

Poster Session 1
RHMZ01

Children's and families' wellbeing

Risk Management in the Daily Activities of Children in Kindergartens

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Keywords

Risk management / near miss incidents / kindergarten

Abstract

In recent times, researchers are placing increasing emphasis on the importance of security and crisis control in nursery schools and kindergartens (Kakefuda, 2015). It is deemed necessary to analyze the daily activities of preschoolers to better examine the risk management effected by teachers. Teachers should focus on the usual causes of major accidents and also on minor triggers because these may lead to greater problems. Therefore, this study aimed to discover the events that cause “near miss” incidents to establish superior risk management systems in kindergartens. In addition, the study focused on risk management and crisis control awareness among teachers. Data analysis involved the gathering of information obtained by observers about these near miss incidents and categorizing them individually. In addition, teachers were interviewed about these events. The following points were elucidated from the analysis. First, both physical and psychological factors contributed to these incidents, and the latter were usually the primary cause. Second, the actual situation and the expectations of teachers regarding such incidents were different, and numerous observations could be made beyond the kindergarten teachers’ assertions. It is presumed that there are incidents/occurrences that the teachers find negligible or which they think do not matter. It is important for teachers to share information with each other and to discuss such instances even when they feel the events are minor. Third, the study observed the cooperation between teachers and the differences in the responses tendered by them were noted through the observations and interviews conducted during this study. The outcomes of the study necessitate further discussions with the participating teachers to raise their awareness on this issue.

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Exploratory study on the relationship between the selection of picture books by caregivers with preschoolers and the subsequent use of picture books

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Keywords

picture book selection, caregivers, developmental change

Abstract

This study explores the picture book selection behavior of caregivers with preschoolers.

There are many studies on the interaction between caregivers and children through picture books, but few studies focus on the selection of picture books before the interaction (Fletcher & Reese, 2005). This study examines the relationship between the quality of picture book selection by caregivers and the subsequent use of picture books. The survey was conducted online, targeting 1,000 preschooler caregivers across Japan. From the free description of the reasons for choosing the picture book purchased most recently, [A] I can't help being urged by my child, [B] Matching my child's interests, development, and life, [C] Overcoming problems / educational goals, [D] The attractiveness of the picture book itself, [E] High topicality and reputation, [F] somehow, [G] and others were extracted, and 5 clusters were obtained by cluster analysis. Each cluster was closely related to the following picture book selection reasons.: The 1st cluster (n=227) was [B], the 2nd cluster (n=136) was [C], the 3rd cluster (n=293) was [A] [F] [G], the 4th cluster (n=218) was [D], and the 5th cluster (n=126) was [E]. Besides, the 1st and 4th cluster contained many mothers, and the 3rd cluster contained many fathers. In addition, in mothers, the age of the children was significantly higher in the 1st and 4th clusters than in the 5th cluster, and in the 3rd cluster than in the 2nd and 4th clusters.

Therefore, it was speculated that two developmental changes will be held. The first change is picture book selection from those based on [E] to those based on [B] / [D], the second change is picture book selection from those based on [C] / [D] to those based on [F]. Furthermore, for the mothers only, the frequency of reading purchased picture books is higher in the 1st cluster than in the 3rd and 5th, and the degree of favor for children's purchased picture books is higher in the 1st than in the 5th cluster. From here, for the picture books selected by the mother based on [B], the quality of the interaction with picture books is higher than that of the picture books selected based on [E] or [F]. In light of the developmental changes mentioned above, it is necessary to consider further details on the quality of picture book selection and subsequent interaction through picture books.

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An Analysis of Types of Speech Used by Teachers in ECEC (Early Childhood Education and Care) in Japan

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Keywords

Young children, types of speech, non-cognitive skills

Abstract

Due to the report on OECD's social emotional skills development (2015), interest in non-cognitive skills is increasing also in our country. Non-cognitive skills are also called soft skills or social emotional skills (hereinafter referred to as "non-cognitive skills"), unlike cognitive skills that can be measured by numerical values such as IQ and academic ability, skills to communicate, cooperativeness, compassion and pride. It is a broad concept that includes an emotional point of view such as. For nurturing non-cognitive skills, it is said that the words of a teacher who talks with children together with a rich environment are said to be points (Muto, 2016), and in families rich in words, words of meaning to support positive children.

When there is it to give the words to a child, a study has been done in until now various viewpoints, but there are still few studies that investigated relations with the non-cognitive skills. Among them, Yamada (2017) picked up quarrel scene between children and examined the development of non-cognitive skills. As a result, he found that child can acquire non-cognitive skills by facing difficult situations and overcoming them. If they do not respond appropriately, it is difficult to develop non-cognitive skills.

Therefore, in this study, I examine the types of speech picking up of the teacher in a trouble scene and the tangle scene between children in particular, the actual situation for words in the ECEC in Japan mainly on time for free play.

In this study, I ask three teachers to attach the IC recorder and record the words to the child, and then analyze it using qualitative analysis SCAT (Otani, 2008a). In the preschool education spot of this country which tended to focus on the emotional side, I point out the difficulty for the words that the actual situation is not accompanied by only with an idea and clarify it about intervention and the support to a teacher such as training to relate to it, the need of the childcare training originally to hang words. As a result, there is differences in types of speech between trained and modeled in the childcare scene. I want to increase the number of subjects and clarify the need for speech training

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How do Japanese Mothers Recognize Their Role at the End of Their Children's Early Childhood?

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Keywords

Mother's role, preschool, parenting support

Abstract

Rationale for the study

Parenting support is one of the most important themes in Japan because the birth rate is currently declining while the number of nuclear families is increasing. Sakuradani¹⁾ noted that 53% of Japanese infant-rearing mothers felt that they were not suitable as mothers. In addition, Kusumoto²⁾ observed that a positive awareness of the role of mothers affects child-rearing attitudes for mothers with preschool-age children. Understanding how Japanese mothers who have preschool-age children recognize their roles as mothers is crucial for better parenting support in Japan.

Purpose and research question of the study

The working hypothesis in the present study was that at the end of children's early childhood, Japanese mothers would recognize that their role is not to take care of their children directly but to support them. Since the age for preschool enrolment is approximately three years old and that for preschool graduation is six years old, the time of enrolment marks the start of early childhood; the time of graduation marks its end. Thus, the researcher initially examined the recognition of mother's role during preschool graduation.

Brief description

A questionnaire survey was conducted at two Japanese preschools (A preschool and B preschool) located in the same city. The implementation period was from January 26, 2021 to February 5, 2021. Mothers of preschoolers who were about to graduate (two months prior to their graduation) were chosen as participants; they were supplied with a questionnaire by preschool teachers. The questionnaire comprised three parts: a face sheet, a three-scale survey, and a question that required freewriting. However, only the face sheet and freewriting parts were used herein. The theme for freewriting was "What is a mother's role for you?" First, the participants answered the questionnaire after providing consent. Second, the questionnaires were subsequently gathered by preschool teachers. Third, the answers were classified into categories based on their themes.

Summary

The total number of participants were as follows: 80 participants in A preschool and 61 participants in B preschool. In total, 114 out of 141 questionnaires were valid for analysis. Per the details of the face sheet, the average age of mothers was 37.5 years old; among them, 57.9% were housewives, 40.4% were working mothers, and occupation type for the rest was unknown. Based on the valid questionnaires, the total number of fragments was 250, and four categories were generated: "mental support for children" in 135/250 (54.0%), "educating children for their future" in 87/250 (34.8%), "enriching children's home life" in 25/250 (10.0%), and "others" in 3/250 (1.2%). The results of this study indicate that at the end of a child's early childhood, mothers recognize that their role is to provide mental support, educate their children, and enrich their home life. In the future, a further survey of mothers who have newly enrolled preschoolers is planned and will be conducted to allow for a comparative investigation.

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The Current State of “Ikumen” in Japan — A study of fathers who took paternity leave

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Keywords

Childrearing, paternity leave of fathers, “Ikumen” (fathers who enjoy child-rearing, and achieve personal growth through it)

Abstract

In Japan, where double-income families are on the rise, the term “Ikumen” (fathers who enjoy child-rearing, and achieve personal growth through it) has become widespread, and interest in men’s participation in child-rearing has grown. Despite this, there is an evident discrepancy between the commonly accepted idea that men should engage in child-rearing and the current state of their participation in it. Furthermore, while the rate of men taking paternity leave in Japan has risen each year, it is still low compared with other countries. To encourage more fathers to participate in child-rearing, we must understand the type of environment modern fathers are raising their children in, difficulties they face, and other factors that shape their reality of child-rearing. Thus, this study’s aim was to examine the actual child-rearing experiences of “Ikumen” who have taken paternity leave.

For this study, semi-structured interviews were conducted with five fathers who have taken paternity leave—they were asked six questions to find out their circumstances and motivation for taking the leave, their feelings on taking it, their worries and hardships and joys and delights during it, the changes and feelings as a result of taking it, and their thoughts on being perceived as “Ikumen”.

In addition, an analysis was performed by referring to the coincidences appearing in a narrative ensemble. A narrative ensemble analyzes the data of multiple narratives that happen to coincide in terms of events, characters, physical actions, or emotional thoughts, or all of these combined. In this study, narratives with coinciding events were extracted to understand the processes in the fathers’ child-rearing experiences. Following this, narratives where at least the characters, physical actions, and/or emotional thoughts coincided were extracted and categorized to understand each experience and its significance.

As a result of the analysis, three types of narratives with coinciding events were extracted: efforts to secure paternity leave, involvement in housework and child-rearing during paternity leave, and return to work after paternity leave. Then, these narratives were further divided into ten categories: smooth acquisition of paternity leave, the value added to taking paternity leave, adjustments to work and marriage, fulfillment due to child’s growth and in child-rearing, cooperation with and contribution to wife, unexpected loneliness and conflicts, the feeling of securing society’s approval, understanding of the mother’s feelings, juggling of challenging work and child-rearing, and exploration of the father’s role.

Based on the results, it is evident that the child-rearing experiences during paternity leave allowed the fathers to feel that they were able to contribute to their families and grow as fathers. Furthermore, taking paternity leave was also thought to encourage them to continue to be actively involved in child-rearing even after returning to work. Those who had taken paternity leave were able to recognize themselves as fathers by being involved in their child’s growth and facing conflicts and troubles. Therefore, the emergence of their awareness of fatherhood was thought to have encouraged them to face their life as fathers.

Designing a Pub-style communication system to connect parents, children and researchers

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Keywords

Communication design, parental support, new community building

Abstract

In Japan today, there are many nuclear families and families where both parents work. There are also few friends and neighbors to talk to about their problems. The government has set up a place to discuss child-rearing problems. However, they are limited in time and place and do not cover all the problems.

On the other hand, the "philosophy café" is a place where researchers specializing in philosophy can casually talk with citizens over a cup of tea. In the same way, I think it would be good to have a place where people can talk about their problems, discuss their interests, and share their thoughts in a casual and fun environment.

In the area where I live, markets with booths selling food, drink, and handmade goods are held regularly as an attempt at community development. When the market is held in a park, parents and children who live in the area visit the market and enjoy themselves while having a picnic. Therefore, I propose a system where parents and children can casually drop by and chat in a fun atmosphere.

In the "chatting booth," there will be gentle music, free coffee, snacks for a fee, and a few experts to serve as hosts. Visitors can choose what they are interested in from each host's area of expertise and spend time chatting with them. The effectiveness of the proposed system will be verified through observation and interviews with the hosts.

The participants in the "chatting booth" tended to be very excited due to the bustling market. There were three generations of parents and children who stopped by for a break, a father and his child waiting for a mother who was shopping, and two women who were learning about childcare. The academic conversation seemed to stimulate their intellectual curiosity, and every group enjoyed a relatively long chat, staying for one to two hours. The conversations between the hosts and the participants were about small talk, child rearing, and the future in addition to topics in their fields of expertise.

From the interviews with the hosts, they were impressed by the opportunity to talk in depth about their field of expertise, and expressed a positive impression of the openness of the park. The host, a graduate student specializing in childcare, particularly appreciated the system, saying that he was able to learn how to interact with children in his own way.

The park is an everyday space that gives them a sense of security. In addition, the market creates a festival-like atmosphere with visitors who are not from the local community. This system looks like a Pub, that frees people from the stresses of everyday life and creates an environment where it is easy to talk with the hosts. By continuing to operate the system, we can expect to see the formation of a new community for parental support.

References

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Do Japanese caregivers "Mimamori" children in early childhood when they violate the rules?

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Keywords

Early childhood, caregiver, "Mimamori" strategy

Abstract

The characteristic of childcare in Japan is "Mimamori (like watching over)". "Mimamori" in Japan is not neglect, but an active involvement of children. In other words, it is a strategy for caregivers and parents to expect their children to solve their own problems, give them time to think, and wait for them to take action on their own, without instructing or teaching them. This is based on the premise of "this child can do it", but it is not clear whether there is a "Mimamori" for children in early childhood settings.

The purpose of this study is to clarify by nature observation whether or not the "Mimamori" of the caregiver is seen in the care of children in the early childhood setting.

I observed children in the 0-year-old class and their caregivers for 9 months. There are 9 children and 3 caregivers. The age at the start of observation is 9 to 15 months after birth, and the average age is 12.7 months. Once a week, I took a video of the child and the caregiver playing for an hour. I investigated how caregivers intervened when children violate the rules.

As a result, there were a total of 143 scenes in which children violated the rules. The rule violation scene observed in the 0-year-old class was different depending on the time. In the early stages, there were many scenes involving danger and unsanitary conditions, and in the latter stages, there were many scenes of interaction with others. With this change, the response of caregivers was also changing. In situations involving danger and unsanitary conditions, caregivers were trying to stop children's behavior in an instant or turn their interests to others. In the trouble of the communication with others, the caregiver explained the situation and the rule while accepting the child's feelings. In the child's reaction, while their desires did not come true and they cried, they also followed the instructions of the caregiver. Differences in children's responses may be related to the strength of their desire for action and their temperament. In any situation, the direct involvement of caregivers was seen, and the appearance of "Mimamori" was not seen.

Childcare called "Mimamori" is childcare at a stage where children can solve problems on their own. Therefore, it is thought that caregivers recognize that children in the 0-year-old class find it difficult to self-solve and require specific involvement. Through the specific involvement of caregivers, children are expected to repeatedly learn problem-solving methods and acquire self-solving strategies. From this result, it became clear that "Mimamori" is seen in childcare after the 0-year-old class. However, at some stage the caregiver should change to a "Mimamori" strategy. I would like to make it a future issue to determine when and in what form "Mimamori" will appear through longitudinal observation.

Music-Creating Activities through Picture Books in child-care support settings

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Keywords

Music-creating activity, Picture book, Child-care support

Abstract

The study aims to examine music-creating activities in child-care support settings in Japan and the U.S. with a special focus on activities involving picture books. Picture book reading has been a favorite activity for pre-schoolers, and a stream of research on this subject has been carried out. For example, several researchers in Japan, such as Kawai (2001), Takeuchi and Oku (2007), and Furuichi (2010), have investigated sound and music in picture books. However, studies on music-creating activities with picture books are lacking. In addition, picture books are utilized in other countries (e.g., Zhang et al., 2018).

The main activities in such classes are singing and playing musical instruments along with stories instead of creating music. Therefore, the current study provided a trial session of music-creating activities to accompany picture book reading to examine the effectiveness of such activities. Moreover, the study intends to investigate the new method of child-care support.

The analytical methods used were as follows.

- (1) Subject: parents, carers (caregivers), and children in the child-care support setting.
- (2) Method: 1) observing story time classes of five public libraries in the U.S. and reviewing the program, 2) filming the trial sessions of music-creating activities 3) distributing a questionnaire for the attendees of the trial sessions. Furthermore, analysis of the fact sheet and answers to questions, such as experience regarding music activities with picture books, was carried out.

The procedure was approved by the Chiba University Faculty of Education Bioethics Review Committee.

The findings of the investigation are as follows. (1) Large differences were observed among the five libraries according to content and quality of the programs. (2) Classes were held by librarians and not by music teachers or child-care specialists. Therefore, (3) the quality of music activities in the story time classes varied. A trial session comprising a music-creating activity in combination with picture book reading was developed after considering the abovementioned findings in the U.S. A Japanese picture book “HAHAHA no gakutai” (= HAHAAHA Music Band) was selected for the trial session. The story gives an account of seven boys who treated one another like brothers, played body percussion, and stated “we can play music though we don’t have any musical instruments!” Rhythmic play with mimicry of body sounds was held after reading the picture book aloud to children. Focusing on body sound, Sachs (1962; 2012) stated that “Instrumental music, at first remote from passion, began in general as a percussive act of the body,” that is, body sound is the beginning of instrumental music. Therefore, regardless of whether or not one owns an instrument at home, parents and children can express music through body sound. As a result of the session, the study found that communication not only between parents and children but also between people participating in the program was promoted.

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Korean and Chinese Mothers' Parenting Stress and Their Children's Anxiety During the COVID-19 Pandemic

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Keywords

Mothers' parenting stress, children's anxiety, COVID-19 pandemic

Abstract

According to life course theory which explains a human life as the result of the interaction between biographical and social events, the COVID-19 pandemic has caused disruption to everyday life, economic activity, and educational systems. In turn, this may cause significant impact on the lives of parents and their children (Benner & Mistry, 2020). It has been reported that parents' stress related to parenting, health, and safety increased during the COVID-19 pandemic (Bae, 2021; Tchimtchoua Tamo, 2020). Due to the closure of educational institutions, children may suffer from low well-being and mental health problems caused by unstable care (Prime et al., 2020).

We assumed that children's anxiety would increase due to the change of parenting environment and parenting stress during the COVID-19 pandemic. This study aimed to explore differences in parenting stress and anxiety levels between Korean and Chinese mothers and their children. We also examined how the parenting environment during the COVID-19 pandemic and mothers' parenting stress affected children's anxiety levels.

The subjects of the study were Korean and Chinese mothers with children aged 3-5 years old. The survey for the Chinese and Korean mothers was conducted using online survey tools from each country. By excluding questionnaires that included invalid responses, we analysed responses from 135 Korean mothers and 208 Chinese mothers. They answered about their personal background and the parenting environment. Parenting stress was measured using the Parental Stress Scale (Berry & Jones, 1995). The child's anxiety was assessed using the Preschool Anxiety Scale (Spence & Rapee, 2001). Descriptive statistics, independent t-test, and regression analyses were performed using SPSS 21.0.

The main findings are as follows. First, both Korean and Chinese mothers increased their parenting time by one to three hours a day due to the COVID-19. The closure of their children's educational institutions was the biggest reason for the increase in parenting time. But for Korean mothers who have jobs, the proportion of a mixture of working from home and working at the company during the COVID-19 pandemic was highest, while the percentage of Chinese mothers who choose to work at home was the largest. Second, Korean mothers ($M = 2.80$) had significantly higher parenting stress than Chinese mothers ($M = 2.43$) ($t = 6.16^{***}$). In terms of children's anxiety, Chinese children ($M = 2.21$) had significantly higher anxiety than Korean children ($M = 2.08$) ($t = -2.10^*$). Finally, in Korea, the experience of self-quarantine ($\beta = -.17^+$) and higher parenting stress ($\beta = .23^*$) were associated with higher children's anxiety. In China, only parenting stress was significantly and negatively associated with their children's anxiety ($\beta = .24^{**}$).

This study provides information about differences in the parenting stress of Korean and Chinese mothers and their children's anxiety during the COVID-19 pandemic. In particular, parenting stress was a common variable that affects the anxiety of children in both countries, and it suggests that ways to reduce parenting stress during the COVID-19 pandemic should be sought.

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Practices of Partnerships in Early Childhood Education: Teachers, Agency Professionals, Parents and Whanau voices

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Keywords

Interagency collaboration, transactional and transformational relationships, wellbeing practice.

Abstract

Rationale for the study

This research study set out to explore professional partnership practice involving early childhood centres in New Zealand. This exploration involved considering the perspectives of the teachers and professional partners involved. The intentions were to contribute the findings towards helping teachers' gain greater understanding of partnership work.

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

Research question: What are the nature and benefits of professional partnerships (both formal and informal) between licensed ECE centres and outside agencies and/or organisations, external to the centres, that are occurring in New Zealand?

Research Sub-questions

- 1) What inter-organisational professional partnership practices are occurring between ECE centres and outside organisations/agencies in New Zealand? A questionnaire sent to a sample of ECE centres via Survey Monkey™. The questions were a mix of closed questions and spaces for comments.
- 2) What is the nature of the inter-organisational professional partnerships that exist between the early childhood centres and the external organisations/agencies? The Survey Monkey questionnaire provided an overview of the sorts of inter-organisational partnerships that exist in NZ. A richer picture of these partnerships was gathered through interviews (individual and in focus groups) as case studies were undertaken.
- 3) What are the reasons/rationale for ECE centres initiating and being involved in inter-organisational professional partnerships with external organisations/agencies? The case studies yield explanations as to the reasons for the inter-organisational professional partnerships.
- 4) What outcomes, benefits, and obstacles are reported by professionals as occurring for early childhood education teachers and agencies /organisations? Case study data was solely participants' perceptions, unless the professionals involved have gathered outcomes data.
- 5) What are parents' experiences of participating or being involved in interagency practices?

Brief description of methodology including that used for data analysis

The mixed-methodology research explored the nature and benefits of professional partnerships (both formal and informal), between licensed early childhood centres and agencies and/or organisations external to the centres that are occurring in New Zealand. The combined research methods included an online survey to 765 early learning centres throughout New Zealand and four early childhood centre (ECE) case studies across New Zealand.

Summary of findings, conclusion, and implications (for ongoing research studies – expected outcomes and anticipated contribution of the research)

The findings share professional partnership practices occurring that have positive outcomes and benefits for stakeholders, children, their families, ECE teachers and professionals in external organisations and the challenges of this work in practice. This study, although a small sample, captures the necessity for greater clarity on outlooks of practice for teachers and other organisations in relation to inter-organisation partnership work. The results, taken from the Survey Monkey qualitative data and case

study centres, are motivating and show a degree of progress, yet these practices are also seen to be somewhat ad hoc due to lack of policy and procedural requirements across sectors. The authors hope to see new policy directions to effectively contribute and embed further innovation in government policy and practice of inter-organisation partnership work.

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Investigating children's agency in routine family life in China – from the lens of Foucault's power

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Keywords

Child/childhood, agency-structure dialectics, power

Abstract

Rationale for the study

Family is a major site of children's lives. It has tremendous influence on the development of children (Gable, Crnic and Belsky, 1994), and is an important sphere of investigation for the advocacy of better childhood. In the past few decades, childhood studies have been addressing children's voices (e.g. Dedding et al., [2014](#); [Macdonald, 2017](#)). However, while adults and researchers are attempting to speak for children, they have frequently overlooked situations which may hinder children's agency or fail to provide opportunities for children to practice agency (Gurdal and Sorbring 2018; Lipponen et al. 2018; Ruscoe et al. 2018). This results in a critical gap between advocacy for children's agency as a principle and the realisation of this principle in practice (Bordonaro [2012](#); Punch [2016](#)), leading to academic urge of decentring from children in childhood studies toward relational approaches (Spyrou, 2017).

Inspired by the urge of de-centring from children in childhood studies, I make a novel configuration of family, which considers family not as the primary institution of socialisation, but as a primary site of co-construction of childhood, parenthood and also grandparenthood, where agents and structural conditions work upon each other in their context specific dialectic relations. With this configuration, I attempt to research into children's routine family relations through the lens of Foucault's power.

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

The main objective of this study is to understand how social, cultural and economic changes together create opportunities and challenges for children to enact positive agentic actions. A positive agentic action is in itself a social cultural construct. It is therefore critical to investigate with children and adults to find a solid ground of what are the best interests for children. From the research objectives, key research questions to be addressed include 1.) what are the situations where children experience most opportunities/hurdles for enacting agency in routine family interactions? 2.) how do other core family members' experiences of these situations overlap with and/or be distinct to children's perspectives? 3.) how opportunities/hurdles for child agency are constructed through specific family power relations; and 4.) how understandings of questions 1-3 might be transformed into new discourses that create opportunities and resolve hurdles for children's positive agentic actions.

Methodology

The study is still in its preparation stage. The draft methodology is highly dependent on the theoretical framework and research questions. This project focuses on routine family interactions, in particular those situations regarding children's thoughts, actions and decisions. A core aim is to reveal underline power dynamics and contextual meanings. It is argued that simultaneous use of in-depth interview and observation is appropriate for the examination of families' routine experience (Santos, Araujo and Bellato, 2016). Video recordings are fundamental to investigating social interactions (Davidson, MacDonald & Fenton, 2018). Therefore, I will conduct video-recorded observations followed by in-depth interviews for qualitative data collection. I will combine observation and interview data to better understand both discursive and non-discursive meanings of family interactions.

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A Study on the effect of mother's growth by writing on "Play Story" in Japan

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Writing records, mother's growth, childcare

Abstract

A university's child-rearing support room in Japan encourages a record by a mother called "Play Story". This is based on "Learning Stories" in New Zealand. In this study, in addition to analyzing the records, we interview the mother of the recorder to reveal the changes in mothers. It is a consideration to notice the growth of the child and feel the joy of raising a child. So, by recording the child, they can see the child's feelings, and they feel that the mother herself is growing up, and that the cooperation of the staff and this relationship is important. It is necessary to further devise ways to provide support for mothers.

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