

Concurrent paper session 2

Room 1 ECEC pedagogy

Multifaceted constructs of pedagogies in education

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Keywords

Early childhood pedagogy; narrative inquiry; culturally relevant pedagogy

Rationale and Purpose of the study

The project focuses on teachers' narratives of teaching and learning experiences with students in a tertiary education setting that includes Maori, Pasifika, Pākehā, Asian and Indian students. Teaching and learning are grounded in socio cultural realities and perspectives. The present discourse of globalisation has shaped the world of early childhood education and societies have become more diverse. As the population in New Zealand and world over becomes more diverse, teachers are challenged to incorporate inclusive pedagogies.

This study explores different pedagogies of the teaching team at a tertiary institute and two early childhood centres in Auckland region. Our aim is to explore our experiences as teachers in a diverse and multi-ethnic city in New Zealand. The research explores different experiences of teachers as we believe that culture and experiences of teachers and learners affect the enactment of pedagogies. It focuses on the narratives of teachers and examines how they are guided by the principles of the Treaty of Waitangi and Te Noho Kotahitanga (TNK). Te Noho Kotahitanga is a partnership document created by the tertiary institute to express its commitment to the Treaty of Waitangi. The paper thus focuses on how educators meet the diverse needs of the students in the early childhood program and explores the principles and values that guide their pedagogy. The study uses the metaphor of a 'waka' to understand and conceptualise the pedagogies of educators who are on a journey with the students and community to complete a three years Bachelor's course in early childhood.

Early childhood education today has grown in importance as a result of growing demand for non-parental care. As a result of globalisation and diversity of cultures the voices in early childhood have also become more diverse. Therefore, there is a need to hear and understand diverse knowledge and languages in the context of teaching and learning for early childhood education. A culturally relevant pedagogy has become significant in today's culturally and linguistically diverse society.

Research Questions

Research questions that guide the study are:

What philosophies and pedagogies guide teachers in their teaching in early childhood?

How do teachers incorporate their cultural values in their teaching?

How are teachers influenced by bicultural values in their engagement with learners?

Methodology:

Authors draw on narrative methodology to deconstruct educators' experiences as early childhood educators. Simply stated, narrative inquiry is a way of understanding experience. They are stories that are lived and told. We employ a narrative framework to uncover educators' perceived truths based on their experiences. The narratives capture different stories and values of teaching and learning. The narratives analyse experiences, creating knowledge about diverse pedagogies. The paper emphasises an enactment of pedagogy that recognises other knowledge. Culturally responsive pedagogy is about honouring our own cultures and respecting other cultures. The presentation introduces the research project and hopes to add to the discourse of culturally inclusive pedagogy of care that is responsive to the needs of the community.

Once upon a storybook: Connecting and communicating about concepts

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Keywords

Concept mediation, storybooks, interactions

Abstract

What's happening during teacher-child storybook interactions in early childhood centres? Despite ongoing concerns about early literacy and language shortfalls, there is limited research in this specific area in early childhood education in Aotearoa New Zealand. My research examines teachers' concept mediation during teacher-child storybook interactions. The research questions explore teachers' conceptualisations of their role during teacher-child storybook interactions, and the influence of their knowledges: child knowledge; own practice knowledge; domain knowledge; and, pedagogical knowledge during storybook interactions and how they might mediate conceptual thinking and talking. The findings highlight teaching priorities of both social *and* academic conceptual learning.

Language is the most important psychological tool (Vygotsky, 1987). Hence language-rich interactions between teachers and children are important so that children have opportunities to verbalise and negotiate their thinking (Meade & Cubey, 2008; Education Review Office, 2017). Cultural-historical theory championed by Vygotsky views all higher mental functioning occurring within dialogic encounters with self and other as language knowledge and use transforms how we think. These views of learning inform *Te Whāriki*, Aotearoa New Zealand's early childhood curriculum framework (Ministry of Education, 2017), where thinking and knowledge creation are mediated via shared encounters, practised within the socialised ways of a community through the collective cultural tools and signs of language, relationships, resources and settings.

This paper presents findings from a PhD-in-progress using qualitative case study methodology. Methods included observations of storybook interactions and interviews with early childhood teachers' reflecting on their conceptualisation of their role, and the influences of their knowledges during storybook interactions with three- and four-year-old children. Two vignettes will illustrate and theorise how and what conceptual thinking and talking might be mediated. This research offers further insights into teachers' pedagogical know-how to realise opportunities for extending young children's language and conceptual thinking, and optimising storybook interactions to do so. It also sheds light on the contextual enablers and constraints, and the expertise and limitations of teachers' prioritising relational pedagogy as they mediate social and academic concepts via connecting and communicating with young children about storybooks.

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Agency for learning: Young children navigate their learning through agency in early childhood education settings

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Keywords

Agency, Learning, Young children

Abstract

Young children are the authors and owners of their learning experiences in everyday lives. Their authoring (or agency) is advocated by the United Nation Convention on the Rights of the Child (1989) as a right of children to act on matters that affect their lives.

Children express their agency in various ways. Much empirical evidence contributes to the discourse that various agentive actions support children in constructing their social lives, particularly in early childhood education (ECE) settings (Corsaro, 2005; James & Prout, 1997; Prout & James, 1997). Yet, few empirical studies have been conducted on how these agentive actions support their process of learning. In a qualitative study, which used ethnographic methods, I explored how 2.5 – 5-year-old children exercised agency for learning to explore people, places, and things in their worlds. In this presentation, I draw data from Naakshi, a 4-year-old girl, to explore how her agency for learning contributed to her understanding of a role of a mother and celebrations. This presentation is a slice of a more extensive study that involved 38 children, five teachers, and nine parents in a kindergarten and an education care centre in Aotearoa New Zealand. Naakshi’s data was comprised of 1.5 hours of video recordings over ten weeks, ten learning stories documented by a teacher throughout 15 months, photographs, artefacts, and two 40-60-minute, semi-structured interviews with a teacher and parents. The analysis involved a multistep recursive process, advocated by thematic analysis (Braun & Clarke, 2006). I reread transcripts, coded multimodal interactions of Naakshi that indicated different expressions of agency for learning. The findings revealed three different expressions of agency for learning that contributed to Naakshi’s understanding of a mother’s role and celebrations. These expressions were exploration, relationships, and well-being. In each expression, I identified an array of agentive actions that contributed to her learning. In this presentation, I only focused on the expression of exploration and its diverse manifestations in play experiences. I found Naakshi connected and modified her play experiences to continue her explorations. She integrated ideas to deepen her understandings and transformed materials to enrich her explorations. These agentive actions were shaped and mediated by not only the social interactions but also through personal factors. The findings suggest that agency for learning constituted individuality and relationality and contributed to Naakshi’s holistic learning and development. Acknowledging children’s agency for learning opens another window to view children

as competent and confident learners. Understanding diverse expressions of agency for learning will help early childhood educators to support children's learning, development, and well-being in ECE settings.

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Room 2

Teacher professional learning

Data, knowledge, action: A teacher-led innovation project to support data-informed teaching in early learning settings

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Keywords

Assessment, Data, Intentional teaching

Abstract

The Data, Knowledge, Action Teacher-led Innovation Fund (TLIF) project focused on the development and use of innovative and authentic data systems to help New Zealand ECE teachers examine young children's curriculum experiences and strengthen their teaching practice. The project is a partnership among a multi-university research team and Ruahine Kindergarten Association using an inquiry model of investigation. The research has been guided by the premise that effective data can lead to knowledge which can lead to action for improved curriculum implementation (cf. Earl & Timperley, 2008; Gunmer & Mandinach, 2015). As part of the project, each of the four participating kindergartens identified a specific team inquiry focus and used select data systems to support their inquiries working alongside the project lead and two external critical friends. Team inquiries focused on strengthening teachers' understandings of children's engagement in curriculum experiences, focusing particularly on supporting children's social and emotional learning and competencies and on the learning potential of engagement in excursions to a local nature reserve.

In this presentation, we present a brief overview of each kindergarten's inquiry focus and describe the data systems used to gather information on children's curriculum experiences. Primary data collection tools and systems included a structured live observation system recorded on a tablet referred to as the Child Experience Observation System (CEOS), video recordings from GoPro cameras worn on a chest strap, an analysis protocol referred to as the Play and Learning Analysis System (PLAS), and a teacher-completed child profile to document children's characteristics. Key aspects of data informed teaching will be highlighted. Exemplars of data collected and analysed through the data systems, how teachers made sense of the data, and team insights from the data use will be shared. The overview presentation will also introduce and describe how the teams have evolved the data systems to support their focus areas and integrated systems with existing approaches to documentation, assessment and planning. Results from the project suggest that teachers' knowledge about children and their experiences of curriculum has been strengthened with, in some instances, re-framing of teachers' views of children occurring. The impact of this increased knowledge on teachers' practice has led to shifts in planning for individuals and groups of children, strengthened relationships with whānau (families), and resulted in greater intentionality in teaching interactions with children.

Data, knowledge, action: The training and experiences of the teacher-researchers

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Keywords

Teacher capacity building, data use, teacher-researcher

Abstract

The Data, Knowledge, Action Teacher-led Innovation Fund (TLIF) project focused on the development and use of innovative and authentic data systems to help New Zealand ECE teachers examine young children's curriculum experiences and strengthen their teaching practice. The project is a partnership among a multi-university research team and Ruahine Kindergarten Association using an inquiry model of investigation. The research has been guided by the premise that effective data can lead to knowledge which can lead to action for improved curriculum implementation (cf. Earl & Timperley, 2008; Gunmer & Mandinach, 2015).

As part of the project, each of the four participating kindergartens nominated a member of their teaching team to take on the role of teacher-researcher, who would then be responsible for the data collection in the kindergarten they were partnered with. In this presentation we will explore this unique role, including the structures in place to support teacher-researcher capacity building and changes in skills and confidence overtime. This presentation will be presented from the teachers who became teacher-researchers, sharing their experiences and insights.

To prepare for the role, nominated teacher-researchers engaged in training with the research team and project lead prior to the beginning of data gathering. Training initially focused on developing a collaborative culture with the research partners involved. Practical training then focused on how to collect data on a tablet using pre-determined duration and frequency codes and use of different software programmes to analyse these data and create graphs to share with teaching teams. Training also included how to oversee the use of GoPro cameras worn by children, select and share clips of video footage with their partnered team, and provide teacher-researcher observation notes and insights to support the team's use of data. Regular teacher-researcher meetings were a key feature of this project and highlighted as critical for effective data use. The timing of new knowledge was identified as important when working with new data systems, and a 'need to know' approach was used. Collaboration and support between the teacher-researchers was also identified as an essential process. The presentation will be of interest to those who wish to build teacher capacity in data gathering and research in early learning settings.

Steering the waka together

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Keywords

Oral language, Professional learning and development, Innovation

Abstract

Communicating with infants and young children in their first 1000 days of life is foundational for later success. Kaiako/teachers in early childhood settings are well placed to make a difference in the language environments young children experience. It is the bread and butter of early childhood teaching. Over the past five years there has been an influx of professional development programmes and initiatives for kaiako/teachers in the oral language space. While this is encouraging, there is a risk with imported programmes and initiatives of neglecting to build on and value the strengths that already exist in early childhood settings and acknowledge the funds of knowledge tamariki/children bring.

Talking Matters is a campaign that aims to ensure babies and children in Aotearoa/New Zealand grow up in language-rich environments. Our definition of what constitutes richness is broad, to encompass the language/s, culture, verbal and non-verbal assets of a community. Over the past five years, the campaign has been experimenting, prototyping and exploring action in homes and early childhood centres. This work has traversed the intersections of neuroscience and brain development, language development, whānau wellbeing, language revitalisation and indigenous knowledge and practice.

This interactive session shares three case studies to illustrate our system of inquiry for working with kaiako/teachers that facilitates reflection on their practice, physical environment and relationships with whānau. Our framework for partnering with kaiako/teachers is a work in progress and the journey is not yet complete. Data sources to illustrate these case studies include reflective notes and memos from kaiako/teachers and community activators and interviews.

The whakatauki/proverb underpins our work in ECE: He waka kōtua kāhore e tukutukua ngā mimira – A canoe that is interlaced will not become separated at the bow. In unity there is strength.

The Talking Matters coaching approach draws on data sources that kaiako/teachers already collect as part of their practice. We work with centres to set goals about their practice and use data to inform their decision making. We have introduced and explored additional data collection methods, ranging from LENA, an automated spoken word counter, to video vignettes and interviews. Such data collection methods can only be used collaboratively. Through working in partnership with kaiako/teachers we have a deeper understanding of the socio-cultural elements of language and children's sophisticated non-verbal communication and how to observe communication development in ECE settings. Through greater understanding comes more authentic tools for assessment of language-rich environments. We will present three case studies to illustrate the process, outcomes and implications for practice in this interactive session. Findings illustrate that kaiako/teachers have much to offer in the oral language professional development space and that working in partnership is key to success.

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Room 3
Sustainability for indigenous languages and cultures

Ko e Fanā Fotu ki he Ako Leleí, Being brave navigators transforming education, valuing identity, language, culture and Talanoa Ako

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Keywords

Brave, navigators, transformation

Abstract

Rationale for the study

Ngāue Fakataha aimed to find out how schools and parents and families were working together to better understand and support Pasifika students' progress and achievement at school, with a focus on reporting. A second focus will be on the *Talanoa Ako* Programme delivered in the Tongan language in Otahuhu working with parents/caregivers on how to better support their children/grandchildren's education.

Purpose(s) and research question(s) of the study

Some of the questions asked included the following:

- Do you enjoy learning at school? Do teachers understand your Pasifika identities, languages, and cultures?
- Talanoa Ako: what is the biggest change that you have been made as a result of participating in the programme?

Brief description

The Fanā Fotu Transformation methodology is responsive to and appropriate for the Pasifika audiences. This promotes ability to harness in-depth conversations, discussions and stories to help improve relationships between schools and parents and students, and in this way create value for all participants.

Summary

The findings led to the development of the Talanoa Ako Cycle to help a schools and parents identify and implement key activities for working effectively together throughout the year. This sets out key actions to help schools, parents and families, teachers, and students anticipate and understand what steps they need to take, and when, throughout the school year.

Talanoa Ako findings helped parents/caregivers to give more time to talanoa with their children about their goals.

More research is needed for sustainability and equivalent in the ECE sector.

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Hoe ana Te Vaka: Pacific early childhood education in Aotearoa: The Pacific language nest

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Keywords

Pacific, Language, Culture

Abstract

Pacific early childhood education in Aotearoa, in particular, the Pacific language nest, provides a vital role in supporting Pacific culture, language and identity building for the peoples of the Pacific. The Pacific community is one of the fastest growing in Aotearoa (Statistics New Zealand, 2013) yet their languages alongside their cultural and traditional practices are in decline (McCaffery, 2015). The purpose for this study was to investigate the role of The Pacific language nest in reinforcing Pacific cultural and linguistic knowledge, and practices. I focussed on three Pacific Nations that comprise the New Zealand Realm, including the Cook Islands, Niue

and Tokelau. I employed a qualitative ethnographic case study methodology, using talanoa (focus group conversations), observations and document analysis, within socio-cultural and Indigenous theoretical framework (Pere, 1982; Rogoff, 2003; Royal -Tangarere, 1996). An inductive approach to qualitative data analysis was implemented, where data were coded and from this process categories emerged. These main categories were language maintenance, cultural implementation, parent and community involvement and challenges encountered. These four broad categories were noted within and across each of the respective case study settings.

Findings reveal the pivotal role of the community in the development and continued of the language nest thus informing the metaphor of Te Vaka (Glasgow, 2019) in which the entire community involved in the Pacific language nest are recognised as important and valuable. Whilst the Pacific language nest services are recognised for the important role in stemming language and cultural loss, they encounter challenges which impede their ability to deliver their services, such as diminishing community support, lack of Pacific teacher mentors for young Pacific teachers, barriers to providing a culturally located service, declining numbers of cultural elders, flaws in a Pan Pacific approach and financial constraints and inequities and the ongoing debate around bi-lingual or language immersion programme delivery. Implications outlined include the need for developing, specialist training programmes for Pacific language teachers in order to strengthen skill in second language teaching, and also at the initial teacher education level, recruiting and enrolling more Pacific students, and Pacific tertiary teachers. Further research into models of language learning, mentoring of young Pacific teachers by more experienced and fluent language speakers, and investigating the aspirations of young Pacific parents

Visionary women: Sustaining the language and culture in Samoan early childhood centres

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Keywords

Sustain, Samoa, Language

Abstract

This study explored the experiences of seven Samoan women that were involved in the establishment of three *A'oga Amata* (Samoan early childhood centres) in Christchurch. *A'oga Amata* became an incentive particularly for Pasifika women to take action in ensuring the success of their children in the education system and for the survival of their own languages and culture in the country (Mara, Foliaki & Coxes, 1994). Many language nests were set up in church halls, garages and schools throughout the country without funding or support from the Government. This led to a dramatic increase in licensed Pacific early childhood centres during the 1990s, particularly in the North Island.

The rationale for this study grew from the researcher's own experiences working at one *A'oga Amata* in Christchurch and being empowered learning about the history and development of these centres. This later became the focus for research towards a Masters' degree (Togiaso, 2017). The study used qualitative methods of questionnaires and semi-structured interviews. A foundation of Pasifika epistemologies including *talanoa*, *teu le vā*, *fa'aSamoa* and Critical race theory aligned with the methodology of auto-ethnography and self-narratives. Auto-ethnographic strategies supported the interpretation of the data, cultural themes and cultural tenets for analysis and key findings.

Main research question:

Why did Samoan women establish *A'oga Amata* in Christchurch and how did their experiences affect their role as Samoan women?

The main findings reveal how *A'oga Amata* was a place of cultural transmission for the Samoan language and culture, and as a place of belonging for children and families. Samoan women were '*poutu*' (main posts of love, respect and service) balancing multiple roles within their family, church, work and communities. Samoan women were resourceful language activists that aspired to make a difference for their own children and the generations that followed. Marginalised by race and culture, they overcame major barriers and challenges to create places that are an inspiration to the Samoan and Pacific community. The *mana* that these women had, their resourcefulness and strength became an incentive and privilege for the researcher to share these narratives.

This study has clearly highlighted the need to maintain and sustain bilingual and full immersion early childhood settings throughout the country, as they are vital in strengthening language acquisition and cultural values. *A'oga Amata* were spaces created for the survival of the Samoan language, culture, values and ideals (Mara, Foliaki & Coxes, 1994). For this to continue to be a reality, the target language needs to be used more than 80% of the time for full immersion centres and 50 % usage for bilingual centres (Hunkin-Tuiletufuga, 2001). *A'oga Amata* needs the support to hire qualified teachers that are proficient in the Samoan language; otherwise, the language will not be sustainable within these settings. Further research is required to show how bilingual and full immersion centres can continue to support what visionary women started, especially when colonial incursions continue to threaten the sustainability of language and culture in Aotearoa and throughout the whole globe (Chambers, 2015).

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Room 5
ECEC pedagogy

When and why do early childhood educators reminisce with children about their past experiences?

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Keywords

Reminiscing; early childhood; educators

Abstract

Parents who discuss the past in rich and elaborative detail, using open-ended questions to encourage their child's contribution, have children who eventually come to adopt this same style themselves: showing stronger memory performance not just in shared parent-child conversations (Van Bergen, Salmon, Dadds, & Allen, 2009) but also later, when independently sharing their memories with an experimenter (Reese & Newcombe, 2007). While research has traditionally focused on parents, there have been recent calls to extend this work to early childhood educators (Neale & Pino-Pasternak, 2017). Interestingly, however, our own research highlights a conundrum. Educators appear to be less elaborative during reminiscing than parents, and this is particularly true for educators who are diploma- rather than degree-trained (Andrews, Van Bergen, & Wyver, 2019). So as to understand why educators are relatively low in elaborations when reminiscing, we aim to determine why they reminisce in the first place. In other words, what, according to educators, are the functions of educator-child reminiscing? Is it to teach the child particular information, for example, or for social reasons (e.g. to bond)?

The participants were 251 Australian early childhood educators working with children in prior to school settings who attempted the survey-based instrument, with 229 completing the task. All but 1% of participants were female. Participants ranged in age from 21 – 70 years, with one to 45 years of teaching experience. The survey-based instrument had three components; (1) a short demographic questionnaire to capture information about educators' qualifications, experience, teaching context, age, and gender, (2) the 40-item Caregiver-Child Reminiscence scale (Kulkofsky & Bee Kim Koh, 2009) to measure educators' reasons for reminiscing with the children in their care, participants completed and (3) the 15-item Thinking about Life Experiences scale (Bluck & Alea, 2011) to capture information on educators' reminiscing functions more broadly. We coded each scale according to established coding schemes and then examined bivariate correlations between subscales.

Our findings show that early childhood educators do reminisce with young children. We noted individual differences in *when* and *how* this occurred. Educators reported arrival time and meal time as the most common time for them to engage in reminiscing. Group or circle time was the next most common, however there were significant differences on this aspect dependent upon child age. In terms of why educators used past talk, educators scored connecting the child with their family and the centre, bonding with the children, directing morality and behaviour, building emotion competence, and supporting peer relationships as important. Educators reported that conversations occurred with single or multiple conversational partners, and involved discussions of shared and unshared events. The findings have the potential guide the development of interventions and may support children who have less opportunity to engage in reminiscing conversations at home. Future research is needed to determine how individual differences in children's own experiences impact on educator-child conversations and how parents

and educators can best interact to support development.

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Will professional development support emotive reminiscing in early childhood settings?

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Keywords

Emotive reminiscing; early childhood; professional development

Abstract

During the pre-school years, young children become increasingly capable of participating in reminiscing conversations. These conversations are often facilitated by a more knowledgeable adult partner, such as a parent, who scaffolds both the structure and the content of the unfolding narrative [1, 2]. There have been recent calls to extend reminiscing research from a focus on mother-child conversations to early childhood educator-child conversations [3,4]. In a recent study on educator-child reminiscing, educator qualification levels were found to be associated with differences in the way educators talked with young children [5]. Overall, some educators were noted to use elaborative reminiscing and emotive language and others noted to do this at a reduced level. Given the individual differences, it is imperative to develop an intervention so that all educators can learn the skills associated with elaborative and emotive reminiscing conversations.

Thus, this study aims to evaluate the effectiveness of an intervention program designed to teach educators to elaboratively and emotively reminisce during their conversations with young children. The research questions ask, first, whether an intervention program increases educator ability to use elaborative and emotive reminiscing during their conversations with young children? Second, is an increase in educator elaborative and emotive reminiscing associated with an increase in young children's use of elaborative and emotive reminiscing?

This experimental study involved devising and implementing a Professional Development Program (PDP) focused on elaborative and emotive reminiscing skills for early childhood educators. The experiment is pretest-posttest design with a longitudinal follow-up. Thirty educators will be allocated to the experimental condition – (PDP) on elaborative and emotive reminiscing [Reminiscing Group] and 30 to the control condition. Children will participate in language and emotion knowledge assessments before the pre-test.

The analyses will be four fold: first, elaborative reminiscing will be coded using a scheme adapted from Van Bergen and Salmon, 2009 and Hudson, 2002. This scheme focuses on coding for type of utterance (a subject and verb component) including wh-questions, yes/no questions, contextual statements, evaluation, prompt, and placeholders. Second, utterances that are coded as a question, contextual statement or prompt will be further coded as an elaboration. Third, for educators, total (raw) elaborations, and elaborative style will be measured, and for children, coding for just total (raw) elaborations. Fourth, the scheme will be modified to include coding for emotion-label talk. Descriptive statistics and correlations will be used. A mixed-model ANOVA will assess the influence of the PDP on educators' use of elaborative and emotive reminiscing.

The expected outcomes of the intervention are increased levels of high-quality elaborative and emotive reminiscing by educators as a result of the intervention and an increase in young children's use of elaborative and emotive reminiscing as a result of higher quality educator-child talk. It is anticipated that this project will significantly influence young children's socio-emotional development. Specifically, Creating effective professional development and coaching opportunities will in turn enable high-quality educator-child elaborative and emotive reminiscing.

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Infant educators' use of mental state discourse in Australia and China: A cross cultural comparative study

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Keywords

Educator-infant interactions, Mental-state discourse, Cross-cultural comparison.

Rationale

In family contexts, parents' use of mental state discourse when interacting with their infants has been shown to predict their children's subsequent use of mental state terms as well as their social-emotional and cognitive development (e.g., Meins et al., 2001, Taumoepeau & Ruffman, 2008). Research extending these findings into the early childhood education and care context suggests that this type of adult-infant talk is a critical element of interpersonal relatedness that supports infants' gradual construction of self and social understanding (Degotardi & Sweller, 2011). This research further suggests that the ECEC context may provide rich opportunities for infants to hear and engage with this type of talk. However, it is well established that cultural variation exists in the way in which adults interact with infants (Bornstein & Cheah, 2006), and research suggests that Western and Asian parents of young children differ significantly in their use mental state discourse (e.g., Doan & Wang, 2010). What is unclear is whether there are quantitative or qualitative similarities and differences in the mental state discourse used by infant early childhood educators from Western and Asian countries.

Aims and Methods

This study compared the mental state discourse of infant early childhood educators in Australia and China in order to determine the nuanced differences in the ways that they use this talk with the infants in their room. Participants are 44 native English-speaking Australian educators, drawn from a larger Australian study that examined the language environment of infant early childhood programs, and 30 native Chinese-speaking infant educators recruited from centres in and around Hangzhou, China. From each cohort, twenty-minute samples of each educators' naturally occurring interactions with infants during play were coded to determine the frequency of their emotion, desire, perceptual, cognitive and modulation of certainty talk. Each mental state term was also coded according to whether the referent of the mental state was the infant (e.g., *Do you want to ...*), the educator (e.g., *I want you to ...*), joint (*We want to ...*) or other (*Teddy wants to ...*)

Findings and implications

This presentation outlines cultural similarities and differences in the educators' use of mental state discourse with infants. Findings illustrate significant cultural differences in the frequency of mental state term use, as well as the proclivity to assign mental terms to different referents. Extracts from the data illustrate qualitative similarities and differences in how mental state discourse is encoded in the language of these educators. With infant participation in early childhood education and care centres rising in both Australia and China contexts, the findings will contribute to current understandings of how educator talk can foster young children's development in culturally specific ways. Furthermore, with increasing numbers of English-Chinese bilingual children and educators in both countries, the findings will deepen our understanding of English-Chinese early bilingual language development, enabling the development of appropriate bilingual teaching strategies for very young children.

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Room 6

Children's and families' wellbeing

Being present for families with infants throughout the Philippine quarantine

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Keywords

Infant programs, parent education, families in quarantine

Abstract

Rationale for the study

A program anchored in family-centeredness and parent empowerment seems to be the most sensible answer to the question, “*How could we serve families with young children who are in quarantine?*”. When the Philippine quarantine began in March 2020, the UP Child Development Center decided that it was best to anticipate that the online learning set up would persist for at least a full academic year. As families adjusted to balancing their home, school, and work life, the Center also responded by drafting the framework for a Remote Learning Program (RLP).

But the educator team of the Infant Development Program (IDP) was faced with another unique challenge. With all the children in the infants’ class born just before or within the quarantine, the team further recognized the uniqueness of the group that they will be serving. This became a beautiful opportunity for the team to design a complementary program for infants inspired by lessons learned from the Learning Stories and the *Te Whariki* approach, as well as the infant program of Resources for Infant Educators. The IDP RLP abides by three guiding principles for empowering families: 1) building authentic connections, 2) encouraging free movement, and 3) discovering learning relations. These principles were then translated into four tools for parents as they journeyed with us throughout the program: 1) play invitations, 2) kits for family play, 3) learning stories for parents, and 4) exchanges and community sessions. The combination of the three principles and the four tools served as the team’s beacon for being present for the families with infants who are still in quarantine up to this time.

Purpose(s) and research question(s) of the study

The purpose of this action research is to design and continuously evaluate a program for remote learning that aims to support the well-being of families with infants from 3 to 18 months old.

Specifically, this action research aims to address the following questions:

1. How could the four tools for parents be effectively used to deliver services for families with infants?
2. How were the challenges in service delivery overcome by adapting alternative strategies?

Brief description

As an action research, data is gathered and analysed continuously by the educator team and administration. The IDP RLP is currently in its eighth month of operation of its pilot run. The components of IDP RLP are periodically revised based on feedback received from the families, the administration, as well as the educator team. Services delivered, client response, assessment of children (e.g., individual children’s log, family narratives, developmental checklists), and program

evaluation are all included in the semestral documentation. Based on its current performance, the Center has already decided to expand its IDP RLP service to more families for the academic year 2021-2022.

Summary

The presentation provides a summary of our services delivered through the four tools for parents, the corresponding challenges in their implementation, and the revisions that have been made on the tools so far to make them more useful for parents.

Having a strong but flexible framework, specific to the needs of families with infants, allowed the educator team to work almost seamlessly through the ups and downs of this uncertain and persisting quarantine. The Center hopes that the successes of this pilot program could be disseminated and replicated, especially in areas where families with infants have been severely affected by the pandemic.

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The effect of the happiness increasing program for young children: A Meta-analysis

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Keywords

Happiness increasing program, young children, Meta-analysis

As happiness is conceptualized in various terms, such as 'welfare', 'quality of life', 'subjective well-being (Diener, Suh, Lucas, & Smith, 1999)', and 'psychological well-being (Ryff & Singer, 2008), the common assumption in various studies has been that happiness is inherently influenced such as heredity. However, it is possible to discover and utilize individual strengths and virtues (Seligman, 2002/2011), or to increase happiness through intentional activities (Lyubomirsky, 2008; Martin, 2005; Yu, Char, & Jeong, 2013).

Not only is the happiness experienced as a child important in itself, but it also shows positive results in various areas such as married life, friendship, career achievement, economic income, and physical health (Lee, 2015; Lyubomirsky, King, & Diener, 2005; Park, 2000). In that the level of happiness experienced early in life is likely to continue into adulthood, various program developments and studies that can increase the happiness of young children should be activated (Lee & Kim, 2020). Therefore, the aim of this study was to analyze the effects of happiness increasing programs for young children in Korea through meta-analysis. For this purpose, the research question of this study was 1) What is the effectiveness of happiness increasing programs for young children? 2) Does the effectiveness of happiness increasing programs for young children vary depend on the variables (program type, age, number of treatments, and class size)?

The procedures of this study were conducted in the order of PICOS definition, literature search, literature selection, literature qualification, and data analysis based on the PRISMA checklist for meta-analysis of Moher, Liberati, Tetzlaff, Altman, and the PRISMA Group (2009). A total of 1892 studies were reviewed at the searching terms phase, and a total of 55 studies were finally selected through a systematic literature review and quality evaluation. The data analysis used Excel 2016 and R Studio ver 1.4 programs to calculate the overall effect size, verify publication bias, and analyze the moderating effect on the effectiveness of the happiness increasing program for young children.

The results indicated that the overall effect size was 1.24 (95% CI: 1.15–1.32) for fixed model and 1.52 (95% CI: 1.25-1.79) for random model, and those are large (Hwang, 2014). The Q statistics were 476.03(df=54, $p < .001$). This reject the null hypothesis that there is no statistical heterogeneity between results. In addition, the overall effect size model adopts a random model because there are different targets and program characteristics. This is above the criterion .80 which we view as a large effect on the Cohen (1977) criterion, so the effectiveness of 55 studies of this study indicated large significant effects overall.

model	k	Es(g)	z	95 % CI		I^2	Q	df	p
				Lower	Upper				
fixed	55	1.24	27.38	1.15	1.32	88.7	476.03	54	<.001
random	55	1.52	11.03	1.25	1.79				<.001

There were non-significant differences in effect sizes according to the control variables, the program ($p = .799$) and the class size ($p = .522$). There were significant differences in effect size according to age of young children ($p < .001$) and number of treatments ($p = .033$).

variable	k	ES(g)	95% CI		Q	df	p	
			Lower	Upper				
program	Natural science	17	1.67	1.17	2.17	1.65	4	.799
	Physical activity	12	1.39	.98	1.81			
	Artistic activity (music, fine art)	7	1.33	.54	2.11			
	Integrated activity	16	1.43	.85	1.99			
	miscellaneous	3	2.42	.27	4.57			
age	3	4	5.64	2.76	8.51	18.42	3	<.001
	4	8	1.82	.94	2.70			
	5	36	1.41	1.12	1.70			
	Mixed	7	.78	.42	1.13			
Number of treatments	1~10	7	1.07	.42	1.71	6.80	2	.033
	11~20	39	1.75	1.37	2.12			

	More than 21	9	1.10	.72	1.47			
	1~10	2	.97	-.10	2.04			
Class size	11~20	29	1.68	1.27	2.10	2.10	3	.552
	21~30	17	1.44	.97	1.92			
	More than 30	7	1.29	.60	1.98			

The results of this study will provide implications for identifying the effects and trends of happiness increasing programs for young children, and seeking ways to achieve desirable happiness increasing programs in early childhood education sites.

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Relationships-based curriculum: Supporting the continuity of care in Singapore

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Keywords

Curriculum, primary caregiving, infants and toddlers

Abstract

Child care centres in many developed countries have expanded exponentially due to the increased participation of women in the workforce. Consequently, children are spending long hours in child care settings, and hence the issue of quality of provision has come under scrutiny. Given the vulnerable age of children, particularly

those birth to 3 years, researchers investigated parents' views of a primary caregiving system in Singapore, which is an approach that aims to foster children's holistic growth and development. Within the system, three to four infants are cared for, in the main, by one caregiver within an early childhood educational setting and supported by a team of other staff. Parents were asked specifically about their level of satisfaction with the primary caregiving system and were also asked about their level of understanding. Findings showed that 49% of the sample were satisfied and 51% were very satisfied. In relation to the second question three major themes emerged in the qualitative data from responding parents—meeting children' needs, supporting safe and secure relationships, and improving home school communication. As primary caregiving is not used widely in Singapore it is deemed important to disseminate findings to policy makers and practitioners working in child care centres. Given the importance of primary caregiving and its application in many other countries, the findings have relevance internationally.

Room 8 ECEC policy

Research on the construction and implementation of an evaluation indicator system for Puhui kindergarten in China: Evidence from a national validation study

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Keywords

Puhui kindergarten; Indicator system; Evaluation

Abstract

China has been mired in the '3A' problems of early childhood education for decades: Accessibility (the lack of ample kindergartens to serve the number of children who need them), Affordability (kindergarten is more expensive than university), and Accountability (often low quality and no monitoring) (Li, Yang, & Chen, 2016; Xie & Li, 2019). To thoroughly resolve these challenging problems and achieve the target of universal ECE, the Central Government of China launched a national campaign to rapidly develop puhui kindergartens (PhKs) as a panacea for the '3A' problems in 2010. Accordingly, the ECE enrolments were substantially boosted (281,200 kindergartens enrolled 47,138,800 children in 2019), and the gross enrolment rate (for children ages 3 to 6) increased from 50.9% in 2009 to 83.4% in 2019. Despite the tremendous advances we have made in developing PhKs by positive trial and error over years, the concept of PhKs has not been clearly defined; thus, it is still under debate. And its effectiveness has not been rigorously evaluated as there are no reliable and valid rating scales.

To fill these gaps, this study aims to evaluate the effectiveness of this top-down strategy from the perspectives of the stakeholders (i.e., parents, ECE teachers, and principals) using a newly developed and validated instrument, the Puhui Kindergarten Rating Scale (PKRS). Stratified random sampling was employed to recruit 28,732 parents, 4709 teachers, and 1365 principals from PhKs for this national survey study. Altogether 34,806 participants from seven provinces to represent eastern, central, and western China were surveyed by questionnaires. Then, all of the survey data were analyzed using IBM SPSS 22.0 and MPLUS 7 software.

Results show that: (1) the psychometric properties indicated that PKRS was a reliable and valid scale with five constructs, 12 dimensions, and 53 indicators using item analysis, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and reliability test [$\chi^2 = 42805.919$, $df=1300$, $p<0.001$, $CFI=0.911$, $TLI=0.906$, $SRMR=0.038$, $RMSEA=0.043$]. The five constructs include Allocation, Accessibility, Assorting, Administration, and All-inclusive; (2) descriptive statistics demonstrated that PhKs were rated relatively higher in Assorting ($M=4.24$, $SD=0.73$) and Administration ($M=4.14$, $SD=0.73$) but lower in Allocation ($M=3.97$, $SD=0.80$) and All-inclusive ($M=4.04$, $SD=0.70$); (3) the latent profile analysis identified low-, medium-, and high-level profiles of parent evaluations, differentiated by their educational background, geographical area, kindergarten type, and monthly fees; (4) a hierarchical regression analysis predicting PhK evaluation found that kindergarten type had a critical effect. The results suggest that a change in the financing structure and kindergarten system, as well as more targeted strategies for disadvantaged children, are necessary to promote equity in early childhood education in China.

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Research on current status, influencing factors and countermeasures of parents' kindergarten selection for accompanying children: Evidence from Shanghai, China

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Keyword

Accompanying children; kindergarten choice of parents; influencing factors; status study

Abstract

Since the reform and opening up, with the development of urbanization, a large number of migrants have emerged in the developed cities of China, resulting in the overcrowding of the population in the three major urban circles in the eastern coastal areas. Especially since the 1990s, with the formation of the family migration mode, a large number of children have emerged. Under the background of "difficult admission", "expensive cost" and "far distance" problems, choosing the right kindergarten for the kindergarten-age children has been a big problem perplexing the families.

Preschool education choice, as an initial stage of education choice, is something that all parents must face. Restricted by the limitations of children's physical and mental development at the preschool stage, the choice of kindergarten is basically decided by parents. As for the issue of parents' choice of kindergartens, the academic circle often starts from the perspectives of preschool education resource allocation, educational equity and family capital, focusing on parents' choice of kindergartens, influencing factors, access opportunities to kindergartens and education quality. Regarding the issue of parents' choice of kindergarten, the academic circle often starts from the perspectives of preschool education resource allocation, education equity and family capital, etc., focusing on parents' perspective on kindergarten choice, influencing factors, access opportunities and education quality. The choice of a kindergarten for the migrant parents is the research focus and difficulty. At present, the biggest obstacle for the accompanying children to enter the kindergarten comes from the local priority and protection policies of the places where they migrate into. Under the division of the household registration system, parents of accompanying children can only rely on the only resources they have to reach the possible threshold of entering the kindergarten, and thus passively choose the kindergarten.

Taken Shanghai as an example, this study selected two private level-three kindergartens respectively from the Minhang district and Jiading district as the research unit. Questionnaires were distributed to 240 parents. As well two principals, two experienced teachers and four representative parents of accompanying children were interviewed. It conducted a status research on kindergarten choice of migrant parents and analyzes its influencing factors. Through literature analysis, questionnaire survey, semi-structured interview and statistical analysis method, it explores the migrant parents' understanding and needs when choosing a kindergarten. In the context of Shanghai's dual urban-rural structure system, welfare bonded household registration, social security, points, and residence permit binding into kindergarten admission, the situation of dominant rights of migrant families in choosing kindergartens and the specific influencing factors of their dominance being limited were investigated. The results show that (1) the parents of accompanying children are influenced by their education background, job types and age, and their choice is more passive. (2) The main factors influencing parents' choice of kindergarten include kindergarten security, kindergarten environment and equipment, explicit improvement of children's language competence and convenience of parents' pick-up and drop-off. In the end, this research brings up four

practical suggestions from the three main bodies of family, society and government as well as the construction background of “Puhui” kindergartens and “special preference” of “Puhui”.

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Kindergarten evaluation systems in China and Korea: Current issues and policy suggestions

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Keywords

Kindergarten evaluation, China, Korea

*This study was funded by Korea Institute for International Economic Policy.

Abstract

The interest in policy to enhance the quality of early childhood education has become high across the globe as UN has adopted the agenda in its Sustainable Developmental Goals Target 4.2. One of priority areas of policy actions for achieving SDG 4.2 is quality assurance of early childhood services. The Chinese government initiated kindergarten evaluation at national level in 2019 to lessen the quality gaps in kindergartens, especially including unregulated ones. Unlike China where the central government initiated kindergarten evaluation after some years of its varied implementation at provincial level, Korea’s case is the opposite. That is, kindergarten evaluation was initiated in 2008 at national level and the implementation autonomy is rapidly increasing at provincial level in recent years. The purpose of the study was to compare major features, and to discuss common issues of kindergarten evaluation systems in China and Korea and to provide policy suggestions for improvement.

Relevant literatures and official documents of kindergarten evaluation in China and Korea were analyzed in terms of goals, types, participation, cycles of kindergarten evaluation, quality indicators and areas, procedures and ratings, qualification and role of evaluators, and utilization of evaluation results. Interviews with kindergarten directors and teachers, local government officials were undertaken in Beijing, Shanghai, and Chongqing in China.

While China has two different types of kindergarten evaluation (mandated and voluntary), Korea has only voluntary evaluation linked to financial subsidies. Survey parental satisfaction is part of kindergarten evaluation in China, but evaluation results are not opened to parents. Kindergarten evaluators are mainly specialized in

early childhood education in Korea while those in China have a broad expertise including pediatricians, architects, nutritionists, etc.

Some common issues in China and Korea were 1) focusing more on the process quality such as curriculum implementation, teaching strategies, teacher-child interaction, 2) aligning quality indicators at national and provincial levels, 3) clarifying quality indicators for practitioners, 4) developing indicators reflecting upon the nature of profit-making private kindergartens and providing needed support, 5) expertise and training of evaluators, 6) minimizing the paperwork, 7) monitoring quality constantly beyond 3 to 5-year terms, and more.

Policy suggestions for China include strengthening networks of provincial officials in charge of kindergarten evaluation to lessen gaps at provincial and district levels, developing and distributing teacher-friendly materials and guidelines of kindergarten evaluation, providing incentives to high quality kindergartens, and developing quality indicators of services for children aged under three. For Korea, developing quality indicators reflecting provincial circumstance and the nature of private kindergartens, and having evaluators from diverse expertise are suggested.

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