, Jessica Jordan and Laura Kelley, Slippery Rock University, United States

E6

Pre-service teachers beliefs

Chair: Lisa Schneider, University of Siegen, Germany

Friday 1st September, 11:30 - 12:50, 7th Grade Room, Level 2, Colégio D. Luísa Sigea

Learning outdoors in the higher education: Experiences of pre-service teachers

Hatice Sebnem Cetken Aktas, Gunes Ezgi Demirci and Serap Sevimli-Celik, Middle East Technical University, Turkey

Enhancing early childhood education student teachers' mentalization and interaction skills: An online intervention

Jenny Marttila (1), Ruben Fukkink (2) and Maarit Silvén (1); (1) University of Turku, Finland, (2) University of Amsterdam, Netherlands

Portuguese Initial teacher's education curricula and the family involvement and participation issue

Sonia Cabral, Lourdes Mata and Francisco Peixoto, Centro de Investigação em Educação (CIE ISPA), Instituto Universitário (Institute of Applied Psychology - ISPA), Portugal

E7

Research and inquiry based professional development

Chair: Svava Mörk, University of Akureyri, Iceland

Friday 1st September, 11:30 - 12:50, 8th Grade Room, Level 1, Colégio D. Luísa Sigea

Observing the observation: A co-constructivist-postmodern ethnography on the observation and documentation procedure of the early excellence approach

Magdalena Hartmann, University of Osnabrück, Germany

Professional development of student teachers: Supporting professional competence

Svava Mörk and Anna Elisa Hreidarsdottir, University of Akureyri, Iceland

Educators developing their professional practice with toddlers: 'I think it was a great to get the opportunity to take part in the project, it stirs you up a little bit'

Ingibjorg Sigurdardottir and Hrönn Pálmadóttir, University of Iceland, Iceland

E8

Inclusion issues in Italy, Portugal and Sweden

Chair: Christine Parker, Pen Green Research Base, United Kingdom

Friday 1st September, 11:30 - 12:50, 9th Grade Room, Level 1, Colégio D. Luísa Sigea

the importance of job resources and work-related sense of coherence in Swedish preschool's work with children in need of special support

Veronica Semelius Granevald (1), Monika Vinterek (1) and Lotta M. J. Strömsten (2); (1) Dalarna University, (2) Umeå University, Sweden

The Thinking big/Pensare in grande project as a key for a high quality inclusion in the early childhood education and care

Vanessa Macchia (1), Stefania Torri (1), Gianluca Amatori (2), Silvia Maggolini (3) and Moira Sannipoli (4); (1) Free University of Bolzano-Bozen, (2) European University of Rome, (3) Catholic University of the Sacred Heart, Milan, (4) University of Perugia, Italy

The effect of a psychomotor intervention program on motor and socioemocional skills of preschool children with autism and typical development: a pilot study

Adriana Frazão (1), Sofia Santos (2), Celeste Simões (3), Ester Pereira (4) and Paula Lebre (1); (1) INET-md, Faculdade de Motricidade Humana, University of Lisbon, (2) UIDEF – Instituto da Educação, Faculdade de Motricidade Humana, University of Lisbon, (3) ISAMB, Faculdade de Motricidade Humana, University of Lisbon, (4) Leiria Hospital Center (Centro Hospitalar de Leiria), Portugal

E10

Teacher's lived experiences and professional beliefs

Chair: Jenny Henriksson, Kristianstad University, Sweden

Friday 1st September, 11:30 - 12:50, Auditorium, Level 3, Colégio D. Luísa Sigea

Learnings from educator lived experiences of quality ecologies

Susan Grieshaber and Elise Hunkin, La Trobe University, Australia

Professional beliefs about child development and care in infant-toddler childcare centers

Ana Margarida Fialho (1), Vanessa Moutinho (1), Ana Aguiar (1), Andreia Carvalho (1), Cindy Carvalho (1), Gabriela Bento (1), Luísa Barros (2), Joana Cadima (3) and Raquel Corval (1); (1) ProChild CoLAB, (2) University of Lisbon, (3) University of Porto, Portugal

Contextual understandings – Swedish preschool teachers' constructions of the concept of teaching

Jenny Henriksson, Kristianstad University, Sweden

E11

Early childhood education, the way forward

Chair: Nancy Barbour, Kent State University, United States

Friday 1st September, 11:30 - 12:50, Room B, Floor I, Estoril Congress Centre

Challenges influencing development of young children in ECCE centres in a South African context

Benita Taylor, Jeannine Keating and Stef Esterhuizen, North-West University, South Africa

Looking forward, looking back: Creating an historical dialogue of EC practices

Nancy Barbour (1), Nancy File (2) and Andrew Stremmel (3); (1) Kent State University, (2) University of Wisconsin, (3) South Dakota State University, United States

Nurturing early childhoods for all our tomorrows

Kathryn Peckham, Centre for Research in Early Childhood, United Kingdom

E12

Rethinking Play SIG Self-Organised Symposium

Play as the space for agency development: Cultural-historical perspective

Chair: Milda Bredikyte, Vytautas Magnus University, Lithuania

Friday 1st September, 11:30 - 12:50, D1, Floor I, Estoril Congress Centre

Subjectivity is key: Teacher's perspective on play and its relation to the play support strategy

Anna Iakshina and Tatiana Le-van, Moscow City University, Russia

Developing self-regulation through play (3–6-year-olds)

Milda Bredikyte and Agne Brandišauskienė, Vytautas Magnus University, Lithuania

The interrelation between children's creative thinking and their initiative in play

Olga Shiyani, Anna Iakshina and Igor Shiyani, Moscow City University, Russia

E13

Democratic rights and virtues in ECEC

Chair: Jan-Erik Mansikka, University of Helsinki, Finland

Friday 1st September, 11:30 - 12:50, D2, Floor I, Estoril Congress Centre

Comprehensive internationalisation – Democratic rights and agency

Carita Sjöberg Larsson and Ingmarie Bengtsson, Kristianstad University (KU), Sweden

Democratic virtues in ECEC

Jan-Erik Mansikka, University of Helsinki, Finland

Resting on democracy but what democracy? Democratic citizenship in Swedish early childhood education policy in times of juridification

Jenni Nilsson, Uppsala University, Sweden

E14

Building the supply of quality early childhood teachers

Self-organised Symposium

Chair: Marianne Fenech, University of Sydney, Australia

Friday 1st September, 11:30 - 12:50, D3, Floor I, Estoril Congress Centre

How is the practice of exemplary degree-qualified ECTs different from vocationally-qualified educators?

Sandie Wong, Macquarie University, Australia

A longitudinal investigation of the ecological influences on early childhood teacher (ECT) supply and quality

Marianne Fenech, The University of Sydney, Australia

The teachers in early education (TEE) tool: An innovative approach to assessing teacher quality in the early years

Sandie Wong (1) and Marianne Fenech (2); (1) Macquarie University (2) The University of Sydney, Australia

E15

Sustainability in Early Childhood Education SIG Self-organised Symposium

Places as important venues in children's meaning making about sustainability

Chair: Barbara Maria Sageidet, University of Stavanger, Norway

Friday 1st September, 11:30 - 12:50, D4/D5, Floor I, Estoril Congress Centre

Children's active contribution to the Anthropocene

Barbara Maria Sageidet and Ove Bergersen, University of Stavanger, Norway

Education for sustainability in Portuguese early childhood education (ECEfs): Where do we stand and where do we want to go?

Maria Assunção Folque (1), Tiago Almeida (2), Ana Rasteiro (1) and Ana Cristina Simões (1); (1) University of Évora, (2) The Polytechnical Institute of Lisbon, Portugal

Places as supporting structures for early childhood sustainability education in Denmark

Mia Mia Husted, Katrine Dahl Madsen and Nanna Jordt Jørgensen, University College Copenhagen, Denmark

E17**Critical perspectives about children's participation in early childhood education**

Chair: Catarina Tomás, CICS.NOVA/ Lisbon School of Education (ESELx), Portugal

Friday 1st September, 11:30 - 12:50, C2, Floor I, Estoril Congress Centre

When neoliberal policies reach early childhood education: What children's participation?

Catarina Tomás, The Polytechnical Institute of Lisbon, Portugal

Theoretical frameworks of children's participation from the Sociology of Childhood

Gabriela Trevisan (1), Natalia Fernandes (2) and Catarina Tomás (3); (1) ProChild CoLAB, (2) University of Minho, (3) Higher School of Education of Politecnico Institute of Lisbon, Portugal

E18**ECEC workforce - System challenges**

Chair: Kirsi-Marja Heikkinen, University of Helsinki, Finland

Friday 1st September, 11:30 - 12:50, C3, Floor I, Estoril Congress Centre

ECEC workforce shifts over time: the SEEPRO-3 study in 33 national contexts

Pamela Oberhuemer (1) and Inge Schreyer (2); (1) University College London, Social Research Institute, United Kingdom, (2) State Institute for Early Childhood Research and Media Literacy, Germany

Deployment of high qualified staff in childcare: what are the systemic conditions to make it work?

Jochen Devlieghere, Michel Vandenbroeck and Lobke Van Lombergen, Ghent University, Belgium

Advocacy towards professional action and development of Early Childhood Educators (ECE) in Early Childhood Education BA Programmes

Mary Delany, Technological University of Dublin, Ireland

E19**Integrating change through children's voice**

Chair: Maresa Duignan, Department of Education, Ireland

Friday 1st September, 11:30 - 12:50, C4, Floor I, Estoril Congress Centre

Listening to children's voices through playful and creative data collection methods

Lynsey Burke and Divya Jindal-Snape, University of Dundee, United Kingdom

The role of education inspection in supporting children's voice and agency in early learning and care provision in Ireland

Maresa Duignan, Department of Education, Ireland

Exploring children's embodied cleanliness practices in preschool: Ethical considerations balancing agency, integrity and the need for knowledge

Sofia Frankenberg, Stockholm University/ Dept. Child and Youth Studies, Sweden

E20

Creative thinking and co-creation with children

Chair: Anastasia Belolutskaia, Moscow City University, Russia

Friday 1st September, 11:30 - 12:50, C5, Floor I, Estoril Congress Centre

Creative thinking in preschoolers: the combination of problem-solving, dialectical thinking, formal intelligence and symbolization

Anastasia Belolutskaia, Moscow City University, Russia

Children as co-creators - creative and interactive processes in the making of play spaces

Anette Sofie Bernsen (1) and Elin Thoresen (2), (1) NLA University College and USN University of South-Eastern Norway; (2) Western Norway University of Applied Sciences (HVL), Norway

Exploring materiality as a driving component in the development of playworlds in co-creation with kindergarten children.

Hanne Wiseth, Queen Maud University Collage/Norwegian University of Science and Technology, Norway

E21

And then there was us: Professional pedagogic reflections on utilising participative, playful methodologies to empower child voice

Self-organised Symposium

Chair: Jo Traunter, University of Hull, United Kingdom

Friday 1st September, 11:30 - 12:50, C6, Floor I, Estoril Congress Centre

Exploring the use of participatory tools to understand young children's engagement with immersive theatre production

Jo Traunter, University of Hull, United Kingdom

Letting the child's voice be heard - The role of participatory research techniques to elicit young children's perceptions and experiences of the policing of gendered norms in the preschool years

Cathy Kilburn, University of Hull, United Kingdom

Finding the balance: The choreography of participatory research with younger children

Patricia Shaw, University of Hull, United Kingdom

E22

Learning story narrative assessments that story children's lived experiences contribute to children's learning identities as lifelong learners. Examples from New Zealand and Scotland.

Self-organised Symposium

Chair: Lorraine Sands, Educational Leadership Project, New Zealand

Friday 1st September, 11:30 - 12:50, C7, Floor I, Estoril Congress Centre

The image of the child: how it impacts on pedagogical documentation

Lynn McNair, University of Edinburgh, United Kingdom

How learning stories enable children to relive their experiences and stretch possibility thinking: A narrative inquiry

Lorraine Sands, Educational Leadership Project, New Zealand

What role does emotion have when considering the purposes and consequences, balancing acts and dimension of progress when writing Learning Stories

Wendy Lee, Educational Leadership Project, New Zealand

E23

Digital childhoods: children's agency and parental choice

Chair: Niklas Pramling, University of Gothenburg, Sweden

Friday 1st September, 11:30 - 12:50, Room E, Floor II, Estoril Congress Centre

Agency, participation and curiosity in very young children's interactions with digital media in their homes in the UK

Julia Gillen (1), Rosie Flewitt (2), Sandra El Gemayel (2), Lorna Arnott (3), Janet Goodall (4), Katrina McLaughlin (5), Zinnia Mevawalla (3) and Karen Winter (5); (1) Lancaster University, (2) Manchester Metropolitan University, (3) University of Strathclyde, (4) Swansea University, (5) Queen's University Belfast, United Kingdom

Parental Awareness of Finding High-Quality Digital Content for Young Children

Burcu Izci (1) and Fatma Izci (2); (1) Florida Gulf Coast University, United States, (2) Ugur Schools, Turkey

Negotiating agency in teacher-children collaborative (re)storytelling

Niklas Pramling, Jenny Myrendal and Sofije Shengjergji, University of Gothenburg, Sweden

E24

Developing workforce and assessing quality

Chair: Lieny Jeon, University of Virginia, United States

Friday 1st September, 11:30 - 12:50, F1, Floor II, Estoril Congress Centre

Perspectives of private ECE supervisors on the competences required by the task in Finland

Marja-Liisa Keski-Rauska (1) and Marjo Mäntyjärvi (2); (1) Regional State Administrative Agency, (2) University of Oulu, Finland

Analysis of curriculum maps of pedagogy programs and early childhood education training courses offered by state-funded institutions in Brazil

Silvia Helena Vieira Cruz, Cristiane Amorim Martins and Maria de Jesus Araújo Ribeiro, Federal University of Ceará, Brazil

Measuring Preschool Quality in Urban Norwegian preschools

Lisa Karlsen (1), Veslemøy Rydland (1), Elisabet Solheim Buøen (2), Deborah Lowe Vandell (3) and Ratib Lekhal (1); (1) University of Oslo, Norway, (2) Regional Center for Child and Adolescent Mental Health, Norway, (3) University of California, United States

E25

Teacher's attitudes, talk and observation about mathematics

Chair: Christiane Benz, University of Education Karlsruhe, Germany

Friday 1st September, 11:30 - 12:50, F2 Floor II, Estoril Congress Centre

Preservice teachers' attitudes towards mathematics

Benita Berg and Pernilla Sundqvist, Mälardalen University, Sweden

'Mathematics – where do I begin?' - Observing children's mathematical competencies

Christiane Benz, Friederike Reuter, Andrea Maier and Germany Zoellner, University of Education, Karlsruhe, Germany

Preschool teachers' and children's mathematical talk when sharing picture books with and without explicit mathematical content

Eveline Wauters (1), Joke Torbeyns (1), Lieven Verschaffel (1) and Hilde Van Keer (2); (1) KU Leuven,(2) Ghent University, Belgium

E26

Young children's engagements with the arts

Chair: Marta Cabral, City University of New York (CUNY) College of Staten Island, United States

Friday 1st September, 11:30 - 12:50, F3, Floor II, Estoril Congress Centre

Developing principles for engaging with the arts in early childhood education and care – Ireland's innovative participatory approach

Jane Heffernan, Department of Children, Equality, Disability, Integration and Youth, Ireland

Artistic inquiry, agency, and ownership of learning

Marta Cabral, City University of New York (CUNY) College of Staten Island, United States

Developing early childhood teachers' play skills through a drama professional development program

Anthia Michaelides and Eleni Loizou, University Of Cyprus, Cyprus

E27

Integrating digital practices into daily ECEC life

Chair: Ingrid Gronsdal, Western Norway University of Applied Sciences, Norway

Friday 1st September, 11:30 - 12:50, F4, Floor II, Estoril Congress Centre

Linking everyday concepts and scientific concepts as means for children's participation in preschool technology activities

Sara Eliasson, Louise Peterson and Annika Lantz-Andersson, University of Gothenburg, Sweden

Developing a model for investigation and initiating sustainable digital practices in kindergartens

Ingrid Gronsdal, Western Norway University of Applied Sciences, Norway

Analysing the use of a multilingual digital e-book application in Swedish preschools

Malin Nilsen, Department of Education, Communication and Learning, Sweden

E28

Teacher preparation actions and involvement in play

Chair: Eleni Loizou, University of Cyprus, Cyprus

Friday 1st September, 11:30 - 12:50, F5, Floor II, Estoril Congress Centre

Constructive play: Exploring pre-service early childhood teachers' play involvement

Eleni Loizou, University of Cyprus, Cyprus

Manto Olymbiou, University of Cyprus, Cyprus

Practice architecture of Norwegian preschool teachers' actions in children's play

Hege Fimreite, Lillian Pedersen and Hilde Hofslundsengen, Western Norway University of Applied Sciences, Norway

Is the initial training of Portuguese early childhood education and care professionals adequately preparing them to work with children aged 0-3?

Janete Silva Moreira (1), Inês Gregório (1) (2), Ana Lúcia Aguiar (1), Ana Teresa Brito (1) (3), Joana Cadima (1) (4), Luísa Barros (1) (5), Ines Gregório (1) (2); (1) ProChild CoLAB, (2) Catholic University of Portugal, (3) ISPA Instituto Universitário (Institute of Applied Psychology), (4) University of Porto, Portugal, (5) CICPSI University of Lisbon, Portugal

E29

Parental partnership in challenging contexts

Chair: Ruth Büllesbach, Center for Childhood and Adolescence Research (ZfKJ), Germany

Friday 1st September, 11:30 - 12:50, F6, Floor II, Estoril Congress Centre

Challenges of kindergarten teachers working in collaboration with vulnerable parents

Anna Yik On Chan and Chrysa Pui Chi Keung, The Education University of Hong Kong, Hong Kong

Perceived and Requested Participation of Parents in Day-Care Centers and Parental Perspectives on Harmful Behavior of Professionals

Ruth Büllesbach (1), Rieke Hoffer (2), Jessica Ferber (1), Dörte Weltzien (3) and Maike Rönnau-Böse (3); (1) Center for Childhood and Adolescence Research (ZfKJ), (2) University of Applied Sciences Koblenz, (3) Protestant University of Applied Sciences Freiburg, Germany

Responding to COVID-19: How early years settings supported children's language and communication development and encouraged parental partnerships

Christine Jack (1), Elaine Ashton (1), Kate Conn (1), Carolyn Letts (1), Sean Pert (2), Emily Preston (1), Naomi Rose (1), Helen Stringer (1) and Cristina McKean (1); (1) Newcastle University, (2) University of Manchester, United Kingdom

E30

SIG Gender Balance Self-organised Symposium

Children's perspectives of their male and female educators

Chair: David Brody, Orot Yisrael Academic College, Israel

Friday 1st September, 11:30 - 12:50, F7, Floor II Estoril Congress Centre

Children's perspectives on their male and female teachers in Brazil and Norway.

Kari Emilsen (1), Ricardo Goncalves (2), Birgitte Ljunggren (1), Sandro Vinícius Sales dos Santos (3); (1) Queen Maud University College of Early Childhood Education (QMUC), Norway; (2) Örebro University, Sweden; (3) Federal University of Minas Gerais, Brazil

Utopia and taboo: Israeli children's suppression of gender talk in an outdoor kindergarten

David Brody (1), Yael Dayan (2) and Daniel Gordon (2); (1) Orot Yisrael Academic College, (2) Hebrew University of Jerusalem, Israel

A cross-national collaborative project methodology aimed at understanding children's perspectives of their male and female teachers in early learning settings

Laetitia Coles (1), Yael Dayan (2), Mindi Reich-Shapiro (3) and Minyi Li (4); (1) The University of Queensland, Australia (2) The Hebrew University of Jerusalem, Israel, (3) Borough of Manhattan Community College, United States, (4) Beijing Normal University, China

Symposium Set F

Friday 1st September 2023, 13:50 – 15:10

F1

Aspects of assessment and evaluation

Chair: Kristín Karlsdóttir, University of Iceland, Iceland

Friday 1st September, 13:50 - 15:10, 1st Grade Room, Level 2, Colégio D. Luísa Sigea

Reimagining the intercept of pedagogy and andragogy through an early years lens in a higher education institution with international initial teacher training students

Vikki Wynn, Alison McMaster and Sarah Simpson, University of Sunderland, United Kingdom

Assessment in preschool practice: How, what and who?

Kristín Karlsdóttir, Margrét Björnsdóttir, Sara Margrét Ólafsdóttir and Anna Magnea Hreinsdóttir, University of Iceland, Iceland

A framework for evaluating preschool learning materials: A systematic literature review

Heily Leola, Merle Taimalu and Krista Uibu, University of Tartu, Estonia

F2

Didactics, difference and pedagogy

Chair: Line Togsverd, University College South Denmark

Friday 1st September, 13:50 - 15:10, 2nd Grade Room, Level 2, Colégio D. Luísa Sigea

Peer culture, curiosities, difference and protagonism of/with children: Brazil and Italy

Fabiana Canavieira (1), Franca Giuliana Maria Antonia Zuccoli (2) and Ana Lúcia Goulart de Faria (3); (1) Federal University of Maranhão, Brazil, (2) University Milano-Bicocca, Italy, (3) The State University of Campinas(UNICAMP), Brazil

Revitalisation of early childhood pedagogy

Line Togsverd (1) and Christina Haandbæk Schmidt (2); (1) University College South Denmark, (2) UCL University College, Denmark

F3

Home, teacher and community creative stimulants

Chair: Jaye Johnson Thiel, University of Alabama, United States

Friday 1st September, 13:50 - 15:10, 3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea

Implementing creative play in a preschool class: Actions taken by a preschool teacher

Evi Loizou and Eleni Loizou, University of Cyprus, Cyprus

Exploring children's art making in community spaces as hopeful practice within a hyper-capitalist system: A story of use

Jaye Johnson Thiel, University of Alabama, United States

The 'home' dimension in alternative cares: exploring practitioners perspective with art-informed strategies

Lucia Carriera, University of Milan Bicocca, Italy

F4

Standardisation, phonemes and morphological awareness issues

Chair: Katie Crouch, University of the West of England, United Kingdom

Friday 1st September, 13:50 - 15:10, 5th Grade Room, Level 2, Colégio D. Luísa Sigea

Standardization of language practices in ECEC – An analysis of language learning tools used in Norwegian kindergartens

Åse Lund, University of South-Eastern Norway, Norway

Phonemes and phonics: An exploration with young children about their thought processes and meta-language when encountering new sound-symbolic experiences

Katie Crouch and Anna Piasecki, University of the West of England, United Kingdom

Early cognitive and linguistic predictors of morphological awareness skills in grades 1 and 2

Ioannis Grigorakis and George Manolitsis, University Of Crete, Greece

F5

Reconfiguring curiosity, intergenerational and enchantments

Chair: Olga Fotakopoulou, Birmingham City University, United Kingdom

Friday 1st September, 13:50 - 15:10, 6th Grade Room, Level 2, Colégio D. Luísa Sigea

Troubles, enchantments, and ethical responsibilities in inter-creature relationships: Children and adults welcoming indigenous knowledges and care through curiosity and collective experimentation

Stefania Giamminuti (1), Sally-Anne Polson (2) and Natalie Jones (2); (1) Curtin University, (2) MLC Kindle Early Learning Centre, Australia

Reconfiguring children's curiosity in ECEC as sympoietic worlding

Soern Finn Menning, University of Agder, Norway

The uncommon playmate: Playful intergenerational relationships that invite curiosity and agency

Cecilia Maron-Puntarelli, Indiana University, United States

F6

Digital tools and teaching

Chair: Heidi Sandø, The Writing Centre at The Norwegian University of Science and Technology (NTNU), Norway

Friday 1st September, 13:50 - 15:10, 7th Grade Room, Level 2, Colégio D. Luísa Sigea

'Shall we google, fröken?': Teachers' conceptions of digital technology supported teaching in Swedish ECE settings

Olga Boksjö, Mälardalen University, Sweden

Digital tools as a pedagogical way of working in Norwegian kindergartens

Heidi Sandø, The Writing Centre at The Norwegian University of Science and Technology (NTNU), Norway

ECEC teachers' pedagogical experiences and development in partnership

Kristin Grøsvik (1), (1) Francesca Granone (1), Camilla Normann Justnes (2) and Elin Reikerås (1); (1) University of Stavanger, Norway, (2) The Norwegian University of Science and Technology (NTNU), Norway

F7

Inclusion: Models, tools and digital systems

Chair: Claire Winchester, Winchester Consulting, United States

Friday 1st September, 13:50 - 15:10, 8th Grade Room, Level 1, Colégio D. Luísa Sigea

Municipalities use of digital systems when documenting special educational needs in early childhood education

Hanna Vretblom, Umeå University, Sweden

Taking the family behavior support application (FBSApp) around the globe to support young children with disabilities and their families

Claire Winchester (1) and Erin Barton (2); (1) Winchester Consulting, (2) Vanderbilt University, United States

Appraising the expectations of the access and inclusion (AIM) model for scrutinising transitions from early years to primary education in Irish early childhood education

Laura Firth, The Technological University of the Shannon (TUS) Midwest, Ireland

F8

Natural sciences and play eco-systems

Chair: Miriam Beloglovsky, Playful Transformation, LLC, United States

Friday 1st September, 13:50 - 15:10, 9th Grade Room, Level 1, Colégio D. Luísa Sigea

A scoping review of play-based pedagogies for learning natural sciences in ECEC

Martina Tesikova, Anne-Line Bjerknes, Ingunn Skalstad, Terese Wilhelmsen and Anne Lene Kristensen, University of South-Eastern Norway, Norway

Exploring how Scotland's early learning and childcare environment supports children's curiosity and agency through nature-based play and learning

Oliver Traynor, Anne Martin, Nai Chng and Paul McCrorie, University of Glasgow, United Kingdom

Exploring how children enter into inquiry and the implications for the design and implementation of play ecosystems

Miriam Beloglovsky, Playful Transformation, LLC, United States

F9

Making meaning through children's drawing and story telling

Chair: Kyunghwa Lee, University of Georgia, United States

Friday 1st September, 13:50 - 15:10, IT Room, Level 1, Colégio D. Luísa Sigea

Blurring the boundary between organism and machine: Posthuman Insights from children's drawings of robots

Kyunghwa Lee, University of Georgia, United States

"Me in quarantine": Young children making meaning through drawings

Josephine Deguara, Josephine Milton, Rosienne Camilleri, Charmaine Bonello and Tania Muscat, University of Malta, Malta

F10

Perceptions of the role of agency and self-determination in inclusion

Chair: Ailie Cleghorn, Concordia University, Canada

Friday 1st September, 13:50 - 15:10, Auditorium, Level 3, Colégio D. Luísa Sigea

How to promote self-determination for children with disabilities? An exploratory review of models and strategies for early childhood settings

Nicole Bianquin and Mabel Giraldo, University of Bergamo, Italy

The heart of inclusion: Learning from children who are deaf, hearing peers, and their teachers

Yoon Joo Lee (1), Jacqueline Simms (2) and SeungEun McDevitt (3); (1) Brooklyn College, City University of New York, (2) Cleary School for the Deaf, (3) St. John's University, United States

Reflections on the meaning of inclusion: A case study of one child's life-long disability

Ailie Cleghorn, Concordia University, Canada

F11

Children's participation and access

Chair: Carol-Ann O'Síoráin, Dublin City University, Ireland

Friday 1st September, 13:50 - 15:10, Room B, Floor I, Estoril Congress Centre

Children's participation in Norwegian and Ukrainian kindergartens

Svitlana Holovchuk, NLA University College, Norway

Young children's participation in policy development processes

Marie Gibbons(1) and John Canavan (2); (1) Tusla - Child and Family Agency, (2) University of Galway, Ireland

Curiosity in research on nursery school access? Evidence and review of the Chilean context

Blanca Barco and Cynthia Adlerstein, The Pontifical Catholic University of Chile, Chile

F12

Seeking younger children's perspectives - Research inspired by the Mosaic Approach

Self-organised Symposium

Chair: Deirdre McGrath, Technological University Dublin, Ireland

Friday 1st September, 13:50 - 15:10, D1, Floor I, Estoril Congress Centre

Routes to self-advocacy: Listening to young children with disabilities

Katherine Gulliver, Plymouth University, United Kingdom

'Flies don't make honey' - Exploring preschoolers' feelings and actions towards nature and the use of a preschool garden

Kathrin Paal, University of Plymouth, United Kingdom

'They play with us and make rules'. Exploring young children's agency in early years setting

Deirdre McGrath, Technological University Dublin, Ireland

F13

Music and play

Chair: Dimi Kaneva, University of Huddersfield, United Kingdom

Friday 1st September, 13:50 - 15:10, D2, Floor I, Estoril Congress Centre

Exploring the effect of musical improvisation by professional musicians connected to children's experience with local historical handcraft; weaving

Grete Storbæk Eriksen, Queen Maud University College of Early Childhood Education, Norway

To welcome the youngest with music

Lena Skjerdal (1) and Mari Engesæther (2); (1) Western Norway University of Applied Sciences, (2) Fosshagen Kindergarten, Norway

A case study of young children's musical play through a posthuman lens

Stefanie Williams, Birmingham City University / Centre for Research in Early Childhood (CREC), United Kingdom

F14

Transitions and multilingualism (Multilingual Childhoods SIG Self-organised Symposium)

Chair: Anja Pesch, Inland Norway University of Applied Sciences, Norway

Friday 1st September, 13:50 - 15:10, D3, Floor I, Estoril Congress Centre

Educational transitions from ECEC to school in the context of linguistic minoritization

Nadja Thoma (1) and Verena Platzgummer (2); (1) Innsbruck University, Austria, (2) Eurac Research, Italy

Views on multilingualism in transition plans from ECEC to primary school

Anja Pesch, Inland Norway University of Applied Sciences, Norway

Transition from preschool to primary school for diverse groups of children in Iceland. A praxeological study

Friðborg Jónsdóttir (1), Jóhanna Einarsdóttir (1) and Sue Dockett (2); (1) University of Iceland, Iceland, (2) Charles Sturt University, Australia

F15

Early years outdoors in Australia: Both within and beyond the gate

Self-organised Symposium

Chair: Fran Hughes, University of New England, Australia

Friday 1st September, 13:50 - 15:10, D4/D5, Floor I, Estoril Congress Centre

Investigating the where, why and how of nature play programs in Australia

Fran Hughes, Jo Bird and Sue Elliott, University of New England, Australia

Investigating the philosophies and pedagogies used by educators in the competitive market of privatised, Australian forest schools

Amanda England, University of New England, Australia

'Let us learn outside!' Play-based outdoor learning in the first year of formal schooling

Lisa Frances, University of New England, Australia

F17

Professional development and child agency

Chair: Nicol Russell, Teaching Strategies, United States

Friday 1st September, 13:50 - 15:10, C2, Floor I, Estoril Congress Centre

Prioritizing children's agency: A study of a professional development intervention in K through 3 classrooms

Sharon Ryan, Rutgers University, United States

A comparative and critical perspective of children's curiosity and agency as opportunities for leadership in Norwegian and South Africa ECCE curricula

Gjertrud Stordal (1), Amanda Lee (2) and Gry Mette D. Haugen (1); (1) Queen Maud University College, Norway, (2) STADIO School of Education, South Africa

Supporting adult curiosity and agency through online professional learning communities

Nicol Russell, Teaching Strategies, United States

F18

Developing effective inclusive practice

Chair: Vera Coelho, University of Maia, Portugal

Friday 1st September, 13:50 - 15:10, C3, Floor I, Estoril Congress Centre

Teacher training and Infant Education in Spain, Inclusion compromise and the ecosocial turn

Noelia Ceballos López, Ángela Saiz Linares and Teresa Susinos Rada, Universidad de Cantabria, Spain

Prosocial behaviors in inclusive preschools: relations with types of play

Vera Coelho (1), Catarina Grande (2) and Julia Ferreira (3); (1) University of Maia, (2) Faculty of Psychology and Educational Sciences, University of Porto, Portugal

Inclusive education in Indonesia: sharing practices, building partnerships, and supporting pre-service teachers

Zeta Williams-Brown (1), Komali Yenneti (1), Chris Pascal (2), Tony Bertram (2), Ioanna Palaiologou (3), Irfan Syaifuddin (4), Pratiwi Rahmah (4), Megan Lawton (1), Tunde Rozsahegyi (1) and Alan Hodgkinson (5); (1) University of Wolverhampton, United Kingdom, (2) Centre for Research in Early Childhood (CREC), United Kingdom, (3) University of Bristol, United Kingdom, (4) UIN Raden Mas Said Surakarta Indonesia, Indonesia, (5) Liverpool Hope University, United Kingdom

F19

Teachers' inclusive dialogues

Chair: Ildikó Katalin Fieberg, Fachhochschule Südwestfalen University of Applied Sciences, Germany

Friday 1st September, 13:50 - 15:10, C4, Floor I, Estoril Congress Centre

Learning difficulties, learning and subjectivity at school

Sandra Santos and Cristina Massot Madeira-Coelho, Universidade de Brasília, Brazil

Your child needs assistance“ Inclusion of children with special educational needs in Icelandic preschools

Jonina Saemundsdottir, University of Iceland, Iceland

The profile of inclusive educator: A co-designed continuing curriculum in early childhood education

Diego Di Masi, University of Turin, Italy

F20

The role of play in reflexivity, transition and risk taking

Chair: Maria Øksnes, Norwegian University of Science and Technology, Norway

Friday 1st September, 13:50 - 15:10, C5, Floor I, Estoril Congress Centre

The role of curiosity and playfulness in transition pedagogy

Maria Øksnes, Einar Sundsdal and Tuva Schanke, Norwegian University of Science and Technology, Norway

The importance of curiosity and participation for developing positive risk-taking behaviour and ability in outdoor play

Sara Frödén, Örebro University, Sweden

Reflexivity in early childhood research: Exploring children's play and contemplating issues of power

Nazeeha Khoja, N/A, Saudi Arabia

F21

Young children's museums and art galleries

Chair: Zoe Lewis, Birmingham City University, United Kingdom

Friday 1st September, 13:50 - 15:10, C6, Floor I, Estoril Congress Centre

Meeting with ceramic artist: Preschoolers' first-hand experiences in the museum

Kader Karadeniz Akdoğan (1), Rabia Turgut-Kurt (1), Nurtac Cakar (2) and Dilek Acer Cakar (1); (1) Ankara University, (2) Van Yüzüncü Yıl Universtiy, Turkey

Developing curiosity through children's creative encounters

Zoe Lewis, Birmingham City University, United Kingdom

Exploring local culture and traditions through play and art activities in a children's museum

Bente Karlsen, Maria Dardanou and Miriam Wiik, UiT The Arctic University of Norway, Norway

F22

Ecological awareness in ECEC

Chair: Fikile Nxumalo, University of Toronto, Canada

Friday 1st September, 13:50 - 15:10, C7, Floor I, Estoril Congress Centre

Environmental-ecological awareness in a university nursery school in Cyprus

Arete Michail, Katerina Theodorou, Nasia Charalambous and Stamatina Charalambous, University of Cyprus, Cyprus

Designing climate justice education with young children in a rural eSwatini community

Fikile Nxumalo, University of Toronto, Canada

Pre-service teachers' conceptions of climate change: A Maltese perspective

Jane Spiteri, University of Malta, Malta

F23**Cross-national perspectives on ECEC**

Chair: Alison Clark, University of South-eastern Norway, Norway

Friday 1st September, 13:50 - 15:10, Room E, Floor II, Estoril Congress Centre

Contextual variation and pedagogical markers of excellence in six Countries

Sharon Lynn Kagan, Teachers College, Columbia University/ Child Study Center, Yale University, United States

Challenging the politics of early education: An analysis of policy shaping the English reception year

Nathan Archer (1) and Julie Ovington (2); (1) Leeds Beckett University, (2) University of the West of Scotland, United Kingdom

'What does 'hurry' mean to you? staying curious in cross national early childhood research

Alison Clark (1), Kari Carlsen (1) and Mari Mori (2); (1) University of South-eastern Norway, Norway, (2) Kobe Shinwa University, Japan

F24**Professional identity and reflective practice**

Chair: Joanne Lehrer, University of Québec in Outaouais, Canada

Friday 1st September, 13:50 - 15:10, F1, Floor II, Estoril Congress Centre

Educator's role in a group of children below three years of age

Isabella Di Giandomenico and Tullia Musatti, Institute of Cognitive Sciences and Technologies - National Research Council, Italy

Working with four-year-olds: A day in the life of a child minder, an educator, and a teacher

Joanne Lehrer (1), Emmanuela Rémy (1), Christelle Robert-Mazaye (1) and Nancy Proulx (2); (1) University of Québec in Outaouais (UQO), (2) University of Québec in Montréal (UQAM), Canada

Rethinking reflective practice: Placing children's agency at the center of infant-toddler care

Minsun Shin (1) and Susan L. Recchia (2); (1) Montclair State University, (2) Columbia University, United States

F25**Enhancing transitions**

Chair: Sally Peters, University of Waikato, New Zealand

Friday 1st September, 13:50 - 15:10, F2 Floor II, Estoril Congress Centre

Constructing the space of transition in ECEC

Raija Raittila, Mari Vuorisalo, Niina Rutanen, Kaisa Harju, Yaiza Lucas Revill and Jasemin Can, University of Jyväskylä, Finland

'It's a job for the kids that know': Co-constructing children's working theories to re-imagine the transition to school

Sally Peters, University of Waikato, New Zealand

Exploring our understanding of drop-off and pick-up in early childhood education and care contexts

Laetitia Coles, Charlotte Casey, Karen Thorpe, Sandy Houen, Zhaoxi Zheng and Sally Staton, University of Queensland, Australia

F26

Documentation and shared understandings

Chair: Kathryn Morris, Centre for Early Child Development, United Kingdom

Friday 1st September, 13:50 - 15:10, F3, Floor II, Estoril Congress Centre

The child's educational file: A tool for communicating the child's overall development and ensuring educational success

Nawel Hamidi, University of Québec in Montréal (UQAM), Canada

School readiness - A community wide approach to developing a common understanding and language

Kathryn Morris, Centre for Early Child Development, United Kingdom

Reading children's participation through pedagogical documentation

Marlene McCormack, Dublin City University (DCU), Ireland

F27

Belonging in ECEC – Care, participation, and children's wellbeing in early years

Self-organised Symposium

Chair: Yngve Rosell, University of Stavanger, Norway

Friday 1st September, 13:50 - 15:10, F4, Floor II, Estoril Congress Centre

The youngest children's conditions for participation in community in the ECEC

Marianne Ree and Yngve Rosell, University of Stavanger, Norway

Examining the Longitudinal association between toddlers' early shyness and their wellbeing during their first year in Norwegian early childhood education and care

Catharina van Trijp (1), Ratib Lekhal (2), May Britt Drugli (3), Veslemøy Rydland (2) and Elisabet Solheim Buøen (4); (1) University of Stavanger, (2) University of Oslo, (3) NTNU Trondheim, (4) R-BUP Oslo, Norway

Defining care in ethical theory for ECEC

Gunnar Magnus Eidsvåg, University of Stavanger, Norway

F28

Comparative studies on early childhood teacher students' beliefs towards playing and participation in kindergarten and pre-school in Estonia, Germany, and Russia

Self-organised Symposium

Chair: Anja Seifert, Justus Liebig University Giessen, Germany

Friday 1st September, 13:50 - 15:10, F5, Floor II, Estoril Congress Centre

Participation and play in the representation and practice of Russian early childhood teacher students

Igor Shiian, Irina Vorobyeva and Evgeniy Krashennikov-Khait, Moscow City University, Russia

Exploring teacher students' perspectives on participation in ECEC in Germany

Christa Kieferle, State Institute for Early Education and Media Competence (IFP), Germany

Participation in ECE institutions: The perspective of Estonian early childhood teacher students'

Maire Tuul and Aino Ugaste, Tallinn University, Estonia

F29

Aspects of science and maths in ECEC

Chair: Priska Sprenger, University of Education Freiburg, Germany

Friday 1st September, 13:50 - 15:10, F6, Floor II, Estoril Congress Centre

"Looks like a normal four" – Individual structuring processes of 5-year-old children

Priska Sprenger, University of Education Freiburg, Germany

Supporting concept learning and emergent science through dialogue

Hege Myklebust, Western Norway University of Applied Sciences, Norway

F30

Mathematics Birth to Eight Years SIG Self-organised Symposium

Early childhood mathematics - Curiosity, creativity and play with technology

Chair: Anne Nakken, National Centre of Mathematics Education, Norway

Friday 1st September, 13:50 - 15:10, F7, Floor II Estoril Congress Centre

ViduKids - Movie making and mathematics in a playful and exploring mode

Signe Marie Hanssen, Queen Maud University College, Norway

ECEC children playing with a coding toy: The role of mathematics, creativity and curiosity

Elin Reikerås (1), Francesca Granone (2) and Sami Konca (3); (1) University of Stavanger, Norway, (2) University of Stavanger, Norway, (3) Erciyes University, Turkey

Ducks divide money – Problem-solving in ECEC

Anne Nakken (1) and Oliver Thiel (2); (1) National Centre of Mathematics Education, (2) Queen Maud University College, Norway

Symposium Set G

Friday 1st September 2023, 16:00 – 17:20

G1

Inhibitory controls, peace and conflict resolution

Chair: Julia Atilas, East Tennessee State University, United States

Friday 1st September, 16:00 - 17:20, 1st Grade Room, Level 2, Colégio D. Luísa Sigea

Touched by care: Life stories of sharing understanding, respect, peace, and compassion, with young children

Julia Atilas (1), Cecilia Maron-Puntarelli (2), Mary McMullen (2) and Mila Costa (3); (1) East Tennessee State University, (2) Indiana University, (3) Bank Street College, United States

Investigating chairs of conflict resolution... 'I can understand you now!'

Eleni Moschovaki and Sevasti Paidá, Hellenic Open University, Greece

The influence of continuing education on the implementation of playful learning situations related to inhibitory control in preschool 5-years-olds through teaching practices

Oceanne Ethier (1), Isabelle Deshaies (1) and Emmanuelle Soucy (2); (1) University of Quebec at Trois-Rivières, (2) University of Québec Abitibi-Témiscamingue, Canada

G2

Read aloud, Makerspace and Theory of Mind as literacy issues

Chair: Suzanna Wong, University of Alberta, Canada

Friday 1st September, 16:00 - 17:20, 2nd Grade Room, Level 2, Colégio D. Luísa Sigea

Supporting theory of mind through story writing early in primary school

Sofia Guimaraes, University of Roehampton, United Kingdom

A pilot study of young children's literacy learning in a Makerspace Club

Suzanna Wong and Linda Laidlaw, University of Alberta, Canada

Professional read-aloud in preschool: Preschool teachers' reasoning about a contemporary didactisation

Niklas Pramling (1), Maria Simonsson (2) and Cecilia Lindström (2), (1) Göteborgs Universitet, (2) Linköping University, Sweden

G3

Executive functions, philosophy and intellectual experiences

Chair: Caroline Cohrssen, University of New England, Australia

Friday 1st September, 16:00 - 17:20, 3rd and 4th Grade Room, Level 2, Colégio D. Luísa Sigea

Supporting infants' emerging executive functions

Caroline Cohrssen (1) and Parian Madanipour (2); (1) University of New England, (2) Griffith University, Australia

Do animals communicate with each other? - Encouraging children's philosophical curiosity and agency

Sarah Girlich and Robert Jurlita, LakoS - Institute of Language Promotion Saxony | Landeskompetenzzentrum zur sprachlichen Bildung und Sprachförderung an Kindertageseinrichtungen in Sachsen, Germany

Building intellectual experiences in early childhood classrooms: A framework

Zeynep Isik-Ercan, Rowan University, United States

G4

Fostering students' professional development by research enhanced teaching in higher education

Self-organised Symposium

Chair: Nadine Madeira Firmino, Hochschule Bielefeld – University of Applied Sciences and Arts (HSBI), Germany

Friday 1st September, 16:00 - 17:20, 5th Grade Room, Level 2, Colégio D. Luísa Sigea

Enabling students to challenge and document children's curiosity

Helen Knauf and Juliane Gerland, Hochschule Bielefeld – University of Applied Sciences and Arts (HSBI), Germany

Why questions and children's curiosity: Logical structure from epistemic emotions

Alexander Scheidt, Hochschule Bielefeld – University of Applied Sciences and Arts (HSBI), Germany

Transcription as a methodological challenge in videography. Proposals for a movement-oriented perspective on interpersonal interactions for research in childhood education.

Nadine Madeira Firmino, Hochschule Bielefeld – University of Applied Sciences and Arts (HSBI), Germany

G5

Time, space and groupings: The organisation of early childhood environments

Chair: Julia Gillen, Lancaster University, United Kingdom

Friday 1st September, 16:00 - 17:20, 6th Grade Room, Level 2, Colégio D. Luísa Sigea

Space as the third teacher in preschools in Iceland and obstacles in overcrowding

Hörður Svavarsson, Kenning, Iceland

Time and routines in early childhood education and care contexts

Mónica Pereira, Lourdes Mata and Ana Teresa Brito, Instituto Universitário (Institute of Applied Psychology - ISPA), Portugal

Same-age and mixed-age grouping in ECEC: A systematic literature review

Lobke Van Lombergen, Michel Vandenbroeck and Jochen Devlieghere, Ghent University, Belgium

G6

Group size, space and integration

Chair: Sharon Skehill, National Council for Curriculum and Assessment (NCCA), Ireland

Friday 1st September, 16:00 - 17:20, 7th Grade Room, Level 2, Colégio D. Luísa Sigea

Educare: Integrating care and education in preschool

Anders Skriver Jensen, University College Copenhagen, Denmark

Day care centre as a space in the construction of emotions in relations

Elmiina Tahkola, University of Oulu, Finland

The implications of group size for children's agency and participation in child communities

Cristina Munck and Anja Marschall, University College Copenhagen, Denmark

G7

Enhancing practice through participatory research methods

Chair: Sofia Frankenberg, Stockholm University/ Dept. Child and Youth Studies, Sweden

Friday 1st September, 16:00 - 17:20, 8th Grade Room, Level 1, Colégio D. Luísa Sigea

Powerful Projects – Embedding a sustainable approach that encapsulates the child's voice: Reframing the planning process.

Alison McMaster (1), Sarah Dixon-Jones (2) and Kathryn Nichols (2); (1) University of Sunderland, (2) Houghton Community Nursery, United Kingdom

How should we use circle-time activities?: Exploring methodologies for a smooth transition from ECEC to CSE

Yuji Fujimori (1), Yoshiko Shirakawa (2) and Hideki Mogami (3); (1) Bunkyo University, (2) Kyoritsu Women's University, (3) ChaCha Children & Co., Japan

Exploring educators' outdoor nature-based practices with infants and toddlers: The influence of curiosity, collaboration and collective agency on achieving and sustaining change

Jayne Kinley, University of New England, Australia

G8

Curriculum content, models and development

Chair: Agnė Brandišauskienė, Vytautas Magnus University, Lithuania

Friday 1st September, 16:00 - 17:20, 9th Grade Room, Level 1, Colégio D. Luísa Sigea

Analysing curriculum orientations of ECEC curriculum in Lithuania

Agnė Brandišauskienė and Milda Bredikyte, Vytautas Magnus University, Lithuania

The introduction of the emergent curriculum in a Maltese ECEC context (0-7 years): seven case studies

Charmaine Bonello (1), Carmen Dalli (2) and Anna Baldacchino (1); (1) University of Malta, Malta, (2) University of Wellington, New Zealand

Opportunities and obstacles - Teaching about a content area

Ingela Friberg and Laila Gustavsson, Kristianstad University, Sweden

G9

Raising quality through developing workforce competence and sustainable governance

Chair: Janniina Vlasov, Finnish Education Evaluation Centre, Finland

Friday 1st September, 16:00 - 17:20, IT Room, Level 1, Colégio D. Luísa Sigea

Ensuring nationally high-quality ECEC by sustainable governance in Finland

Janniina Vlasov (1) and Marja-Liisa Keski-Rauska (2); (1) Finnish Education Evaluation Centre, (2) Regional State Administrative Agency, Finland

Developing a shared approach to care and education between early childhood educators and pre-school teachers

Mariacristina Picchio and Susanna Mayer, Institute of Cognitive Sciences and Technologies National Research Council, Italy

Building competence from the inside

Charlotte U Johannessen and Ellen Os, Oslo Metropolitan University, Norway

G10

Predicting cognitive development and social competence outcomes from ITERS-R and ECERS-R

Self-organised Symposium

Chair: Joakim Hansen, University of Stavanger, Norway

Friday 1st September, 16:00 - 17:20, Auditorium, Level 3, Colégio D. Luísa Sigea

ECEC quality and social competence in toddlerhood

Maren Hegna (1), Joakim E Hansen (2), Erik Eliassen (3), Elisabeth Bjørnstad (1); (1) OsloMet, (2) University of Stavanger, (3) Norwegian Institute of Public Health, Norway

The effects of early childhood education and care quality on verbal and non-verbal cognitive skills among toddlers, with gender differences

Magdalena Elnes (1), Ove Edvard Hatlevik (1) and Elin Reikeraas (2); (1) OsloMet, (2) University of Stavanger, Norway

Using ECEC quality rating scales to predict cognitive development

Joakim Hansen (1), Erik Eliassen (2), Elisabeth Bjørnstad (3), Edward Melhuish (4) and Jaqueline Barnes (4) (5); (1) University of Stavanger, (2) Norwegian Institute of Public Health, (3) Oslo Metropolitan University, Norway, (4) University of Oxford, (5) University of London United Kingdom

G11

Shining a transitions research light on children's curiosity, agency and participation

Self-organised Symposium

Chair: Marion Burns, University of Strathclyde, Scotland, United Kingdom

Friday 1st September, 16:00 - 17:20, Room B, Floor I, Estoril Congress Centre

Moving between two curriculum traditions: Creating opportunities for children starting school to be curious and exercise agency or not?

Marion Burns, ersity of Strathclyde, Scotland, United Kingdom

Framing transitions ecologically to focus on agency, curiosity and wellbeing

Aline-Wendy Dunlop, University of Strathclyde, Scotland, United Kingdom

'Come let us learn with our children: An ethnographical approach to carrying out transition research with young children.

Lynn McNair, University of Edinburgh, Scotland, United Kingdom

G12

Culturally responsive practice in ECEC settings

Chair: Merete Nornes-Nymark, Western Norway University of Applied Sciences, Norway

Friday 1st September, 16:00 - 17:20, D1, Floor I, Estoril Congress Centre

Beyond resilience: Developing and evaluating a culturally responsive ECE professional development tool to support children of color

Flora Harmon, Tina Ryznar, Ann-Marie Faria and Danielle Riser, American Institutes for Research, United States

Multicultural practice towards meeting migration related challenges in four Norwegian kindergartens

Merete Nornes-Nymark and Ane Bergersen, Western Norway University of Applied Sciences, Norway

Children as citizens of their faith communities

Anna Hartman, Jewish United Fund, United States

G13

Early childhood workforce stress and wellbeing

Chair: Diarmuid Creedon, Irish National Teachers' Organisation (INTO), Ireland

Friday 1st September, 16:00 - 17:20, D2, Floor I, Estoril Congress Centre

The impact of quality of leadership, perceived stress and participation on turnover intentions in ECEC

Cecilia Heilala, Marina Lundkvist and Mirjam Kalland, University of Helsinki, Finland

Work engagement of novice ECEC teachers

Erja Rautamies, University of Jyväskylä, Finland

Teacher workload: Irish National Teachers' Organisation (INTO) Research Report 2022

Diarmuid Creedon and Máirín Ní Chéileachair, Irish National Teachers' Organisation (INTO), Ireland

G14

Gender diversity and degendering research and practice

Chair: Emma Cooke, The University of Queensland, Australia

Friday 1st September, 16:00 - 17:20, D3, Floor I, Estoril Congress Centre

Scientific co-education as a tool for quality teaching in early childhood education

Rosario Merida, Elena González Alfaya, Julia Rodriguez Carrillo, Miguel Muñoz Moya and María de los Ángeles Olivares García, University of Córdoba, Spain

A performance of discarded data: an Ahmedian engagement with young children's gendered accounts of violence and power

Emma Cooke (1), Laetitia Coles, (1) Andrew Clarke (2), Karen Thorpe (1) and Sally Staton (1); (1) The University of Queensland, (2) The University of New South Wales, Australia

Tools for coresearch with young children: From ethics to graphic fieldnotes, and stops inbetween

J Skelton, University of Regina, Canada

G15

Perceptions on pedagogical leadership

Chair: Sandra Frisch, University of Applied Sciences Merseburg, Germany

Friday 1st September, 16:00 - 17:20, D4/D5, Floor I, Estoril Congress Centre

Children's participation in conceptualisations of early years leadership

Sara Bonetti (1), Kayla Halls (2) and Mona Sakr (2); (1) Education Policy Institute, (2) Middlesex University, United Kingdom

Pedagogical leadership as practice in a changed early childhood education settings in Swedish-speaking parts of Finland

Pia Nordin (1), Mikaela Svanbäck-Laaksonen (1) and Mia Heikkilä (1) (2), (1) Åbo Akademi University, Finland, (2) Stockholm University, Sweden

G17

Nature based learning as a pedagogical support for science, language as well as environmental studies

Chair: Jodi Streelasky, University of Victoria, Canada

Friday 1st September, 16:00 - 17:20, C2, Floor I, Estoril Congress Centre

Exploring new practices for early childhood language education, while playing outdoor in nature-based environments

Jannette Prins (1), Janneke Hagenaar (2), Marieke van Ierschoot (2); (1) Thomas More Hogeschool, (2) University of Applied Sciences, The Netherlands

Nature play in the forest for early science education

Marjanca Kos (1), Luka Praprotnik (1), Sue Dale Tunnicliffe (2) and Gregor Torkar (1); (1) University of Ljubljana, Faculty of Education, Slovenia, (2) University College London, United Kingdom

Playing in the forest: Children's engagement with nature and land-based learning

Jodi Streelasky and Meredith Lemon, University of Victoria, Canada

G18

Accessing children's voice

Chair: Carol McNulty, University of North Carolina Wilmington, United States

Friday 1st September, 16:00 - 17:20, C3, Floor I, Estoril Congress Centre

Children's COVID-19 drawings as a means of participatory research

Carol McNulty and Meredith Jones, University of North Carolina Wilmington, United States

The specialist for the children's perspective (FaKiB), committed by law

Andy Schieler, University of Applied Science, Germany

Methodology used for consulting with babies and young children

Fiona Kelleher, Early Childhood Ireland, Ireland

G19

Questions of culture in ECEC

Chair: Åsa Delblanc, Malmö University, Sweden

Friday 1st September, 16:00 - 17:20, C4, Floor I, Estoril Congress Centre

Play, games and toys: A hidden cultural curriculum in early childhood education?

Marco Antonio Delgado-Fuentes, University of Derby, United Kingdom

Importance of building a culturally safe workplace for early childhood teachers to promote curiosity and agency in ECE

Sene Gide, Boundary Lane Children's Centre, Australia

Preschool teachers' understandings of intercultural education

Åsa Delblanc (1) (2) and Laurence Delacour (2); (1) Childhood Education Society, (2) Malmö University, Sweden

G20

Student teachers' skills and experiences of teaching maths

Chair: Alicia Phillips, Southern Cross University, Australia

Friday 1st September, 16:00 - 17:20, C5, Floor I, Estoril Congress Centre

Investigating the reflective skills of prospective early childhood teachers: An intervention program for mathematics in the context of the school experience program

Marianna Efstathiadou, European University Cyprus, Cyprus

Norway and Cyprus in dialogue: Play and mathematics as concepts in student-teachers' reflections

Elena Severina (1), Marianna Efstathiadou (2), (2) Chrystalla Papademetri-Kachrimani (2) and Magni Hope Lossius (1); (1) Western Norway University of Applied Science, Norway, (2) European University Cyprus, Cyprus

Enjoyment, confidence and experience of teaching mathematics to the under-fives: Reports from students of early childhood studies

Leanne Gray, Anglia Ruskin University (ARU), United Kingdom

G21

Empathy, emotional availability and eye contact of early years educators

Chair: Angela Hodgkins, University of Worcester, United Kingdom

Friday 1st September, 16:00 - 17:20, C6, Floor I, Estoril Congress Centre

Early childhood education professional's emotional availability (EA) in toddler groups

Suvi Puolakka (1), Marianna Heinonen (2), Riitta Viitala (3) and Päivi Pihlaja (4); (1) University of Helsinki, (2) University of Turku, (3) University of Jyväskylä, (4) University of Eastern Finland, Finland

Exploring early childhood practitioners' perceptions of empathic interactions with children and families

Angela Hodgkins, University of Worcester, United Kingdom

Exploring early childhood education and care teachers gaze in toddlers' groups

Susanna Isotalo (1), Tuulikki Ukkonen-Mikkola (1), Joni Lämsä (2) and Niina Rutanen (1); (1) University of Jyväskylä, (2) University of Oulu, Finland

G22

Digital activities in play and learning

Chair: Susan Grieshaber, La Trobe University, Australia

Friday 1st September, 16:00 - 17:20, C7, Floor I, Estoril Congress Centre

Children's movements in a virtual playground task

Lise Storli (1), Ellen Beate Hansen Sandseter (1) and Håvard Lorås (2); (1) Queen Maud University College of Early Childhood Education, (2) Norwegian University of Science and Technology, Norway

Understanding children's activities with digital technology in preschool using rhizomatic thinking

Tove del Gaiso, Malardalen University, Sweden

Media as a portal to support children's play and learning

Susan Grieshaber(1), Susan Edwards (2), Kate Highfield (2) and Jane Caughey (2); (1) La Trobe University, (2) Australian Catholic University, Australia

G23

Advancing creative methodologies and methods to enhance our understanding

Chair: Lindsey Watson, The University of Huddersfield, United Kingdom

Friday 1st September, 16:00 - 17:20, Room E, Floor II, Estoril Congress Centre

Visualising younger children's curiosity and their ethical decision-making during research

Lindsey Watson, The University of Huddersfield, United Kingdom

Observation as activism: From educator as a spectator to a weaver of entangled relations

Iris Berger (1) and Nancy van Groll (2); (2) The University of British Columbia (UBC), (2) Capilano University, Canada

Through the eye of new materialist needle: Stitching practitioner perspectives using the Froebelian occupation of sewing

Catriona Gill and Jane Whinnett, Edinburgh Froebel Network, United Kingdom

G24

Crafting (as) research and educational practice

Self-organised Symposium

Chair: Mona Nicolaysen, University of South-Eastern Norway, Norway

Friday 1st September, 16:00 - 17:20, F1, Floor II, Estoril Congress Centre

Throws of Occupation: The affective potential of knitting statistics

Mona Nicolaysen, University of South-Eastern Norway, Norway

The wind-kite-me. Crafting and making with nature

Kari Carlsen, University of South-Eastern Norway, Norway

Colours of Gaza: Land crafting with natural dye in a kindergarten

Marie Skeie, University of South Eastern Norway, Norway

G25

Indigenous knowledge supports culturally sustaining leadership, teaching and learning - Examples from Aotearoa New Zealand

Self-organised Symposium

Chair: Emma Parangi, Educational Leadership Project, New Zealand

Friday 1st September, 16:00 - 17:20, F2 Floor II, Estoril Congress Centre

Exploring the weave of indigenous wisdom and narrative assessment - The power of story to reclaim, honour and transform. Stories from Aotearoa/ New Zealand.

Maria Sydney, Educational Leadership Project, New Zealand

Modern Mātauranga; Ancestral wisdom applied to pedagogical leadership in early childhood education in Aotearoa.

Emma Parangi, Educational Leadership Project, New Zealand

Trissessment: Learners & families leading assessment

Roberta Skeoch, Educational Leadership Project, New Zealand

G26

Resisting neoliberal and neo-colonial discourses in early childhood education

Self-organised Symposium

Chair: Marek Tesar, The University of Auckland, New Zealand

Friday 1st September, 16:00 - 17:20, F3, Floor II, Estoril Congress Centre

Early childhood teacher activism, 'minor politics' and refusal of neoliberal discourses

Olivera Kamenarac, University of Waikato, New Zealand

Childhood undergrounds; Power and Resistance

Marek Tesar, The University of Auckland, New Zealand

Resisting the neoliberal agenda of school readiness: Teachers' turning around to children's curiosity to co-construct meaningful curriculum and pedagogy

Jamie Sisson, University of South Australia, Australia

G27

Transition and belonging - from home to ECEC

Self-organised Symposium

Chair: Yngve Rosell, University of Stavanger, Norway

Friday 1st September, 16:00 - 17:20, F4, Floor II, Estoril Congress Centre

Transition from home to ECEC – A systematic literature review

Mariella Asikanius, Yngve Rosell, Gunnar Magnus Eidsvåg, Catharina van Trijp, Marianne Ree, Sara Esmaeeli and Tove Erna Belland, University of Stavanger, Norway

The transition from home to early childhood education and care in Norway: From an individual perspective to a feeling of continuity and belonging in a group perspective

Tove Erna Belland and Yngve Rosell, University of Stavanger, Norway

ECEC transition: Parents experiences and their expectations

Sara Esmaeeli (1), Yngve Rosell (1) and Tina Tellefsen (2); (1) University of Stavanger, (2) Skattekosten kulturbarnehage AS / ECEC setting, Norway

G28

Student teachers learning experiences; Challenges and needs

Chair: Jannike Lyngtun, University of Stavanger, Norway

Friday 1st September, 16:00 - 17:20, F5, Floor II, Estoril Congress Centre

Missed opportunities: student teachers experiences of learning through internship in kindergartens

Jannike Lyngtun and Margrethe Jernes, University of Stavanger, Norway

Nature-based education teacher's trainings in Spain: Challenges and needs

Katia Hueso, Asociación GJNSaltamontes, Spain

Media impacts on ECEC student teachers' experiences of the ECEC field in Finland, Faroe Islands, and Iceland

Samuli Ranta (1), Ingibjorg Sigurdardottir (2), Svava Mörk (3), Sara Sintonen (4), Annika Antoniussen (5) and Sigrid Vesturgarð (5); (1) University of Eastern Finland, Finland, (2) University of Iceland, Iceland (3) University of Akureyri, Iceland, (4) University of Turku, Finland, (5) University of Faroe Islands, Denmark

G29

Early childhood education during a global pandemic: Perspectives from Portugal, Quebec, and Switzerland

Self-organised Symposium

Chair: Stéphanie Duval, Laval University, Canada

Friday 1st September, 16:00 - 17:20, F6, Floor II, Estoril Congress Centre

Parent and preschool teachers' perceptions of the transition to school during the COVID-19 pandemic in Québec

Joanne Lehrer (1) and Stéphanie Duval (2)' (1) University of Québec in Outaouais, (2) Laval University, Canada

Challenges and facilitators of the transition to preschool in the context of a pandemic: Perceptions of Swiss parents and teachers

Gabriel Kappeler (1) and Xavier Conus (2); (1) University of Teacher Education Vaud, (2) University of Fribourg, Switzerland

Reopening centre-based services for children under-three amidst the pandemic: Health measures, pedagogical practices and children's wellbeing

Sara Barros Araújo (1), Sílvia Barros (1), Ana Silva (1) and Rafaela Rosário (2); (1) inED, Escola Superior de Educação, Polytechnic Institute of Porto, (2) University of Minho, Portugal

G30

Transitions SIG Self-organised Symposium

Evaluating Transition to School Programs

Chair: Bob Perry, Charles Sturt University and Peridot Education Pty Ltd, Australia

Discussant: Mirja Kekeritz, University Osnabrück, Germany

Friday 1st September, 16:00 - 17:20, F7, Floor II Estoril Congress Centre

Evaluation of transition to school programs – Current emphases

Sue Dockett and Bob Perry, Charles Sturt University and Peridot Education, Australia

To be or not to be (a school child in transition)

Helena Ackesjö, Linnaeus University, Sweden

Paderborner Qualitätsstern (PQ³): A self-evaluation instrument for ECEC and school educators to reflect collaboration in transition processes. Current findings

Petra Bueker (1), Julia Hoeke (2) and Jana Herding (1); (1) University of Paderborn, (2) Catholic University of Applied Science NRW, Germany

Poster Symposium Set I

Thursday 31st August 2023, 14:20 – 15:10

Set I, 1-58

Estoril Congress Centre, Hall/ Room A, Floor I

I 1

Exploring preschool teachers' positive emotions of finding children's perspectives and its role in the construction of teacher professional identity

Yuling Su, University of Taipei, Taiwan

I 2

Making the invisible visible in the ECTE

Margareth Eilifsen, Aihua Hu and Liv Torunn, Western Norway University of Applied Sciences, Norway

I 3

How do preschool teachers and preschool support teachers work together and structure a shared frame

Takahiro Sakurai, Aichi University of Education, Japan

I 4

Increasing play complexity in young children with disabilities

Claire Winchester (1) and Erin Barton (2); (1) Winchester Consulting, (2) Vanderbilt University, United States

I 5

How two-year-old children develop peer relationships in nursery school with the aid of their teachers? (1): a six-month longitudinal observation study of peer interaction.

Masafumi Ohnishi (1), Kaoru Onishi (2); University of Fukui, (1), Gifu Shotoku Gakuen University Junior College (2), Japan

I 6

Children's wonder and curiosity in nature

Hilde Merete Amundsen and Hjørdis Helene Krosshøl Bakke, Queen Maud's College of Early Childhood Education, Norway

I 7

Differences in musical expression "richness" perceptions among early childhood and elementary school teachers: using multi-vocal visual ethnography methods

Yurina Watanabe, Aichi Gakuen University, Japan

I 8

Children's participation in oral storytelling in early childhood education and care

Agneta Pihl, University of Gothenburg, Sweden

I 9

Drama in Education (DIE) Made the Science Visible

Chiu-Hsia Huang (1), Ya-Ling Chen (1), Holger Haas (2); (1) National Pingtung University, Taiwan, (2)Helleum Children Research Center, Germany

I 10

Supporting early childhood teachers' wellbeing through positive psychology in Greece*

Vasilis Grammatikopoulos, Anastasios Markou and Anastasia Vatou, International Hellenic University, Greece

I 11

Higher education qualifications for early childhood development (birth to four) educators: investigating the conditions needed for successful policy implementation

Keshni Bipath and Francinah Masola, University of Pretoria, South Africa

I 12

Visualization of understanding children by caregivers and parents in japan

Chiaki Kida, Okazaki Women's Junior College, Japan

I 13

A longitudinal study on gender balance and gender role represented in Japanese educational children's television series

Kozue Matsuda, Musashino University, Japan

I 14

A gap and needs analysis report for early childhood and care courses in Palestinian higher education institutions

Maria Ampartzaki (1), Michail Kalogiannakis (1), Eyad Abu Baker(2), Bayan Shobaki (2), Samar Abu Shamat (3); (1) University of Crete, Greece,(2) Al-Quds Open University, Palestine, (3) Al-Rawdah University College, Palestine

I 15 - withdrawn

I 16

Daily lives of young children from socially disadvantaged class in the COVID-19 pandemic

Hwewon Kim, Yeungnam University, South Korea

I 17

A case study on preschool children's interactions with AI voice assistants

Hae Young Kim, Kyungbok University, South Korea

I 18

Curious and happy children

Hörður Svavarsson, Kenning, Iceland

I 19

Affecting moments in joint play: an attempt to approach children's worlds of experience

Theresa Hauck, Universität Wien, Austria

I 20

Insights: quality in early education - learning from inspection for improvement in Ireland

Maresa Duignan, Department of Education, Ireland

I 21

When Tommy wore a tutu: investigating early childhood educator perspectives on supporting children's career aspirations

Suzanne Grissell, Southern Cross University, Australia

I 22

Why is there a need for psychological education of prospective pre-service teachers for pre-primary education?

Zlatica Zacharová and Miroslava Lemešová, Comenius University in Bratislava, Slovakia

I 23

Effects of a professional development program on early childhood educators' instructional support in nature-based education

Anne-Sophie Parent, Caroline Bouchard, Christine Hamel and Michèle Leboeuf, Laval University, Canada

I 24

Nature-based early childhood education, a fertile ground for instructional support in Quebec early childhood centers? Yes, but...

Caroline Bouchard (1), Anne-Sophie Parent (1), Michèle Leboeuf (1), Lise Lemay (2), Nathalie Bigras (2), Martine Asselin (1); (1) Laval University, Canada, (2) University of Quebec in Montreal, Canada

I 25

What emerges when the youngest children in kindergarten get to explore the sensory technology Makey Makey and micro:bit?

Hannah Belsvik Hansen and Liv Ingrid Fjellanger, Western Norway University of Applied Sciences, Norway

I 26

How did 5-year-old children read picture books during their free time in different types of ECEC institutions of Japan?

Xiaoyun Lu, Teikyo University, Japan

I 27

Preschool quality assessment and child outcomes in Norwegian toddler groups

Lisa Karlsen (1), Ratib Lekhal (1), Siri Steffensen Bratlie (1), Veslemøy Rydland (1), Elisabet Solheim Buøen (2), Deborah Lowe Vandell (3); (1) University of Oslo, Norway, (2) Regional Center for Child and Adolescent Mental Health, Norway, (3) University of California, Irvine, United States

I 28

What is possible to learn in preschool in mathematics?

Selma Music, University of Gothenburg, Sweden

I 29

Reconsidering cultural perspectives on early childhood education and care in Japan through reading of episodic records

Tomoko Hashimoto-Higashimura, Sakiko Sagawa and Matsuka Koga, Kyoto University of Education, Japan

I 30

Exploring the role of imagination in thinking, learning, playing and making of young children in early childhood education

Annerieke Boland (1); Hanneke Saaltink (2) (3), Barend van Heusden (2), Marijn van Dijk (2); (1) University iPabo, Amsterdam, (2) University of Groningen, (3) IKC de Vindplaats Amsterdam Children Centre, Netherlands

I 31

Effective management strategies perceived by daycare center directors: exploration of dialogues and wellbeing.

Takako Noguchi (1), Harutomo Ueda (2), Yoshiyuki Mukuda (3), Kiyomi Akita (4), Riyo Kadota (5), Masatoshi Suzuki (6), Fuminori Nakatsubo (7), Junko Minowa (8); (1) Tokyo Kasei University, (2) Nagoya City University, (3) Kansai University of International Studies, (4) Gakusyuin University, (5) Seinan Gakuin University, (6) Hyogo University of Teacher Education, (7) Hiroshima University, (8) Musashino University, Japan

I 32

Quality of emotional support and 5-years-old child's inhibition in complex trauma situation

Stéphanie Duval, Laval University, Canada

I 33

Emotional conversations of the mothers and children in low-income and middle-income families

Pei-Ling Wang, University of Taipei, Taiwan

I 34

Adaptation of parents with children transitioning to elementary school: impact due to COVID-19

Sayuri Nishizaka (1), Yasuko Murakami (1) and Suzuko Ayano (2); (1) Kyoritsu Women's University, (2) Komazawa Women's Junior College, Japan

I 35

The development and effects of early childhood democratic citizen education program based on project

YungEui Yoo, Sun Hee Yang and Mijeong Song, Soonchunhyang University, South Korea

I 36

Structural model verification of self-esteem, emotional labor, and happiness in early childhood teachers: the moderated mediating effects of serious leisure

YunHo Jang, YungEui Yoo and MiLyang Kim, Soonchunhyang University, South Korea

I 37

Embodiment of the "non" of noncognitive skills in early childhood: focusing on developmental characteristics in physical play

Yuko Suzuki, Aichi University of Education, Japan

I 38

The PARTICIPA project: professional development tools to support participation rights in early childhood education and care

Nadine Correia (1), Cecília Aguiar (2), Sílvia Barros (3), Konstantinos Petrogiannis (4), Luís Ribeiro (5), Helena Taelman (6), Olga Wystowska (7), Filomena Almeida (2), Sara Araújo (3), Isabel Correia (1), Vanessa Figueiredo (1), Eunice Magalhães (1), Cristina Mesquita (5), Efthymia Penderi (8), Manuela Pessanha (3), Urszula Markowska-Manista (7), Elias Stavropoulos (9), Christophoros Karachristos (9), Cristiana Guimarães (3), Vera Coelho (10);

(1) CIS-IUL, University Institute of Lisbon (ISCTE), Portugal, (2) University Institute of Lisbon (ISCTE), Portugal, (3) InED, Escola Superior de Educação, Polytechnic Institute of Porto, Portugal, (4) University of West Attica, Greece, (5) Association of Childhood Education Professionals (APEI), Portugal, (6) University of Applied Sciences, Belgium, (7) University of Warsaw, Poland, (8) Democritus University of Thrace, Greece, (9) Hellenic Open University, Greece, (10) University of Maia, Portugal

I 39

Parent-child play & coping: experiences of parents and young children during the pandemic

Burcu Izci (1), Ithel Jones (2), Eda Bakir Yalcin (3); (1) Florida Gulf Coast University, United States, (2) Florida State University, United States, (3) Recep Tayyip Erdoğan University, Turkey

I 40

The home visitor's role in early intervention and prevention services for families with young children in Ireland: exploring the importance of the family relationship

Sinead Matson, Maynooth University, Ireland

I 41

Toddlers, tech and talk: developing and disseminating a UK-wide online survey for parents of 0-3-year-old children across diverse socio-economic and ethnic communities

Sandra El Gemayel (1), Rosie Flewitt (1), Karen Winter (2), Katrina McLaughlin (2), Lorna Arnott (3), Julia Gillen (4), Janet Goodall (5), Zinnia Mevawalla (3); (1) Manchester Metropolitan University, (2) Queen's University Belfast, (3) University of Strathclyde, (4) Lancaster University, (5) Swansea University, United Kingdom

I 42

Parenting support in ECEC services: parents' views on a model implemented in the Irish context

Catarina Leitão, Childhood Development Initiative, Ireland

I 43

Quality of interactions offered to infants, toddlers and preschoolers in home-based childcares: an exploratory study

Lise Lemay (1), Julie Lemire (1), Nathalie Bigras (1), Caroline Bouchard (2), Alexandra Paquette (1), Karine Laverdière (1); (1) University of Quebec in Montreal, (2) Laval University, Canada

I 44

Investigating the benefits of and challenges to child participation in the assessment of his/her learning

Sarah Hayes, Mary Immaculate College, Ireland

I 45

Making kin: an exploration of human, more-than-human and inter-creature relationships propelled by children's curiosity embedded in indigenous learning.

Stefania Giamminuti (1), Sally-Anne Polson (2), Natalie Jones (2); (1) Curtin University, (2) MLC Kindle Early Learning Centre, Australia

I 46

A study on the relationship between shared book reading and young children's language abilities

Miaoju Tu, Fu Jen Catholic University, Taiwan

I 47

A teacher workforce to develop bilingual learners is needed: Costa Rican early childhood educators' voices

Julia Atilas (1), Aleida Chavarria Vargas (2), Irma Zúñiga León (retired) (3); (1) East Tennessee State University, United States, (2) Universidad Latina, Costa Rica, (3) Universidad Nacional, Costa Rica

I 48

Information and communication technology use among children separated from one or both parents: A scoping review

Emilie Poisson and Amandine Baude, University of Bordeaux, France

I 49

Applying the theory of practice architecture to placement

Vina Patel, Birmingham City University, United Kingdom

I 50

Discovering and seizing opportunities for working with religious diversity in kindergartens

Ine Bratsvedal, Queen Maud's University College for Early Childhood Education, Norway

I 51

Teachers' curiosity as a starting point for developing a better school start

Maria Øksnes (1), Helene B. Svensson (2); (1) Norwegian University of Science and Technology, (2) Trondheim Municipality, Norway

I 52

Children's friendship

Anna Hreinsdóttir, University of Iceland, Iceland

I 53

The use of English during play and interaction – children's multilingual agency in Swedish preschools

Karolina Larsson (1), (2), Polly Björk-Willén (2), Katarina Haraldsson (2), (3), Kristina Hansson (1); (1) University of Lund, (2) Municipality of Halmstad, (3) University of Gothenburg, Sweden

I 54

Play and immersive narrative games in higher education

Marta Cabral, City University of New York (CUNY) College of Staten Island, United States

I 55

Playing with a deck of cards: algorithmic thinking in early childhood education in Portugal

Maria Figueiredo, Valter Alves and Diana Gomes, Polytechnic University of Viseu, Portugal

I 56

Establishing an environment of trust

Julie Brierley, University of Hull, United Kingdom

I 57

Multiple movement themes-based physical activity program improves preschool children's executive function

Hyeju Yun and Yunhee Kim Duksung Women's University, South Korea

I 58

The potential of storytelling in learning early science

Marjanca Kos (1), Tim Prezelj (1) Špela Klofutar (2), Sue Dale Tunnicliffe (3), Gregor Torkar (1), Martina Bačič (1); (1) University of Ljubljana, Slovenia (2) Institute for Education and Counseling Špelinice, Ljubljana, Slovenia (3) University College London, United Kingdom

Poster Symposium Set II

Friday 1st September 2023, 15:10 – 16:00

Set II, 1-56

Estoril Congress Centre, Hall/ Room A, Floor I

II 1

The experiences of home visitors adopting a state of curiosity when reflecting on their of self-care

Sonya Goulding, Early Learning Initiative, Ireland

II 2

Interstice, encounters between children, artists and educators. a innovative artistic teacher training method

Silvia Blanch, Gemma Paris and Anna Ciraso, The Autonomous University of Barcelona, Spain

II 3

Starting at home: what does the literature indicate about parental involvement in early childhood STEM education?

Loreto Salvatierra and Valeria Cabello, Pontifical Catholic University of Chile, Chile

II 4

Supporting toddler's emergent literacy through books

Monica Gjelsten, Volda University College (VUC), Norway

II 5

Supporting parental sensitivity and self-efficacy: an Italian pilot study

Simona De Stasio, Daniela Paoletti and Francesca Boldrini, Lumsa, Italy

II 6

The associations among maternal parenting behaviors, class emotional support, and toddlers' emotional competence in Taiwan

Jo-lin Chen, Fu-jen Catholic University, Taiwan

II 7

Interprofessional collaborative practices for children with speech, language and communication needs: perspectives from Norway and the Netherlands

Jana van der Zwart-Langner (1), (2), Ruben Fukkink (2), Ellen Beate Hansen Sandseter (1); (1) Queen Maud's University College for Early Childhood Education, Norway, (2)University of Amsterdam, the Netherlands

II 8

Critical reflection for developing culturally sustaining pedagogy in ECEC: a systematic literature review

Alexandra Anton (1), Emmanuel Acquah (1), Mia Heikkilä (1), Nancy L. Commins (2); (1) Åbo Akademi University, Finland, (2) University of Colorado, United States

II 9

Pre-service ECE teachers and professional identity - constraints and possibilities for children's agency

Ester Catucci, Pernilla Kallberg, Eva Ärlemalm-Hagsér and Therese Welén, Mälardalens University, Sweden

II 10

The challenge of balancing the competing pressures of enabling children's agency and the practitioner's role in challenging gender stereotypes.

Cathy Kilburn, University of Hull, United Kingdom

II 11

6 - 7-year-old children's opinions about learning in the outdoor area of the kindergarten

Lehte Tuuling (1), Tiia Õun (2), Aino Ugaste (2); (1) Narva College of University of Tartu, (2) Tallinn University, Estonia

II 12

The importance of emotional support for child engagement in preschool: a focus on the teacher's mentalization capacity

Mariane Chiasson-Roussel, Université du Québec à Trois-Rivières, Canada

II 13

Integrating emotional intelligence for early learning pre-service teachers into literature education

Andri Schoonen, North-West University, South Africa

II 14

Social representations of early childhood teachers regarding the enculturation process of two-year-old children.

Olalla Juaristi (1), Ilaaki Larrea (2), Alex Muela (3); (1) Begoñako Andra Mari Irakasleen Unibertsitate Eskola, (2) Mondragon Unibertsitatea, (3) University of the Basque Country, Spain

II 15

A case study of an experienced teacher's approach to preschool STEM education

Hye Ryung Won (1), Ithel Jones (2); (1) Slippery Rock University, United States, (2) Florida State University, United States

II 16

The relationship between practitioners' sensitivity to nature and practice in Japan

Mariko Miyata (1), Kiyomi Akita (2), Kaori Ishida (3), Machiko Tsujitani (4), Yuta Miyamoto (5); (1) Shiraume Gakuen University, (2) Gakushuin University, (3) Preschool Outdoor Environment Design Office, (4) Ochanomizu University, (5) University of Fukui, Japan

II 17

Attempt to develop resilience scale for infant interview survey: comparison of responses from children, parents, and kindergarten teachers

Izumi Ishiyama (1), Kimiko Akama (2); (1) Tokoha University, (2) Shinshu Honan Junior College, Japan

II 18

Social class dynamics in parental experiences of children's disability services

Lána Cummins, National College of Ireland/Maynooth University, Ireland

II 19

Ms. Jung's journey to becoming a professional childcare teacher: focusing on pedagogical documentation in a childcare center in South Korea

Juyoung Lee and Yunhee Kim, Duksung Women's University, South Korea

II 20

User perspectives related to the implementation of a larger professional development model aimed at supporting children's language development

Camilla Reiersen, Tone Sofie Røsholt, Veslemøy Rydland, Ratib Lekhal, University of Oslo, Norway

II 21

Professional curiosity in early childhood initial teacher education in England: unmasking pedagogical activism

Karen Vincent, Canterbury Christ Church University, United Kingdom

II 22

Autistic children exploring digital worlds

Irina Silva, Queensland University of Technology, Australia

II 23

Exploring teacher perceptions of parent collaboration in multilingual ECEC settings

Tone Sofie Røsholt, Veslemøy Rydland, Vibeke Grøver and Ratib Lekhal, University of Oslo, Norway

II 25

Using story books and a philosophically informed pedagogy to enhance young children's language and capacity for reasoning and reflection: preliminary findings from a 3 year study

Fufy Demissie and Sally Pearse, Sheffield Hallam University, United Kingdom

II 26

The impact of childhood experiences on the formation of "nurturance" - based on the results of the 2011 and 2022 surveys

Narumi Matsumoto, Michiko Iwasaki, Yuko Takahata and Takahiro Sato, Tokyo Kasei University, Japan

II 27

Kindergarten teachers' self-efficacy in teaching indigenous languages

Catherine Compton-Lilly (1), Ya-Lun Tsao (2), Ching-Ting Hsin (2), Wan-Chen Chang (2); (1) University of South Carolina, United States, (2) National Tsing Hua University, Taiwan

II 28

Professional learning as a collaborative practice

Madeleine Brodin Olsson, Anette Olin and Anne Kultti, University of Gothenburg, Sweden

II 29

Play-based promotion of children's curiosity – professional development of competences during pre-service training

II 30

Enhancing regulation and inspection processes for early years services operating outdoors in Ireland.

Grant Landon and Marie Gibbons, Tusla, Ireland

II 31

Children's perceptions, interpretations, and reactions to their mothers' breast cancer behind the scenes

Jui-Chih Chin and Yin-Ying Chen, University of Taipei, Taiwan

II 32

Play-responsive mathematics teaching in one Swedish preschool

Lena Karlsson, Linnaeus University, Sweden

II 33

Early childhood practitioners' response to 'play fighting' in Japan: based on a questionnaire survey using a fictional scene

Machiko Tsujitani, Ochanomizu University, Japan

II 34

Schoolification – changes in the political vision of preschool education

Kristin Dýrfjörð, University of Akureyri, Iceland

II 35

A case study on young children's experiences and exploration of poetry

Minling Tsai, National Taipei University of Education, Taiwan

II 36

Place-based learning in the neighbourhood in early years and primary school

Kathrin Paal (1), Kim Defoirdt (2), An Dubuquoy (2), Petra Ristić, (3), Helena Varhulíková (3), Danielle Cools (4), Janet Georgeson (1); (1) University of Plymouth, United Kingdom, (2) Buitenschool De Bergop (Outdoor school 'De Bergop'), Belgium; (3) Mateřská škola Sluníčko pod střechem (Sun under the Roof Kindergarten), Czech Republic, (4) UC Leuven- Limburg (UCLL) University of Applied Sciences, Belgium

II 37

Rethinking toddlers' participation in early childhood dance education – the Tiger Eye Model

Sara Frödén, Örebro University, Sweden

II 38

The Art of As: motherhood of autistic musicians

Chin-hsieh Lu and Hui-Jing Ng, National Taipei University of Education, Taiwan

II 39

Parents' perspectives on children's play in transitioning from ECEC to school

Else Johansen Lyngseth (1), Kristine Warhuus Smeby (1), Tuva Schanke (2); (1) Queen Maud's University College of Early Childhood Education, (2) Norwegian University of Science and Technology, Norway

II 40

Factors regulating changes in attitudes toward participation in group activities among young children

Makiko Hayashi, Aichi University of Education, Japan

II 41

Arousing children's curiosity about different kinds of picturebooks

Anna Backman, University of Gothenburg, Sweden

II 42

Investigating children's perspectives on inclusion using a participatory map-making approach

Linda Kelly, Lisha O'Sullivan, Shirley Heaney and Emer Ring, Mary Immaculate College, Ireland

II 43

Early childhood educators' perceptions of children's outdoor play and learning in China during the COVID pandemic

Junjie Liu (1), Shirley Wyver (1), Helen Little (1) and Muhammad, Chutiyami (2); (1) Macquarie University, (2) University Of Technology Sydney, Australia

II 44

Mediation of play in the restructuring of the relationship of children including a "child of concern"

Sakiko Sagawa, Kyoto University of Education, Japan

II 45

Early childhood teachers' responsiveness in play-activities with scientific content

Anna Henriksson, Kristianstad University, Sweden

II 46

KVALid Supervision. An observation tool for daycare quality assessment.

Heidi Trude Holm, Sandie Malene Ravn Nielsen, Anette Hvolby, Torben Næsby, Signe Engh Lundgreen and Birgitte Skov Pedersen, University College Northern Jutland (UCN), Denmark

II 47

Experiences of early childhood teacher participating in the learning community to practice child-centered, play-based education

Youngmi Go, Soonchunhyang University, South Korea

II 48

A curvilinear relationship between kindergarten teachers' scaffolding of make-believe play and children's executive functions

Stéphanie Duval (1), Lorie-Marlène Brault-Foisly (2), Enkeleda Arapi (1) , Noémie Montminy (1); (1) Laval University, (2) University of Quebec in Montreal, Canada

II 49

Constructions of belonging in early childhood policy and practice

II 50

Exploring children's language-based agency as a gateway to understanding early bilingual development and education

Mila Schwartz, Oranim Academic College of Education, Israel

II 51

The Montessori teaching method and the early mathematical competence of 4-7 years old children: a case study in the Greek educational system

Eleni Tympa (1), Athanasia Siaviki (2), Vasiliki Karavida (2), Ioannis Fykaris (2); (1) International Hellenic University, (2) University of Ioannina, Greece

II 52

Fun and laughter in ECEC promotes wellbeing and social inclusion

Anette Boye Koch, VIA University College, Denmark

II 53

Exploring early years managers perceptions of sustainability: agency, learning, the journey, compliance and impact

Cheryl Hadland, Tops Day Nurseries, United Kingdom

II 54

The student-teacher relationships in an innovative course: rethinking about learning and teaching

Lee-Feng Huang and Ya-Ling Chen, National Ping-Tung University, Taiwan

II 55

Collaborative action research of teachers and researcher seeking the meaning of free choice activities

YungEui Yoo, BoKyoung Cho, Misun Lee and Eunjung Jang, Soonchunhyang University, South Korea

II 56

How two-year-old children develop peer relationships in day care center with the aid of their teachers? (2): a six-month longitudinal observation study of teachers' intervention

Kaoru Onishi (1), Masafumi Ohnishi (2); (1) Gifu Shotoku Gakuen University Junior College, (2) University of Fukui, Japan

II57

What ECEC teachers and leaders learn in PD training in Japan?

Junko Minowa (1), Takako Noguchi (2), Kiyomi Akita (3), Riyo Kadota (4), Masatoshi Suzuki (5), Fuminori Nakatsubo (6), Harutomoto Ueda (7), Yumi Yodogawa (8) and Yoshiyuki Mukuta (9); (1) Musashino University, (2) Tokyo Kasei University, (3) Gakushuin University, (4) Seinan Gakuin University, (5) Hyogo University of Teacher Education, (6) Hiroshima University, (7) Nagoya City University, (8) Chiba University, (9) Kansai University of International Studies, Japan

“PED”agogical Talks

Thursday 31st August 2023, 16:45 – 17:30

Group A

Room B, Floor I, Estoril Congress Centre

Chair: Eleni Loizou, University of Cyprus/EECERA Board of Trustees, Cyprus

A1

Stay and play sessions in the early years: a medium for integrating Ukrainian children and their families in Ireland

Helen Awhinawhi, Westmeath County Childcare Committee, Ireland

A2

Re-evaluating attachment theory: examining the importance of group-based approaches for early childhood education and care service

Matthew Stapleton, Centre Support, Australia

A3

Playful vision, playful practice: research on fundamental play topics that lead to 10 aspects for an innovating playing practice in ECEC

Simon Wemel and Ann Steverlynck, Artevelde University College, Belgium

A4

‘How do you know that?’ The impact of adult-child interactions when investigating children’s thought processes

Katie Crouch, University of the West of England, United Kingdom

Group B

Room C7, Floor I, Estoril Congress Centre

Chair: Tony Bertram, Centre for Research in Early Childhood (CREC)/EECERA Board of Trustees, United Kingdom

B1

Nature purpose and children stewardship

Elena Dominguez Contreras, Cornell University, United States

B2

Storytelling a powerful tool for learning

Kate Shelley, Tales Toolkit, United Kingdom

B3

How children's curiosity creates innovations

Lara Schindler, University of Applied Sciences Koblenz, Germany

B4

Towards an equal participation model, Ireland’s story so far

Mark Considine, Department of Children, Equality, Disability, Integration and Youth, Ireland

Group C

Room D1, Floor I, Estoril Congress Centre

Chair: Chris Pascal, Centre for Research in Early Childhood (CREC)/ECERA Board of Trustees, United Kingdom

C1

Reconceptualising CPD by embracing the complexities of neoliberalist 'baggage'

Vikki Wynn, University of Sunderland, United Kingdom

C2

Teachers' posture in promoting agency in outdoor educational contexts

Francesca Rota and Letizia Luini, University of Milano Bicocca, Italy

C3

Maths for 1-year-olds - are you kidding me?

Karin Franzén, Karlstads University, Sweden

C4

The mindfulness imperative

Cathryn Lokey, Florida State University, United States

Group D

Room D2, Floor I, Estoril Congress Centre

Chair: Irene Gunning, EECERA Board of Trustees, Ireland

D1

Rethinking play with posthuman curiosity/ludicosity

Mandy Andrews, University of Plymouth, United Kingdom

D2

Talking with my daughter (on the spectrum): waypoints for navigating (school) life

An Piessens, KdG University of Applied Sciences and Arts - Pedagogy in Practice Research Centre, Belgium

D3

Professional reading and adults as curious learners

Jacquelyn Brien, Department of Education and Training, Australia

Group E

Room D3, Floor I, Estoril Congress Centre

Chair: Leesa Flanagan, Dundalk Institute of Technology, Ireland

E1

A journey into the method called inclusive research

Francesca Granone, University of Stavanger, Norway

E2

Just breathe...A mindfulness journey for young children and educators

Leesa Flanagan, Dundalk Institute of Technology, Ireland

E3

Why aren't we listening to them?

Verity Downing, The Open University, United Kingdom

E4

Lia's journey through disability is not disability itself

Katia Hueso-Kortekaas, Asociación GJNSaltamontes, Spain

Group F

Room D4/D5, Floor I, Estoril Congress Centre

Chair: Aline-Wendy Dunlop, University of Strathclyde, Scotland, United Kingdom

F1

Shifting the think: reconceptualizing transitions research for the future

Sharon Lynn Kagan, Columbia University / Yale University, United States

F2

Becoming a parent and being a parent now

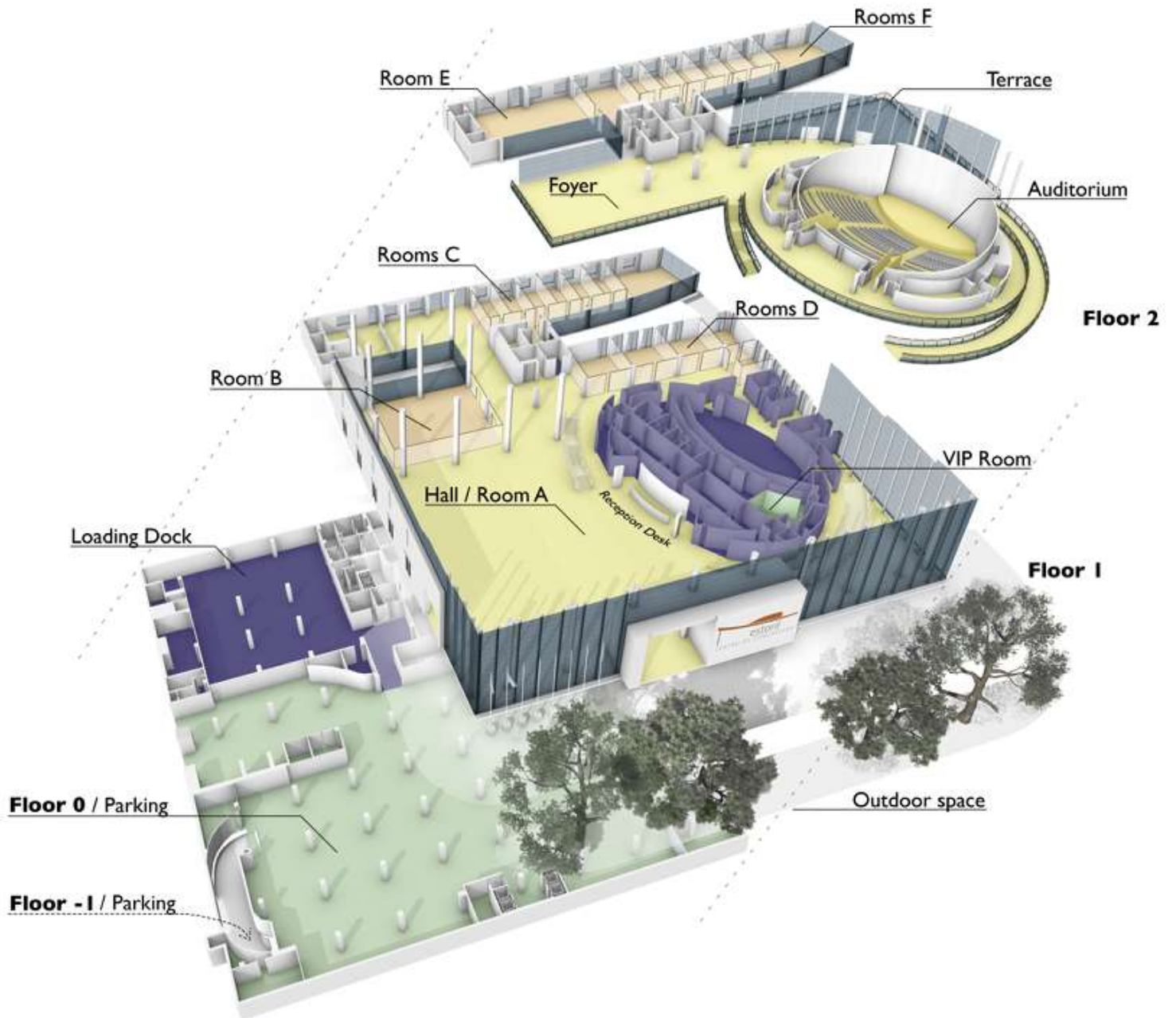
Aline-Wendy Dunlop, University of Strathclyde, Scotland, United Kingdom

F3

Teachers researching their own transitions practice

Sally Peters, University of Waikato, New Zealand

Estoril Congress Centre Floor Plan





CALL FOR EECERJ REVIEWERS

We are currently looking for new reviewers to support publication of articles submitted to the EECERA Journal.

EECERJ depends on our community's expertise, experience and freely given time to work with authors, editors and reviewers to ensure we provide quality peer-reviewed contributions to the field of Early Childhood Education and Care.

Benefits

- Reviewer certificate of recognition
- 30-days' free access to Taylor & Francis journals
- 30% discount on Taylor & Francis Group books

Why become a reviewer?

- Boost your academic career by referencing your work as a reviewer
- Staying on top of the latest EY research that's of interest to you
- Improve your own writing by learning from the work submitted by others
- Recognise and accept professional responsibility to peer review in order to uphold high standards of research in the field of early childhood education
- Pay forward - researchers who themselves have received constructive support to advance their work via peer review can give back to the research community by becoming reviewers themselves and helping others get published.
- Expand professional networks by working collaboratively with others involved in the peer-review process

SCAN FOR MORE
INFORMATION

